

2007-2008
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: 1883
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 8589
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 389
7. Highest level of academic degree offered: Masters
8. Institution's governing entity: Borad of Trustees
9. a. Regional accreditation agency: Southern Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: 2003
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2008): I-FCS
2. Conference affiliation(s) or independent status (Academic Year 2008):

Baseball	Ohio Valley Conference
Football	Ohio Valley Conference
Men's Basketball	Ohio Valley Conference
Men's Cross Country	Ohio Valley Conference
Men's Golf	Ohio Valley Conference
Men's Rifle	Ohio Valley Conference
Men's Tennis	Ohio Valley Conference
Softball	Ohio Valley Conference
Women's Basketball	Ohio Valley Conference
Women's Cross Country	Ohio Valley Conference
Women's Golf	Ohio Valley Conference
Women's Soccer	Ohio Valley Conference
Women's Tennis	Ohio Valley Conference
Women's Track, Indoor	Ohio Valley Conference
Women's Track, Outdoor	Ohio Valley Conference

Introduction to Self-Study Report

Women's Volleyball Ohio Valley 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. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

Jacksonville State University has not been subject to any NCAA major infraction cases since the previous certification self-study.

5. Other significant events (with dates) in the history of intercollegiate athletics program since previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

In June 2003, Jacksonville State University joined the Ohio Valley Conference.

Previous Certification Self-Study

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

The previous orientation visit was in January of 1998. The evaluation visit followed in February of 1999. There was no interim self-study report.

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

The NCAA Committee on Athletics Certification rendered that Jacksonville State University be "Certified with Conditions" on August 23, 1999.

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

Jacksonville State University's certification status was changed to "Certified" on May 22, 2000.

4. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

Several changes have occurred in the University's leadership since the institution's previous certification self-study.

The following hold key senior-level positions at Jacksonville State University at this time:

President: Dr. William A. Meehan

Vice President for Academic and Student Affairs: Dr. Rebecca Turner

Vice President for Institutional Advancement: Mr. Joe Serviss

Vice President for Information Technology: R. Randy Harper

Vice President for Administration and Business Affairs: Mr. G. Clint Carlson, II

Athletic Director: Mr. Jim Fuller

Introduction to Self-Study Report

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. If this is the institution's first time to complete a certification self-study, respond to the question based on the last 10 years.

The following significant changes impacting the institution and/or athletic program have occurred since the institution's previous certification self-study:

- 1) In the Fall of 2001, women's indoor and outdoor track and field were added.
- 2) In June of 2003, the University changed from the Trans American Athletic Conference to the Ohio Valley Conference.
- 3) In May of 2007, Dr. Maureen Newton was appointed as the Faculty Athletic Representative for the University.
- 4) Athletic personnel have been hired, including the following:
 - A. An additional athletic advisor
 - B. The maximum number of coaches in men's and women's basketball, softball, and baseball
 - C. An additional sports information assistant
 - D. A full-time assistant soccer coach
 - E. A full-time strength and conditioning head coach and assistant
 - F. A part-time strength and conditioning coach
 - G. An additional full-time sports medicine assistant
 - H. A full-time head coach and assistant for women's track and field
- 5) The University has increased the athletic department budget, and institutional support and revenue have increased.

Certification Self-Study Information

1. Steering Committee Chair: G. Clint Carlson, II; Vice President for Administration and Business Affairs
2. Chief report writer/editor of self-study report: Ms. Gena Christopher, Instructor of English
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.

- A. The guiding principle in the selection of the self-study steering committee and sub-committees was broad-based campus constituent participation. The minutes of the sub-committee meetings are posted online for viewing.
- B. "Draft" reports are provided to the committee members, the Faculty Senate, and the Student Government Association for their review and comment.

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

Jacksonville State University
 Jacksonville, Alabama
 NCAA DIVISION I
 ATHLETICS CERTIFICATION
 PLAN FOR COMPLETING THE SELF-STUDY
 Prepared by G. Clint Carlson, II
 NCAA ATHLETICS CERTIFICATION PROGRAM
 Written Plan for Conducting the Self-study

A. Objectives Related to the Self-Study.

1. Goals.

a. Institution's goals for process clearly stated?

Jacksonville State University will achieve three primary goals through the self-study process.

Introduction to Self-Study Report

The first is self-awareness by Jacksonville State University's various constituent groups. JSU constituents will have the opportunity to learn about the athletic programs goals and purposes in support of the University's mission as well as the challenges the athletics program faces.

Secondly, the athletic certification is to certify the program, and the self-study will identify many aspects worthy of praise.

The final goal is to identify opportunities to improve the athletics program and develop plans to ensure improvement is achieved.

b. Goals consistent with overall goals of certification?

The self-study process provides a mechanism for Jacksonville State University to demonstrate to the Division I membership its continuing commitment to institutional control of the athletics program within the academic community. In addition, it provides for instilling increased public confidence in the athletic program, and finally, it provides evidence that the institution is meeting the operating principles adopted by the NCAA Division I membership.

2. First cycle institutional plans for improvement.

a. Institution has included all committee required actions from first cycle relating to currently legislated operating principles.

Jacksonville State University developed the following plans for improvement during the first-cycle self-study:

1. The Athletic Director shall prepare the mission statement and objectives of the Athletic Department for future publications of the JSU catalogue, Athletic Department Policies and Procedures Manual, media guides, Gamecock Club publications, game programs, and the JSU web site. The Athletic Department Mission Statement of Objectives are already published in the Student-Athlete Handbook (page 4). This plan was developed to address the deficiency of not including the mission statement and objectives of the Athletic Department in all pertinent University publications. (Page 28 of the self-study-Operating Principle 1.1 & 1.2)

2. Jacksonville State University plans to implement a program of reporting the use of our academic and student services by student-athletes. The Athletic Director, along with the coaches, is establishing a program that will track how many times each athlete uses our services, such as the Academic Center for Excellence, Disabled Support Services, study halls, tutoring, and counseling with athletic academic advisors. This data will be codified and made a part of the annual report of the Athletic Department. (Page 44 of the self-study-Operating Principle 2.1 & 2.2)

3. The amounts of per diem allowances provided to teams in travel status have not been consistently provided to each sport. The Athletic Department Policies and Procedures document addresses this issue, and the University is moving toward full compliance. The Athletic Director will ensure adherence to the policy. (Page 71 of the self-study Operating Principle 3.1)

4. Publicity has not been provided as prescribed by the Athletic Department policy. An additional staff member has been employed to cover publicity for women's sports. Annual reports of publicity will be given to the Athletic Director. (Page 71 of the self-study Operating Principle 3.1)

5. During the 1999 fiscal year, JSU plans to conduct an interest survey surrounding the addition of another women's sport. The Senior Women's Administrator and the Athletic Director will conduct the survey and report the results to the President. Athletic Policy dictates that a survey be conducted in this area at least every three years. Should sufficient interest exist, a women's track and field program will be developed (Page 71 of the self-study Operating Principle 3.1)

6. By 2002, JSU plans to construct a women's soccer field south of our baseball facility. The Athletic Director will implement an athletic fund-raising program to fund four scholarships for our soccer program as soon as it begins competition in the facility. (Page 72 of the self-study Operating Principle 3.1)

7. JSU plans to continue to compensate our women's sports coaches at the average compensation for the coaches of women's sports in our conference. (Page 73 of the self-study Operating Principle 3.1)

8. JSU plans to increase the level of our competition in each sport, and the Athletic Director plans to continue increasing compensation for women coaches in his annual athletic budget request. (Page 73 of the self-study Operating Principle 3.1)

The NCAA notified Jacksonville State University under cover of August 23, 1999, of actions taken by the NCAA Committee on Athletics Certification based on the institution's athletics self-study and the evaluation by the peer-

Introduction to Self-Study Report

review team visit. Jacksonville State University was "certified with conditions." The institution was required to meet the following conditions prior to full certification.

1-The institution shall complete and submit to the Committee on Athletics Certification a comprehensive institutional plan for addressing gender equity in its intercollegiate athletics program that is developed through broad-based campus participation and receives formal institutional approval. (Operating Principle 3.1)

2-The institution shall complete and submit to the Committee on Athletics Certification a comprehensive institutional plan for addressing minority opportunities in its intercollegiate athletics program that is developed through broad-based campus participation and receives formal institutional approval. (Operating Principle 3.2)

In addition, the CAC required the institution to address "strategies for improvement". These strategies were to be implemented no later than June 1, 2000. These strategies included:

1. Create and implement a system and schedule for on-going, periodic evaluation of the institution's compliance program, conducted by an authority outside of the athletics department. (Operating Principle 1.2)

2. Develop and implement mechanisms for evaluation of the institution's athletics academic support program by an appropriate authority outside athletics. (Operating Principle 2.2)

3. Ensure that the university oversees and controls all revenues and expenditures of its booster groups in the same manner as for other units of the institution. Further, establish and document procedures to ensure that management of all booster club funds will maintain the equity goals of the institution. (Operating Principle 1.1)

The CAC also made the following "suggestions" for the institutions consideration:

1. Consider enhancing written policies for investigating rules violations to clarify responsibilities in situations where suspected violations are not reported by a staff member.

2. Consider revising the athletics department organizational chart to more accurately reflect rules compliance responsibilities and to clarify reporting lines in the event possible violations involve immediate supervision.

The institution submitted plans to address the identified conditions and strategies for improvement. Based upon the institution's plans, the NCAA Committee on Athletics Certification acted to modify Jacksonville State University's certification status to "certified" under cover of May 22, 2000.

b. The institution has included identification of all plans from first-cycle self-study including all appropriate supplemental materials relating to currently-legislated operating principles.

The following exhibits present the plans to address the conditions and strategies for improvement developed by the institution:

NCAA Gender Equity Compliance Plan

NCAA Minority Opportunities Plan

Request and results of the initial evaluation of the institution's compliance program by an authority outside the athletics department (Trans America Athletic Conference)

"A Report from the Committee to Review Academic Support Services for Athletics"

The relationship between the Jacksonville State University Foundation and Gamecock Club and financial oversight

B. Major Components of the Self-Study.

1. Appointment of steering committee chair.

a. Chair appointed by the president or chancellor?

President Meehan appointed Clint Carlson, Vice President for Administrative and Business Affairs, chair of the self-study steering committee under cover dated February 22, 2007.

b. Is chair considered by institution to be a member of its senior-management team? If not, is there documentation (e.g., written plan or letter from the president or chancellor) stating that?

Mr. Carlson, is a senior member of the administrative staff and reports directly to the President as evidenced by the institution's organizational chart.

(1) The chair has clear authority from the president or chancellor?

President Meehan appointed Clint Carlson, Vice President for Administrative and Business Affairs, chair of the self-study steering committee under cover dated February 22, 2007.

(2) The chair has ready access to the president or chancellor?

The institution's organizational chart reflects a direct reporting line between the President and the Vice President for Administrative and Business Affairs. In addition, under cover dated February 22, 2007, it was indicated to Mr. Carlson that he had "ready access to [President Meehan]".

2. Appointment of steering committee and subcommittees.

a. Names and titles of all steering committee and subcommittee members listed?

Exhibit 10 presents the membership of the steering committee and subcommittee members. This chart includes the name of each member, employment classification to demonstrate the broad based nature of the membership, and the individual's job title.

Introduction to Self-Study Report

b. Required individuals on steering committee?

President or Chancellor?

President William A. Meehan is a member of the steering committee.

Faculty athletics representative?

Dr. Maureen Newton is a member of the steering committee.

Director of athletics?

Jim Fuller is a member of the steering committee.

Senior woman administrator?

Debra McFall-Bishop is a member of the steering committee.

The above individuals are reflected on the membership chart referenced above.

c. Appropriate composition of steering committee and subcommittees?

Number adequate to perform duties and responsibilities?

There are thirty members of the University's Self-Study Certification Committee. There are at least nine members on each subcommittee.

Broad-based participation?

The committee's membership is composed of the following areas:

Faculty 8

College of Arts & Sciences 2

College of Commerce & Business Administration 3

College of Education and Professional Studies 2

College of Nursing & Health Sciences 1

Staff 17

President's Office 2

Division of:

Administration & Business Affairs 1

Academic & Student Affairs 5

Institutional Advancement 2

Information Technology 1

Athletics 6

Other 5

Board of Trustees 1

Alumni/Booster 1

Student Athletes 3

___ Balance between staff members inside and outside athletics?

The committee's membership of athletic and non-athletic personnel is as follows:

Athletic 9

Administrators 4

Student Athletes 3

Coaches 2

Non-Athletic 21

Administrators 9

Academic

Deans 1

Faculty 7

Other

Board of Trustees 1

Alumni/Booster 1

President 1

Chair-Non-Athletic Administrator 1

Access to information?

All steering committee and subcommittee members have access to all information required for the self-study.

Time to devote to self-study?

All steering committee and subcommittee members understand the importance of the self-study and have the availability to devote the time necessary to this important activity.

Subcommittee chairs not athletics department staff members?

The three subcommittee chairs and their position are as follows:

Governance & Commitment to Rules and Compliance -

Introduction to Self-Study Report

Dr. John Hammett-Associate Dean, College of Education & Professional Studies
Academic Integrity -
Dr. Maureen Newton-Associate Professor of Social Work and Faculty Athletics Representative
Equity & Student Athlete Well-Being -
Dr. Alicia Simmons-Director, Institutional Research & Assessment

Subcommittee chairs members of steering committee?

Exhibit 10 presents the membership of the Steering Committee. There are fourteen members of the Steering Committee. Each subcommittee has at least three members on the Steering Committee.

3. Responsibilities of steering committee and subcommittees.

Steering committee's and subcommittees' general responsibilities clearly stated?

At the first steering committee meeting, the Athletics Certification Handbook was reviewed. Specific attention was focused on the "General Responsibilities of the self-study steering committee" (page 18 of the Handbook).

Collecting and organizing data.

The make-up of the steering committee and subcommittees was designed to ensure that the individuals best suited for gathering pertinent data were included.

Providing opportunities for input from appropriate campus groups, including student-athletes.

The steering committee and each subcommittee will meet monthly during the self-study process. The meetings will be designed to provide opportunities for input from campus groups and student athletes.

Reviewing draft and final reports.

The steering committee will review subcommittee progress reports, "draft" reports, and "final" reports. See Timetable (Exhibit 12) for steering committee activities.

Communicating regularly through meetings and reports.

The monthly meeting "minutes" of the steering and the three subcommittees will be distributed to all steering committee and subcommittee members. Progress reports and draft/final reports will also be distributed and posted on the Athletic self-study web site.

Maintaining a written record of:

Dates of steering committee and subcommittee meetings and individuals in attendance.

It is the responsibility of the steering committee chair and subcommittee chairs to ensure that accurate and timely meeting minutes are maintained.

Individual(s) responsible for writing subcommittee's report.

The subcommittee chairs are responsible for writing their respective subcommittee draft and final reports.

4. Institution liaison.

a. Name and title of campus liaison listed?

Under cover dated June 29, 2007, (Exhibit 11) President Meehan appointed Ms. Debra McFall-Bishop as Campus Liaison for the NCAA Athletics Certification process.

b. Liaison's general responsibilities clearly stated?

The appointment letter to Ms. McFall-Bishop as Campus Liaison included the NCAA document "The Role of the Campus Liaison" indicating the responsibilities the liaison may be expected to address.

5. Conference assistance/use of outside individuals or agencies.

a. Role of conference office (if any) defined?

The Ohio Valley Conference is supportive of conference member certification efforts. The OVC has been notified of our Orientation Visit and recertification schedule. Ms. Jackie Mynarski, Assistant Commissioner for Institutional Services, will be serving as our OVC contact. The Steering Committee and Subcommittees will be advised that Ms. Mynarski is available as a resource and should be contacted as needed throughout the recertification process. As scheduling permits, Ms Mynarski will participate in the Orientation Visit, steering committee meetings, and the peer review visit.

Introduction to Self-Study Report

Contact information for Ms. Mynarski is:

Ms. Jackie Mynarski
c/o Ohio Valley Conference
215 Centerview Drive
Suite 115
Brentwood, TN 37027
Phone: 615-371-1698 (Ext 15)
Fax: 615-371-1788

In addition, the OVC performs a compliance review every four years. A review was performed in January 2004. Jackie Mynarski of the OVC conducted a compliance review in November 2007. This information will be reported in Operating Principle 1.2

b. Roles and responsibilities of outside consultant(s) defined?

Approved by CAC?

The institution does not currently plan to engage outside consultants for assistance in completing the self-study.

6. Outline and schedule.

a. Timetable complete?

Exhibit 12 presents the detailed timetable to complete the NCAA Self-study Certification process.

b. Dates/deadlines and process established for:

Dates of steering/subcommittee meetings?

The steering committee and subcommittees will meet at a minimum on a monthly basis. The chairs of the subcommittees will determine meeting dates and times and will provide this information to the Chair of the Steering Committee, Mr. Clint Carlson.

Data gathering?

Data gathering will be completed to meet the May 1, 2008 Self-study report submission via ACS.

Responding to self-study items?

Responses to all self-study items will be completed and reflected in the May 1, 2008, subcommittee reports to the steering committee.

Opportunities for campus groups to review reports?

The Faculty Senate and the Student Government Association are campus groups that will be asked to review the subcommittee "draft" reports and respond to them by April 11, 2008, to include their input/suggestions in the institution's self-study submission to the CAC.

Evaluating responses against operating principles?

The steering committee will review the subcommittee final reports (due February 29, 2008) to ensure that responses are consistent with the NCAA's operating principles.

Developing institution's plan for improvement?

The three subcommittees will develop any applicable plans for improvement in their respective areas as part of their "draft" and "final" reports. The steering committee will be responsible for coordinating and integrating all plans for improvement into the final self-study report.

Steering committee's/subcommittees' review of report drafts?

The reviews of subcommittee "draft" reports and the "draft" self-study report will occur during the period of February 29, 2008.

Preparing final report and submitting to NCAA?

The steering committee will oversee the preparation of the "draft" final report (due no later than March 28, 2008). The self-study report will be submitted to the NCAA no later than May 1, 2008.

Conducting peer-review team visit?

The peer-review team visit is scheduled for September 28-30, 2008. The institution's liaison, Ms. Debra McFall-Bishop, will be the point of contact for scheduling and coordinating the visit.

Communicating work of the steering committee to institutional community, electronic and print media?

Mr. Carlson will be responsible for the implementation of the self-study communications plan. The steering committee will monitor and oversee the plan implementation to ensure its effectiveness. The initial "press release" will occur no later than October 9th.

Introduction to Self-Study Report

Other? _____ .

7. Self-study report.

a. Name and title of chief report writer listed?

Ms. Gena Christopher will serve as the Chief Report Writer and serve on the Steering Committee. Ms. Christopher was approached by President Meehan regarding her role as CRW. Ms. Christopher served as the CRW during the initial NCAA Athletics Certification self-study.

b. Work-related needs (e.g., computer needs, internet access, secretarial assistance, reproducing copies) identified for collecting data and producing report drafts?

Ms. Christopher serves as an instructor in the English department. Any work related needs Ms. Christopher may have will be provided through the self-study chair, Mr. Clint Carlson.

c. Specific plans or strategies outlined for communicating work of steering committee to institutional community?

____ (1) Electronic and print media?

____ (2) General public?

The primary spokesperson for informational release of information regarding the NCAA Division I Athletics Certification process will be Mr. Greg Seitz, Athletic Sports Information Director. Activities of the self-study committees will be reflected on the Athletic Department's main web page. In addition, News Bureau on-line releases will be utilized for information dissemination.

The public will be notified of the initiation of the self-study certification process utilizing the "Sample Institutional Press Release" (Exhibit 14) after October 9, 2007, Orientation Videoconference.

Should these news releases create increased public inquiry, Mr. Clint Carlson, in consultation with President Meehan, will consider the need to hold news conferences and/or schedule interviews with news media representatives and members of the steering committee.

Major milestones to be publicly reported include:

Initiation of Process-Orientation Videoconference

Self-study Report submitted

Peer-review team conducts campus visits

CAC issues final certification decision for institution

Exhibit 12

Jacksonville State University

NCAA Division I Athletics Certification

Timetable

February 22, 2007- Chair Appointed by President

April 23, 2007-Conference call with President, Committee Chair and NCAA

June 15, 2007-Conference call with Committee Chair and NCAA

June 29, 2007-Steering and subcommittee members appointed by President

August 8, 2007-Steering committee meeting

September 5, 2007-Draft Plan for Completing the Self-study to NCAA liaison

October 5, 2007- Orientation Videoconference

October 9, 2007-Initial press release

November 1, 2007-Subcommittee progress reports to steering committee (joint meeting of all subcommittee members and steering committee)

December 1, 2007-Subcommittee progress reports to steering committee (data gathering complete)

Introduction to Self-Study Report

December 21, 2007-Subcommittee "draft" reports due to steering committee (responses to all self-study items included)

December 21, 2007-Faculty Senate and Student Government Association review of "draft" reports

January 31, 2008-Subcommittee final reports due to steering committee

February 29, 2008-Steering committee reviews completed

March 28, 2008-"Rough draft" final report completed

March 28, 2008"Draft" final report due to President

April 11-Faculty Senate and Student Government Association review "draft" final reports

April 25, 2008- Self-study due to NCAA

(June ? July 2008) - Initial CAC review

(Sept-Dec 2008) - Peer Review Team Evaluation visit (point of contact-Institutional Liaison)

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

A. The University's Mission statement was revised and approved in October of 2001. It follows:

Jacksonville State University is a public, comprehensive teaching institution that provides educational, cultural, and social experiences for a diverse undergraduate and graduate student population.

As a student-centered university, Jacksonville State University strives to balance academic challenges with a range of support services for students' academic, career, and personal goals.

As an academic institution, Jacksonville State University seeks to produce broadly educated graduates with skills for employment, citizenship, and life-long learning.

As a comprehensive university, Jacksonville State University supports scholarly and service activities consistent with its academic and professional strengths.

B. The Athletic Department's Mission Statement and Goals were revised and approved in May of 1999. They follow:

1. Mission Statement:

The Athletics Department conducts itself in such a way as to be consistent with the overall goals of the University and to enhance the quality of the college experience by maintaining a standard of excellence and sportsmanship among the student-athletes.

2. Goals:

a. To foster a primary concern and maximize potential for the academic, physical and emotional welfare of the student-athlete

b. To ensure compliance with the NCAA, Conference, University and Athletic Department regulations

c. To provide equitable opportunities for all students and staff without regard to race or gender

d. To maintain a positive atmosphere for the student body, alumni, fans and supporters while serving both the campus community and general public

e. To achieve and maintain fiscal responsibility as defined by the University administration

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.

No "corrective actions", "conditions for certification", or "strategies for improvement" were imposed on Jacksonville State University as a result of the first-cycle certification process as they relate to Operating Principle 1.1.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process 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) 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.

No plans for improvement/recommendations were developed for Jacksonville State University as a result of the first-cycle certification process as they relate to Operating Principle 1.1.

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.

No additional plans for improvement/recommendations relating to OP 1.1 were developed since the first-cycle certification decision was rendered.

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.

Under Alabama Statutes, Jacksonville State University is governed by a Board of Trustees (BOT) whose members are appointed by the Governor of the state and confirmed by the state senate. The BOT has authority and responsibility for the management and control of the activities, affairs, operations, business, and property of Jacksonville State University. The BOT consists of two (2) members from the congressional district in which the university is located (3rd Congressional District), one member from each of the other congressional districts in the state, one at-large member, and the State Superintendent of Education. The Governor of the State of Alabama serves as ex-officio President of the Board.

As written in the Manual of the Board of Trustees of Jacksonville State University (pages 9-10), "The President of Jacksonville State University, as Secretary of the Board of Trustees, shall be the medium through which all matters and items of official business shall be presented to the Board of Trustees. No individual member shall have the

Governance and Commitment to Rules Compliance

authority to commit the Board of Trustees to a particular action. Individual members of the Board of Trustees are entitled to ask for complete information about the institution in any and all of its aspects, and are encouraged to make direct requests to the President or other designated officers of Jacksonville State University for such information as the Board member may desire. Any information that may be needed by the Board of Trustees or any of its members from any of the specialized personnel of the institution should be requested through the President or the other designated officers of the institution."

During the last three years, the Board of Trustees at Jacksonville State University was involved in a number of decisions related to the Department of Athletics. The decisions made by the Board regarding the Department of Athletics were generally consistent with its decision making for other departments of the University, and the committee considers the institution to be in substantial conformity with Operating Principle 1.1. However, it should be noted that recent newspaper articles have suggested instances in which the Athletic Director has had no involvement or very limited involvement in decisions directly affecting institutional athletics.

Over the past three years, the Board of Trustees at Jacksonville State University made 21 decisions concerning the university budget, 14 decisions concerning academics, 16 decisions concerning building, 19 decisions concerning athletics, and 27 decisions concerning various other matters. The following response includes a list of decisions made by the Board of Trustees during the evaluation period specific to the Department of Athletics.

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 of Jacksonville State University was involved in all major decisions related to intercollegiate athletics over the past three years. A list of decisions made during the evaluation period includes, but is not limited to, the following:

1. Approval and oversight of renovations to the Gamecock Fieldhouse.
2. Approval and oversight of construction of the Lou and Bob Kenamer Hall.
3. Approval and oversight of the implementation of artificial turf at Paul Snow Stadium.
4. Approval of the contract modification and extension for the head football coach.
5. Approval of the following positions within the Athletic Department.

Position, Title	Original Hire Date
Asst Coach, Football	02-Mar-2004
Asst Coach, Football	15-Apr-2004
Asst Coach, Football	01-Aug-2004
Coordinator, Athletic Special Project	08-Sep-2004
Coordinator, Athletic Events	08-Sep-2004
Rifle Coach	13-Sep-2004
Sports Information Specialist	11-Apr-2005
Asst Coach, Football	11-May-2005
Head Coach, Women's Soccer	24-May-2005
Asst Coach, Women's Soccer	25-May-2005
Head Coach, Track/Cross Country	01-Aug-2005
Asst Coach, Baseball	23-Aug-2005
Asst Trainer, Athletics	03-Jan-2006
Asst Coach, Football	03-Mar-2006
Asst Coach, Strength & Condition	02-May-2006
Head Coach, Women's Basketball	02-May-2006
Asst Coach, Women's Basketball	31-May-2006
Asst Coach, Strength & Condition	01-Jun-2006
Asst Coach, Women's Basketball	05-Jun-2006
Asst Coach, Men's Basketball	22-Jun-2006
Asst Coach, Women's Basketball	01-Jul-2006
Asst Coach, Football	31-Jul-2006
Sports Information Specialist	28-Sep-2006
Asst Coach, Track/Cross Country	08-Jan-2007
Asst Coach, Football	30-Jan-2007
Asst Coach, Football	01-Mar-2007
Associate Dir, Athletics - Ext Affairs	07-May-2007
Asst Coach, Golf	02-Jan-2008
Asst Coach, Women's Soccer	01-Feb-2008

Governance and Commitment to Rules Compliance

Asst Coach, Women's Volleyball 22-Feb-2008
 Asst Coach, Football 29-Feb-2008
 Head Coach, Men's Basketball 23-April-2008

6. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. If the institution has different processes for making various major decisions regarding intercollegiate athletics, describe the process for making each major decision. For each process, 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 the process.

A. Jacksonville State University is governed by a Board of Trustees created by an act of the Legislature in 1967 [Code of Alabama, 1975 (Section 16-52-1 through 16)]. The Board of Trustees is responsible for administration of the University, appointment of faculty and staff, prescription of courses of instruction, establishment of rates of tuition, and whatever else it may deem best for promoting the interests of the University (Code of Alabama, 1975, Section 16-52-6). By virtue of the President's job description, authorized by the JSU Board of Trustees, the President has responsibility for all aspects of the University mission, including intercollegiate athletics, which is administered through the Athletic Director.

Although the President is responsible for control of the Department of Athletics, major issues are considered by the Board of Trustees, and the final decision rests with that body. The Board of Trustees has an Athletic Committee that is instrumental in the Board's oversight of the intercollegiate athletics programs. The Committee considers matters that have significant impact on the operations, facilities and well-being of the University and its athletics programs. When requested by the Committee, the President advises the Committee regarding input received from the Department of Athletics, Athletic Council, Academic Council, Administrative Council, and other University constituents. The Committee reviews information related to matters affecting the athletic department or their personnel and informs the Board of relevant issues related to the NCAA, conference affiliations, facilities, rules and regulations. The Committee makes recommendations to the full Board of Trustees concerning major decisions regarding intercollegiate athletics. The ultimate authority regarding major decisions is the Jacksonville State University Board of Trustees.

All Board of Trustees' actions result from a decision of the whole. Committee recommendations are brought to the full Board and must be approved by motion or resolution by a majority vote of the Trustees in an open meeting of the Board.

B. Although decisions regarding the day-to-day operation of the Department of Athletics are made by the President and/or Athletic Director, all major decisions regarding intercollegiate athletics are made through the process described above.

C. As stated above, the Board of Trustees is the final authority regarding major decisions in the intercollegiate athletics program. The Board of Trustees' Athletic Committee considers major issues and makes recommendations to the full Board. The recommendation must then be approved by motion or resolution by a majority vote of the Trustees in an open meeting.

The President has been delegated with primary responsibility and control of the department of intercollegiate athletics. When requested by the Board of Trustees, the President reports to the Board regarding major decisions involving the intercollegiate athletics program. The President is charged with the official responsibility for certifying that the department of intercollegiate athletics policies, programs and activities are in compliance with NCAA and conference rules and regulations, as well as the applicable laws of the state of Alabama.

The Athletic Director reports directly to the President and is responsible for the day-to-day operations of the intercollegiate athletics program. The Athletic Director serves as a member of the Administrative Council and regularly reports to the President regarding intercollegiate athletics issues. In administering the intercollegiate athletics program, the Director is responsible for all aspects of the department's operations including supervising the activities of administrators, coaches and support staff, leading in the organization's strategic and budget planning process, developing schedules for athletic events, and interpreting and applying NCAA rules and regulations to ensure compliance and adherence. The Director makes recommendations to the President regarding

Governance and Commitment to Rules Compliance

major decisions that impact the intercollegiate athletics program. Associate and Assistant Athletic Directors, including the Assistant Athletic Director for Compliance, report to the Athletic Director. This organizational structure ensures that the Athletic Director is in a position to advise the President of all issues of importance to the athletics program.

The Athletic Council is a standing committee appointed annually by the President. It is responsible for making recommendations to the President and Athletic Director in a broad range of areas related to athletics. The Council is composed of faculty, staff, administration, and students and is responsible for evaluating academic standards and support services for student athletes; reviewing and advising on athletic schedules, ticket prices, policies and procedures; and renovating athletic facilities. A faculty representative chairs the Athletic Council and serves as the University's representative to affiliated conferences and the NCAA and is involved in a variety of decisions involving issues relevant to these organizations. Student leaders are appointed to the Council and are provided the same opportunity as other Council members to provide input and recommendations regarding decisions that affect the intercollegiate athletics program.

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

Athletic Committee of the Board of Trustees
2006-2007

1. Jim Folsom, Chair, Board of Trustee member
2. Jim Bennett, Board of Trustee member
3. Jim Coxwell, Board of Trustee member
4. Red Etheredge, Vice Chair, Board of Trustee member
5. Randy Owen, Board of Trustee member

Athletic Council Membership
2006-2007

1. Dr. Maureen Newton, Chair, Associate Professor, Social Work
2. Mr. Clint Carlson, Vice President for Administrative & Business Affairs
3. Dr. Joe Delap, Associate Vice President for Academic Affairs
4. Mr. Jim Fuller, Athletic Director
5. Ms. Debby Bishop, Associate Athletic Director/Senior Woman Administrator
6. Dr. John Hammett, Associate Dean, College of Education & Professional Studies
7. Mr. Greg Seitz, Assistant AD/Sports Information Director
8. Mr. Mark Jones, Director, Recreational Sports
9. Mr. Sean Ponder, Director, Academic Computing & Network Support
10. Ms. Jana McGinnis, Head Coach, Softball
11. Dr. Charles Notar, Professor, Sec. Education, Faculty Senate Representative
12. Dr. Tim Roberts, Associate Professor, Family & Consumer Sciences, Faculty Senate representative
13. Mr. Mardracus Russell, Student Government Association
14. Ms. Ashley Smith, Student Athletic Advisory Committee

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.

Governance and Commitment to Rules Compliance

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	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No issues will be addressed in this area.				

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.

No "corrective actions", "conditions for certification", or "strategies for improvement" were imposed on Jacksonville State University as a result of the first-cycle certification process as they relate to Operating Principle 1.2.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process 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.

No plans for improvement /recommendations were developed for Jacksonville State University as a result of the first-cycle certification process as they relate to Operating Principle 1.2.

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.

The following are enhancements implemented by the compliance office during the evaluation period:

1. Established a monthly rules education meeting with head coaches.
2. Established an academic recovery/prevention plan for all sports close to the APR cut score.
3. Established a policy whereby a designated coach within each sport is to document athletically-related activities (20 hour rule, required days off, etc.).
4. Established a reporting and monitoring policy governing student-athlete employment activities.
5. Established a policy on student athletic financial aid appeals.
6. Established an absentee policy regarding missed class for participating in competition. The policy states that athletes may be excused from class to participate in competition, but the athlete is still responsible for any school work missed. An official form, signed by the AD and listing competition dates, is delivered to the student-athletes' instructors.
7. Established policies and procedures regarding student-athlete for grievances.
8. Established policies and procedures regarding financial aid.
9. Established policies and procedures regarding recruiting.
10. Published a revised Compliance Manual (2007-2008).
11. Established an academic improvement plan for JSU Athletic Teams below Academic Progress Rate (APR) Benchmark.
12. Published a revised Compliance Manual (2007-08).
13. Established policies and procedures relative to campus official visits.
14. Revised the Athletically-Related Income & Benefits from Sources Outside the Institution Form.
15. Established a procedure in which all travel (team and recruiting) must receive prior approval before departing campus.

Governance and Commitment to Rules Compliance

16. Established the policy that all JSU Athletic Department sports camps would now be administered through the Office of Continuing Education.
17. Established a walk-on permission form for non-scholarship student-athletes, including the sports medicine area.
18. Established an athletic awards policy for student-athletes.

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.

The "Gamecock Club" is the official booster club organization at Jacksonville State University for all intercollegiate sports. The purpose of the Gamecock Club, as set forth in its by-laws, is to promote and raise funds for the support of Jacksonville State University and its athletic programs; to assist the Jacksonville State University athletic program at the NCAA Division I level within the rules and regulations of the NCAA; to promote and market Jacksonville State University athletics in the community by providing an annual marketing plan; to supervise annual ticket drives; to assist staff with media relations; to oversee all publications of the Jacksonville State University Gamecock Club; and to organize/operate events to promote and support Jacksonville State University athletics. The purposes for the organization are exclusively educational and charitable.

Fundraising accounts generated through the Gamecock Club are maintained by the JSU Foundation Board. The head coaches in each sport serve as the budget manager for their respective sport with signatures from the Athletic Director, Assistant AD for Compliance, and the Senior Woman's Administrator necessary for funds to be used.

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 Jacksonville State University President has designated the Director of Athletics as the individual responsible for the institution's NCAA, Ohio Valley Conference, and institutional rules compliance. The Director of Athletics has assigned the administration of the compliance office to the Assistant Athletic Director for Compliance.

Associate Athletic Director/SWA

1. Oversee all financial affairs for department
2. Work with head coaches in establishing and meeting budgets for their respective sport
3. Administer purchasing/budget procedures
4. Execute and maintain all financial contractual agreements and records
5. Oversee departmental travel
6. Execute and maintain game contract for all sports (with compliance)
7. Oversee issuance and retrieval of all credit cards, keys, etc.
8. Oversee clerical support and student help for the Athletic Department
9. Coordinate personnel searches and GA/Intern requests with Athletic Director
10. Coordinate game operations
11. Oversee compliance, academic advising and athletic training offices
12. Maintain and update Policies and Procedures manual

Associate Athletic Director for External Affairs

1. Oversee Gamecock Club
2. Coordinate all Fund raising activities of athletic department
3. Coordinate annual fund drive and capital/special campaigns
4. Maintain accurate records for annual contact with all donors
5. Maintain records for all in-kind gifts
6. Coordinate efforts and oversee offices of Sports Information, Marketing/Broadcasting and Tickets
7. Sets and meets revenue goals for sponsor/advertising sales, season and game ticket sales and Gamecock Club

Governance and Commitment to Rules Compliance

donations.

8. Coordinate selling of season ticket sales for all revenue sports
9. Develop, plan, produce and distribute collateral materials and enlist volunteers to solicit season ticket sales for all revenue sports in coordination with Gamecock Club
10. Coordinate and develop all game promotions and entertainment (band) for all sports with SID and marketing offices
11. Coordinate all fundraising activities of athletic department in conjunction with Assistant Athletic Director for Marketing
12. Enhance revenue to department from all available sources

Assistant Athletic Director of Compliance

1. Oversee all compliance with NCAA, Conference and University regulations
2. Oversee initial and continuing eligibility of student athletes
3. Provide NCAA Rules education support to coaches and staff
4. Prepare all NCAA and Conference reporting forms
5. Oversee recruiting, grant-in-aid, letter of intent and financial aid process
6. Oversee Special Assistance Fund
7. Coordinate Degree Completion Aid and Summer School Aid
8. Serve as liaison with offices of Admission, Financial Aid, and Faculty Athletic Representative
9. Co-coordinate game operations
10. Coordinate academic support services with eligibility of JSU student athletes
11. Prepare Student Athlete handbook
12. Oversee assistant academic/Assistant Athletic Director for Compliance

Assistant Athletic Director for Marketing and Broadcasting

1. Set and meet goals for advertising/sponsor sales including signage, game sponsors, television/radio, etc.
2. Service needs of and communicate with sponsors
3. Oversee courtesy car program
4. Coordinate broadcasting of radio and television games and shows
5. Produce and record radio and television commercials for airing and advertising plan throughout year to enhance ticket sales and attendance
6. Co-plan and direct game promotions and entertainment (band) to enhance spectator enjoyment and attendance at all JSU athletic events
7. Distribute collateral material to promote JSU athletic events and teams
8. Enhance revenue from sponsors and individual game ticket sales
9. Coordinate expansion of licensing/merchandising

Assistance Athletic Director for Sports Information

1. Coordinate and oversee all areas and activities of Sports Information Office
2. Oversee production of media guides, newsletters, news releases and all official publications of JSU athletics within the budget and according to schedule
3. Coordinate media/press box functions for all athletic events
4. Contact and serve as liaison with all media to fully promote JSU athletics
5. Oversee daily update of web site for JSU athletics
6. Co-plan and direct game promotions and entertainment (band) to enhance spectator enjoyment and attendance at all JSU athletic events
7. Maximize coverage from local, state and national media
8. Enhance image of JSU athletics through all mediums
9. Ensures game-day signage for all sports is submitted and in place
10. Oversee Graduate Assistants for SID
11. Develop and implement plan for athletic web site

Assistance Athletic Director for Sports Medicine

1. Reads University, NCAA, NATA, and OSHA regulations and refers to these guidelines for policies and procedures
2. Writes injury evaluations and reports to coaches of each sport, treatment journal, and insurance
3. Corresponds with physicians, athletic staff members, pertaining to injury evaluation, treatment, and rehabilitation
4. Speaks and councils with students, University faculty, parents, physicians, and athletic staff
5. Serves as a contact with University staff, University faculty, students, vendors, civic organizations or groups, and other universities and organizations
6. Serves on the athletic department's Program Committee for expansion, Wellness Committee, safety and environmental health committee, substance abuse prevention committee, and rifle committee
7. Supervises student-athlete trainers

Governance and Commitment to Rules Compliance

8. Gives verbal instructions, hands-on training, written policies and procedures, instructions/directions
9. Conducts staff meetings weekly during fall, bi-weekly during spring
10. Travels to attend/conduct sports medicine clinics
11. Travels with teams to athletic events

Special Projects Coordinator

1. Coordinates student-athlete exit interviews
2. Oversees SAAC
3. Oversees CHAMPS program
4. Plans and develops a quarterly Gamecock newsletter in conjunction with the SID and Associate Athletic Director for External Affairs and Development
5. With the Associate Athletic Director for External Affairs and Development, plans social and fundraising activities for Gamecock Club members and JSU Alumni
6. Maintains an accurate database of donors, season ticket holders, and prospects, and coordinates mailing

Events and Tickets Coordinator

1. Coordinates athletic facilities usage/scheduling
2. Serves as athletic ticket manager for all revenue sports
3. Oversees season ticket mailings through database of donors season ticket holders, faculty, staff, and prospects
4. Coordinates game day ticket sales

Academic Support Services

1. Oversee all academic support services for student athletes
2. Serve as liaison with faculty
3. Oversee tutors, study hall and life skills course
4. Coordinate registration and advising for all student athletes
5. Send progress reports and scheduled missed class time to faculty
6. Strive for graduation of every student athlete who exhausts their eligibility
7. Coordinate youth reading program with community service component of CHAMPS program

Athletic Secretaries

1. Provide administrative support for offices and Head Coaches
2. Assist with monitoring of athletic budgets/contracts
3. Coordinate mail services
4. Process purchase requests
5. Serve as secretary for administrative and staff meetings
6. Assist in greeting/customer service to public
7. Coordinate use and maintenance of athletic vehicles
8. Assist in team travel preparations
9. Maintain monthly calendar of events

Coaching Staff Responsibilities

1. Scheduling of all completions (see 12.0)
2. Submitting schedule to Athletic Director for final approval prior to initiating contracts
3. Recruiting (see 5.0)
4. Compliance with NCAA rules for recruiting and completing
5. Completing associated paperwork with recruiting and completing in a timely manner
6. Arranging financially responsible recruiting trips
7. Passing NCAA Coach's Recruiting Test each year
8. Initiating arrangements for all official visits
9. Recruiting students who will be an asset to the University, and the Department of Athletics and graduate in a timely manner
10. Understand NCAA regulations in regards to Financial Aid
11. Initiating process for initial and renewal grants
12. Consistently updating team rosters
13. Meeting athletic grant-in-aid budget
14. Assisting in annual budget preparations
15. Staying within amount budgeted for fiscal year
16. Having all expenditures pre-approved through appropriate channels
17. Initiating process for all travel arrangements and submitting reports with 48 hours of return
18. Pre- and post-season equipment and apparel inventory

Governance and Commitment to Rules Compliance

19. Care and maintenance of all equipment/apparel and facilities
20. Initiating process to order equipment/apparel
21. Supporting all Department of Athletics policies on classroom attendance and progress reports and enforcing disciplinary actions
22. Getting prior approval from Associate Athletic Director for External Affairs prior to initiating a fund raising activity
23. Devising new methods of fundraising
24. Being available for all Departmental fundraising activities
25. Completing, in a timely manner, all paperwork requested by members of the Administrative Staff
26. Initiating end of season meeting with the Athletic Director
27. Attending and contributing to all Department of Athletics meetings and requested functions
28. Following guidelines established by Department, University, and NCAA for camp procedures and operations

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

The JSU Athletic Department affirms rules compliance is a central element in personnel matters:

Coaches and administrative staff with compliance have written compliance responsibilities in their contracts or job descriptions.

The Director of Athletics conducts a program evaluation with each head coach at the conclusion of each season.

Job descriptions of staff members include statements regarding compliance with NCAA rules.

Athletic Department coaches and staff receive an NCAA Manual annually.

The Faculty Athletic Representative annually administers the NCAA Division I Coaches Certification Recruiting Test.

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

The JSU President has added a statement acknowledging the importance of rules compliance in job descriptions of those individuals outside athletics with rules compliance responsibilities. Each job description has the following statement "Employment in this position is contingent upon compliance with the rules and regulations of the university conference affiliation, and the NCAA." Job descriptions and job responsibilities now include this statement. For those who are currently in a position, the following statement of understanding has been signed by the incumbent: "Incumbent must have working knowledge and understanding of NCAA rules and regulations and is responsible for NCAA compliance as it relates to their unit."

Compliance information is included in performance evaluations from supervisors.

The compliance office communicates new or revised correspondence to individuals with compliance related duties.

Personnel in the offices of the Registrar, Admissions, and Financial Aid receive an NCAA Manual.

Personnel from the offices of the Registrar, Admissions, and Financial Aid have attended NCAA Regional Compliance Seminars.

Personnel in the Compliance Office meet with staff in the Registrar's office to discuss the process by which the student-athletes' initial and continuing eligibility is certified. Academic advisors are in regular contact with the Registrar's office throughout the certification process to assure rules compliance.

AREA OF ENHANCEMENT: Establish a university compliance committee. The membership is to consist of the

Governance and Commitment to Rules Compliance

Athletic Director, Assistant Athletic Director of Compliance, Registrar, Director of Admissions, Director of Financial Aid.

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.	X	
Continuing-eligibility certification	X	
Transfer-eligibility certification	X	
Financial aid administration	X	
Recruiting	X	
Camps and clinics	X	
Investigations and self-reporting of rules violations	X	
Rules education	X	
Extra benefits	X	
Playing and practice seasons	X	
Student-athlete employment	X	

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

Rules education is an integral part of the JSU Athletic Department. Efforts are made to educate coaches and staff, student-athletes, JSU staff, and boosters about applicable NCAA and OVC rules. The President, the Athletic Director, and the athletics compliance office bear responsibility for overseeing rules education. Rules compliance information is available through the following sources:

1. Division I NCAA Manual
2. OVC Handbook
3. Athletic Department Policy and Procedure Manual
4. Compliance newsletters
5. E-mail
6. Rules interpretations
7. Student Athlete Advisory Committee
8. Online Booster brochure
9. Student-Athlete Handbook

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

The Ohio Valley Conference (OVC) conducts compliance reviews for all of its member institutions every four years. The most recent review was conducted in November 2007 by the Assistant Commissioner for Institutional Services of the OVC.

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.

Governance and Commitment 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	

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

Not applicable.

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

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

Governance and Commitment to Rules Compliance

Evaluation

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

Governance and Commitment to Rules Compliance

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No issues will be addressed in this area.	Edit Goal to alter this text.			
	Edit Goal to alter this text.			

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.

No "corrective actions", "conditions for certification", or "strategies for improvement" were imposed on Jacksonville State University as a result of the first-cycle certification process as they relate to Operating Principle 2.1.

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

No plans for improvement/recommendations were developed for Jacksonville State University as a result of the first-cycle certification process as they relate to Operating Principle 2.1.

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.

No additional plans for improvement/recommendations relating to OP 2.1 were developed since the first-cycle certification decision was rendered.

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.

A. APPLICATION PROCESS

I. Freshman Admissions

High School graduates are admitted on the basis of both an acceptable high school record and the score on the American College Test (ACT) or Scholastic Aptitude Test (SAT). Jacksonville State University admits students who have demonstrated that they are capable of college level work and have a reasonable chance to successfully complete a college degree. Students without academic skill deficits or with minimal academic-skill deficits (verbal communication, mathematics and reading) as demonstrated by high school record, ACT or SAT scores, and other

Academic Integrity

reasonable evidence are admitted unconditionally. Students with moderate academic-skill deficiencies (which are likely to require more than one semester for successful remediation) will be conditionally admitted. Conditionally admitted students must be enrolled continuously in prescribed developmental studies courses and other assigned activities until all academic-skills deficiencies are eliminated. Students must provide an official high school transcript showing the date of graduation and type of diploma received. Students are required to graduate with at least a standard diploma.

Applicants who are not high school graduates may enter the freshman class if they have passed the high school level General Education Development (GED) test and present an official score report of their test results. The score report should be mailed to JSU directly from the testing agency or should be placed in a sealed envelope from the testing agency and presented unopened to the Office of Admissions.

Applicants are required to produce official scores from either the ACT or SAT. These scores must be sent to JSU directly from the testing agency or must be on an official high school transcript. Scores on these tests are used as a basis for admission and placement in English and mathematics courses. Applicants presenting scores which indicate they can do acceptable work at Jacksonville State University may be admitted directly.

II. Transfer Student Admissions

Transfer students are required to present one official transcript from each institution previously attended. These transcripts must be mailed to JSU directly from the institution or placed in a sealed envelope from the institution. If less than 24 semester hours are accepted, students must also fulfill all requirements listed under the Freshman Admissions section. If 24 semester hours or more are accepted, transfer students who do not have credit for EH 101 or MS 112 may take the ACT/SAT for placement in the appropriate English or Math courses. Those who choose not to take the ACT/SAT for placement purposes may contact the English and/or Math Departments for a placement test.

The University reserves the right to accept or deny course work presented for transfer. Typically, all course work from regionally accredited institutions will be accepted as fair equivalent courses at JSU provided JSU has an equivalent course at the appropriate level. Courses not having fair equivalents at JSU may or may not be accepted as an elective. The transfer decision will be made on a course-by-course basis by the Registrar's Office during the credit evaluation process.

Students under academic probation at other accredited institutions are admissible to JSU on probation, provided they are eligible to return to that institution.

III. International Student Admissions

International students who have never attended college in the United States must present a minimum score of 500 or above on the paper-based, 173 on the computer-based, or 61 on the Internet-based TOEFL (Test of English as a Foreign Language), taken within the last two years. In lieu of the TOEFL, an international student may present a minimum composite score of 19 on the ACT or a minimum combined critical reading and math score of 900 on the SAT for unconditional admission or a minimum composite score of 16 on the ACT or a minimum combined critical reading and math score of 750 on the SAT for conditional admission. These test scores should be sent to JSU directly from the testing agency. In addition to the test score requirement, an international student must present official transcripts or documents proving graduation from secondary school. These documents must clearly indicate graduation and be mailed to JSU directly from the secondary school or placed in a sealed envelope from the school, then presented to the Office of Admissions unopened.

Application materials must be received sixty days prior to the start of the semester for which the student is applying. Students must also provide documentation of health insurance prior to registration for classes.

B) Identify the agencies vested with this responsibility;

The Admissions Office is responsible for evaluating applicants. The Registrar's Office is responsible for evaluating official transcripts to assist in the determination of admission for transfer students.

C) 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?

Student athletes who transfer from another college usually have their academic transcripts evaluated unofficially before they apply to JSU. This is done by the official evaluators in the Registrar's Office.

D) Be specific and give careful attention to key decision points in the 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 admission process for student-athletes.

The athletic office has no formal or informal roll in freshman admissions. A freshman student athlete without academic problems who submitted his/her paperwork in a timely fashion is processed without any knowledge in the admissions office, that the student is an athlete. If the student has any CLEP, AP or transfer credit it is evaluated in the Registrar's office without regard to his/her being a student athlete.

A transfer student athlete is processed in the Admissions office. His/Her transcripts are evaluated as a priority in the Registrar's Office if they have applied and been identified by the athletic department. Only nursing students have a higher priority for evaluations. All other students are evaluated in the order received.

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.

Overall, student-athletes showed higher average standardized test scores than students in general for the three most recent academic years, except for male athletes in the 2004-2005 academic year. In 2004-2005, male student-athletes' average standardized test scores were slightly lower than male students in general. Female student-athletes showed higher average standardized test scores for each of the three most recent academic years. The overall higher scores for student-athletes is a reflection of the recruiting process of student-athletes based upon athletic and academic success, which is a reflection of the University's emphasis on overall student academic success.

When comparing racial and ethnic sub-groups for entering freshman student-athletes and entering freshman students in general, the only sub-groups large enough for comparison are for white and black student-athletes and white and black students in general. For all three of the most recent academic years, black student athletes have higher average standardized test scores than black students in general. For two of the last three most recent academic years, white student-athletes have had higher average standardized test scores than white students in general, the only exception being the 2005-2006 academic year, where white students in general have slightly higher average standardized test scores than white student-athletes. Black student-athletes and black students in general have lower average standardized test scores than white student-athletes and white students in general.

All sport group sub-groups with enough student-athletes to calculate a core GPA for the three most recent academic years had a core GPA of at least 2.79 (which was the Core GPA for baseball in 2004-2005) and a maximum core GPA of 3.52 (which was the core GPA for Women's Other in 2006-2007). And, for the 2006-2007 academic year, all sport sub-groups had a core GPA over 3.00, except for women's track, and their core GPA was 2.90. A core GPA of 2.79 is a letter grade between C and B according to JSU academic grading policy. A core GPA of 3.52 is a letter grade between B and A according to JSU academic grading policy.

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 that may be used when students are not automatically admitted because they do not meet the institution's published entrance requirements.

A. Describe the process by which students may be admitted if they do not meet the institution's standard or normal entrance requirements:

The Admissions Committee, acting under the requirements and policies of its governing board, considers the appeals of applicants who are not admissible to the University due to not meeting the minimum ACT/SAT score requirement or suspension from a prior college. To appeal to the Admissions Committee, beginning freshmen submit an application for admission, the 20 dollar application fee, an official final high school transcript showing date of graduation and type of diploma received, all ACT/SAT scores, a letter of appeal explaining any extenuating circumstances and why an exception to admission requirements should be granted, and a letter of recommendation on school stationery from a high school teacher who taught the student in an academic subject during the junior or senior year. The Admissions Committee meets in April, June, July, August, and December to review appeals. A student who is denied admission by the Office of Admissions and whose appeal is denied by the Admissions Committee has the right to appeal to the President of the University, whose decision is final. Transfer students submit an application for admission, the 20 dollar application fee, official transcripts from all colleges attended, and a letter of appeal explaining any extenuating circumstances and why an exception should be granted. A transfer student who does not have 24 transferable hours also submits the items that are required for beginning freshmen. A student who is denied admission by the Office of Admissions and whose appeal is denied by the Admissions Committee has the right to appeal to the President of the University, whose decision is final.

Students academically ineligible to return to the last institution or under disciplinary probation or suspension from

Academic Integrity

their last institution may not be admitted to JSU. They may, however, appeal to the Admissions Committee for consideration of their individual situation and have the right to appeal to the President of the University, whose decision is final.

B) Identify the agencies vested with this responsibility.

The Office of Admissions is responsible for evaluating applicants. The Office of the Registrar is responsible for an unofficial evaluation for the Admissions Committee if the student is a transfer. The Admissions Committee is responsible for making a determination about the student's appeal, and, finally, the President is responsible for final determination.

C) Include any second-level or subsequent review processes or appeals procedures that may be used when students are not automatically admitted because they do not meet the institution's published entrance requirements (special admission procedures).

The current structure provides for both the Admissions Committee and the final appeal to the President.

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.)]

In 2004-2005, one student-athlete receiving athletics aid was admitted through the special admissions process, and nine total freshman students (or .9 percent of 1,057) were so admitted.

In 2005-2006, one student athlete receiving athletics aid was admitted through the special admissions process, and 6 total freshman students (or .5 percent of 1,151) were so admitted.

In 2006-2007, no student-athlete receiving athletics aid was admitted through any special admissions process, and 5 total freshman students (or .4 percent of 1,144) were so admitted.

Note: Each of the 3 reporting years less than two student-athletes a year were admitted through the special admission process; no data for separate sport groups is reported, and no comparison of differences or explanation of differences between student-athletes and freshman students in general is reported.

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

A. Initial Eligibility Sequence of Actions:

General Policy Statement:

The Compliance Office has primary responsibility to compile the academic records and files for the certification of eligibility for all incoming student athletes and coordinates the certification of eligibility for continuing student-athletes. The Office of the Registrar has the final authority to certify the academic eligibility of all student-athletes.

Summary of the Certification Cycle and Process:

At the end of the spring semester, the Compliance Office solicits a roster of all known potential participants for the upcoming year from each head coach. These rosters are forwarded to the Office of the Registrar where the certifying official gathers and reviews data regarding the eligibility status of each student-athlete submitted for certification. Only those student-athletes whose names are submitted to the compliance office to be reviewed through the certification process are considered to be on the active roster for eligibility purposes. Eligibility-related information from the Office of the Registrar is entered into the Ohio Valley Conference Official Eligibility List.

At this point, two non-academic components of eligibility are also checked for each student-athlete. These components include the following: confirmation that the student-athlete has signed the NCAA Student-Athlete Statement and NCAA Drug Testing Consent Form and inclusion on the NCAA Squad List for the respective sport.

Following approval of the completed eligibility and squad list by the Registrar (Kelly Osterbind), the Assistant Athletic Director for Compliance (Greg Bonds) obtains approval signatures from the Registrar (Kelly Osterbind), the Athletic Director (Jim Fuller) and the Faculty Athletic Representative (Maureen Newton).

Academic Integrity

On this eligibility and squad list are listed names of each active roster and the specific eligibility status of each individual. In this way, the head coach is formally notified whether a student-athlete is eligible for practice and competition, practice only, or neither. No student-athlete should practice or compete until he/she is indicated eligible for such on the eligibility and squad list.

Each eligibility and squad list is forwarded to the following individuals: 1) Head Coach; 2) Assistant Coaches; 3) Faculty Athletic Representative; 4) Academic Advisors; 5) Director of Admissions; 6) Registrar; 7) Director of Sports Medicine; and 8) Sports Information Director.

In each case where the eligibility status of a student-athlete is updated by the Office of the Registrar during the course of the academic year, a supplemental eligibility and squad list containing the new information is immediately produced by the compliance office. A new eligibility and squad list is distributed to the normal list of recipients for the sport involved.

The person with ultimate responsibility in determining the student-athletes' initial eligibility is Kelly Osterbind, University Registrar.

B. Transfer Eligibility Sequence of Actions:

General Policy Statement:

The Compliance Office has primary responsibility to compile the academic records and files for the certification of eligibility for all incoming student-athletes and coordinates the certification of eligibility for continuing student-athletes. The Office of the Registrar has the final authority to certify the academic eligibility of all student-athletes.

Summary of the Certification Cycle and Process:

At the end of the spring semester, the Compliance Office solicits a roster of all known potential participants for the upcoming year from each head coach. These rosters are forwarded to the Office of the Registrar where the certifying official (Kelly Osterbind, University Registrar) gathers and reviews data regarding the eligibility status of each student-athlete submitted for certification. Only those student-athletes whose names are submitted to the Compliance Office to be reviewed through the certification process are considered to be on the active roster for eligibility purposes. Eligibility-related information from the Office of the Registrar is entered into the Ohio Valley Conference Official Eligibility List.

At this point, several non-academic components of eligibility are also checked for each student-athlete. These components include the following: confirmation that the student-athlete has signed the NCAA Student-Athlete Statement and NCAA Drug Testing Consent Form and inclusion on the NCAA Squad List for the respective sport.

Following approval of the completed eligibility and squad list by the Registrar (Kelly Osterbind), the Assistant Athletic Director for Compliance (Greg Bonds) obtains approval signatures from the Registrar (Kelly Osterbind), the Athletic Director (Jim Fuller), and the Faculty Athletic Representative (Maureen Newton).

On this eligibility and squad list are listed names of each active roster and the specific eligibility status of each individual. In this way, the head coach is formally notified whether a student-athlete is eligible for practice and competition, practice only, or neither. No student-athlete should practice or compete until he/she is indicated eligible for such on the eligibility and squad list.

Each eligibility and squad list is forwarded to the following individuals: 1) Head Coach; 2) Assistant Coaches; 3) Faculty Athletic Representative; 4) Academic Advisors; 5) Director of Admissions; 6) Registrar; 7) Director of Sports Medicine; and 8) Sports Information Director.

In each case where the eligibility status of a student-athlete is updated by the Office of the Registrar during the course of the academic year, a supplemental eligibility and squad list containing the new information is immediately produced by the compliance office. A new eligibility and squad list is distributed to the normal list of recipients for the sport involved.

The person who has the ultimate responsibility in determining student-athletes' transfer eligibility is Kelly Osterbind, University Registrar.

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

The following describes the sequence of actions taken to certify student-athletes' continuing eligibility:

Academic Integrity

General Policy Statement:

The Compliance Office has primary responsibility to compile the academic records and files for the certification of eligibility for all incoming student-athletes and coordinates the certification of eligibility for continuing student-athletes. The Office of the Registrar has the final authority to certify the academic eligibility of all student-athletes.

Summary of the Certification Cycle and Process:

At the end of the spring semester, the Compliance Office solicits a roster of all known potential participants for the upcoming year from each head coach. These rosters are forwarded to the Office of the Registrar where the certifying official (Kelly Osterbind, University Registrar) gathers and reviews data regarding the eligibility status of each student-athlete submitted for certification. Only those student-athletes whose names are submitted to the compliance office to be reviewed through the certification process are considered to be on the active roster for eligibility purposes. Eligibility-related information from the Office of the Registrar is entered into the Ohio Valley Conference Official Eligibility List.

At this point, several non-academic components of eligibility are also checked for each student-athlete. These components include the following: confirmation that the student-athlete has signed the NCAA Student-Athlete Statement and NCAA Drug Testing Consent Form and inclusion on the NCAA Squad List for the respective sport.

Following approval of the completed eligibility and squad list by the Registrar (Kelly Osterbind), the Assistant Athletic Director for Compliance (Greg Bonds) obtains approval signatures from the Registrar (Kelly Osterbind), the Athletic Director (Jim Fuller), and the Faculty Athletic Representative (Maureen Newton).

On this eligibility and squad list are listed names of each active roster and the specific eligibility status of each individual. In this way, the head coach is formally notified whether a student-athlete is eligible for practice and competition, practice only, or neither. No student-athlete should practice or compete until he/she is indicated eligible for such on the eligibility and squad list.

Each eligibility and squad list is forwarded to the following individuals: 1) Head Coach; 2) Assistant Coaches; 3) Faculty Athletic Representative; 4) Academic Advisors; 5) Director of Admissions; 6) Registrar; 7) Director of Sports Medicine; and 8) Sports Information Director.

In each case where the eligibility status of a student-athlete is updated by the Office of the Registrar during the course of the academic year, a supplemental eligibility and squad list containing the new information is immediately produced by the compliance office. A new eligibility and squad list is distributed to the normal list of recipients for the sport involved.

The person with ultimate responsibility in determining student-athletes' continuing eligibility is Kelly Osterbind, University Registrar.

- 10. Review the six-year 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 the six-year 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 six-year 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.**

2005: The 2005 Student-Athlete Graduation Rate was a full nine percentage points higher than the 2005 General Student Graduation Rate. Both the Women's and Men's Student-athlete Graduation Rates exceeded the General Student Graduation Rate.

Women's Basketball: Even though this team's graduation rate fell just short (three percentage points) of the general student graduation rate, two of the three student-athletes in this cohort have graduated. Of the three student-athletes in this cohort, one graduated in December of 2001; one transferred in good standing, and one graduated in December of 2006. Since the latter graduated after the cohort six-year rate, she did not count toward the graduation rate. However, the Women's Basketball graduation rate is actually 67 percent.

Women's Track: This team cohort had only two student-athletes. There was one who transferred in good standing and one who never graduated.

Men's Basketball: Men's basketball had three student-athletes in this cohort. Two transferred in good standing, and

Academic Integrity

one has not graduated.

Ethnicity: Women's basketball had one student-athlete who is black who is currently enrolled in good standing but has not graduated. Both women's track student-athletes were white. Men's basketball had one black student-athlete who transferred in good standing and two white student-athletes, one who transferred in good standing and one who has not graduated to date.

2006: The 2006 Student-Athlete Graduation Rate was well above (24 percentage points) the 2006 General Student Graduation Rate. Both the Women's and Men's Student-athlete Graduation Rates exceeded the General Student Graduation Rate.

Women's Track: No data exists for this team cohort.

Men's Basketball: This team cohort had three student-athletes. Two transferred in good standing, and one has not graduated.

Ethnicity: Women's basketball had one white student-athlete who did not graduate. Men's basketball had one black student-athlete who transferred in good standing and two white student-athletes, one who transferred in good standing and one who has not graduated to date. Football had less than five white student-athletes that did not graduate. Men's track had one black student-athlete who graduated and one white student-athlete who did not graduate.

2007: Again, in 2007, the Student-Athlete Graduation Rate well above (12 percentage points) the 2007 General Student Graduation Rate. Both the Women's and Men's Student-Athlete Graduation Rates exceeded the General Student Graduation Rate.

Baseball: Baseball had four student athletes in this cohort. A coaching change occurred during this cohort's time at the university. One left for a minor league professional contract; one has not graduated but is extremely close to finishing; one graduated, and one transferred.

Men's Track: There was just one student-athlete in this cohort. This student has not graduated to date.

Ethnicity: Women's other - alien had a graduation rate that was just two percentage points below the general student graduation rate. Only one of the three in this classification did not graduate. Men's baseball had four white student-athletes with a 25 percent graduation rate: one did not graduate due to signing a minor league contract; one has not graduated but is very close; one transferred in good standing, and one graduated. Men's track had one white student-athlete who did not graduate. Football - black had a graduation rate that was just two percentage points below the general student graduation rate.

Three-year Trend

No significant trends were detected over the three-year period reported. Each team, gender, and/or ethnicity Student-Athlete Graduation Rate which fell below the General Student Graduation Rate did so once during the three-year period except for Men's Basketball. All Student-Athlete Graduation Rates which fell below the General Student Graduation Rates (regardless of ethnicity, gender and team) did so with extremely small sample sizes. In many cases, a sample of just one was being used to calculate the Student-Athlete Graduation Rate in particular categories. This will result in a 100 percent or 0 percent rate. Another factor affecting Student-Athlete Graduation Rates was transferring student-athletes. With each transferee, the student-athlete left in good academic standing.

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

The academic standards and policies are contained the 2007-2009 Undergraduate Catalog. (Pgs.31-44) All academic standards and policies pertain to the student-athlete as well as the student body. There are no exceptions for the student-athlete. Listed below are the academic standards and policies for the undergraduate student.

Satisfactory Academic Progress

Students at the University are required to meet minimum cumulative grade point averages for freshman, sophomore, junior, and senior students in accordance to a table that is set by the University. A higher grade point average may be required for certain fields of study.

The grade point average may be determined by dividing the quality points earned by the number of hours attempted. The GPA is not rounded. Grades are given as: "A," "B," "C," "D," "F," "I," "NC," or "P". "NC" or "P" does not affect the GPA. An "I" is a grade of "incomplete". It may be assigned by an instructor if an extreme circumstance prevents the student from completing the remaining course requirements. One calendar academic year is allowed

Academic Integrity

for completing the work. Grades of "I" will roll to "F" on Academic Preparation Day of Fall or Spring if work is not completed. A student may request an extension for an "I". The student must submit a written request before the end of one calendar year. The Instructor, Dept. Head, and Dean must approve the extension before the Registrar grants an extension of time.

Student-Athlete Satisfactory Progress

A student-athlete who has completed at least one academic year in residence at Jacksonville State University shall be required to meet minimum academic progress requirements for continuing athletic eligibility. These policies are found on pgs. 4-5 of the Student-Athlete/Champs/Life Skills Handbook. These standards are in accordance with the standards set by the National Collegiate Athletic Association.

Academic Warning

A student will be placed on "academic warning" at the end of any term in which the cumulative GPA is less than the required minimum cumulative GPA.

Academic Probation

A student will be placed on "academic probation" at the end of any term following a semester on "academic warning" when the cumulative GPA is less than the required minimum cumulative GPA. Students on "academic probation" must limit their course work during fall and spring semesters to no more than twelve hours attempted and no more than three hours attempted during May, Summer I, and Summer II terms. To avoid "academic suspension" a student must maintain a semester GPA of 2.00 or greater or achieve the required minimum GPA.

Academic Suspension

A student will be placed on "academic suspension" at the end of any term following a semester of "academic probation" when the cumulative GPA is less than the minimum cumulative GPA required. A student placed on "academic suspension" will be suspended for one semester, after which students may return to the University on "academic probation." Upon return, students must meet a semester GPA of not less than 2.00 or meet the required cumulative minimum GPA. Students will be placed on "academic suspension" only once. Failure to maintain the required minimum cumulative GPA after "academic suspension" places the student on "academic dismissal." No credit for the purpose of transfer may be earned from any other institution of higher education while a student is on "academic suspension."

Academic Dismissal

A student will be placed on "academic dismissal" following a semester of "academic suspension" when the suspension semester's GPA is less than 2.00 or the required cumulative minimum GPA has not been achieved. "Academic dismissal" is for at least one calendar year (twelve months). No credit for the purpose of transfer may be earned from any other institution of higher education while a student is on "academic dismissal."

Reinstatement

The administration recognizes that extenuating circumstances may have precipitated a student's poor academic progress. Such circumstances are not excuses for poor academic progress, but may justify consideration for reinstatement.

Students suspended or dismissed for academic reasons have the option of petitioning for reinstatement through the Associate Vice President for Academic Affairs. Reinstatement is for one semester only. Subsequent reinstatements must be approved by the Academic Council. Any student under academic suspension or dismissal has the option of petitioning for reinstatement.

The reinstated student must maintain a 2.0 grade point average for each attempted course during the reinstated semester. All requirements specified by the Office of Associate Vice President for Academic Affairs must be met. Among these are a course load of no more than the minimum full-time load, consultation with an academic advisor, and any special conditions necessary for the individual's reinstatement, e.g., specific courses, removal of incompletes, or progress reports.

Students not maintaining the GPA requirements or any condition of reinstatement will be suspended or dismissed from the University. The reinstated student in an academic suspension status must remain suspended for one semester. The reinstated student placed in academic dismissal status must remain dismissed for one calendar year (12 months). Upon reinstatement, the student will be ineligible for financial aid, unless an appeal is made to the Financial Aid Appeals Committee.

Academic Integrity

The Office of the Associate Vice President for Academic Affairs is responsible for maintaining an active file on each reinstated student, and academic progress is monitored throughout the semester.

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

There are several procedures that Jacksonville State University uses to monitor missed class time for student athletes.

At the beginning of each semester, each head coach is responsible for compiling a list of all days that a student-athlete will miss due to a scheduled competition and travel for competition. This report is given to that sport's Athletic Academic Advisor who types the report up and submits it to the Athletic Director (AD) and the Vice President for Academic Affairs (VPAA). After the form has been reviewed and signed by each, it is then given to every professor of the student-athlete.

The Academic Advisors work closely with the student-athletes to make sure the student-athletes register for classes that will minimize the amount of class missed.

Progress Reports are sent out at approximately the fifth week of the fall and spring semester and three weeks before final exams begin. The Athletic Academic Advisor sends a progress report out to each professor that has a student athlete on his/her class roster. On the report, the professor indicates the current grade, number of absences, attitude, and comments. This is then returned to the athletic academic advisor. These are compiled and forwarded to coaches and the athletic administration.

Student-athletes are allowed to register early which provides the student-athlete flexibility in scheduling.

Individual coaches of each sport may choose to use other methods of monitoring missed classes. Some coaches will do drop-in spot checks to make sure the athletes are in class. Some will call or email each professor on a regular basis. Some coaches have a form that each athlete must get signed by their professor at the end of each week stating if a student has been in class.

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

The following policy exists for current JSU student-athletes regarding class attendance.

CLASS ATTENDANCE POLICY

Specific policies on attendance are established by individual departments and colleges. These policies will be communicated to the student-athlete through the class syllabus/outline at the beginning of the semester. Student-athletes are held responsible for attendance at all class meetings unless excused due to an athletic event. Although absences may be excused, work missed in class is not. It is the student athlete's responsibility to initiate a request to make up missed class work.

ACADEMICS IN ATHLETICS ABSENTEE POLICY

Jacksonville State University is committed to scheduling athletics events (competition and practice) without conflict with class attendance. The policy was reviewed and revised by the Athletic Council on November 19, 2003.

1. Practice opportunities within the control of the athletics department personnel shall not conflict with class time.
2. Competition opportunities within the control of the athletics department personnel shall not conflict with class time.

* Exception: Sports having to compete due to facilities that are not lighted may begin no earlier than 1:00 pm.

3. No academic penalty shall be imposed on students who miss class or tests due to participation in a University sponsored event. Students will be required to have an excuse (with schedule attached) from an academic advisor in the athletics department and signed by the Athletics Director and the Vice President for Academic and Student Affairs or from a faculty sponsor or advisor if it is a non-athletic event.

4. Competition shall not be scheduled from academic preparation day through the last day of final examinations. Exceptions to this policy would only include competition scheduled by the Ohio Valley Conference or the NCAA.

** This policy should only apply if scheduling of the event is not under the control of the appropriate coach or sponsor. (Located in 2007-2008 student-athlete handbook)

In addition to the above steps, a committee to review academic support services has identified that student-athletes may miss excessive days in class due to competition schedules. Four sports teams have been targeted to reduce missed-class time in order to improve academic success; these teams include men's basketball, women's basketball, football, and women's outdoor track and field. Steps taken to reduce missed class time include arranging student class schedules on days which avoid missed class time and encouraging the Ohio Valley Conference to not

Academic Integrity

schedule contests during final exams (report completed by JSU on 12/19/07 and approved by the NCAA on 2/14/08).

- 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, athletics department staff members and institutional staff members.

The JSU Committee to Review Academic Support Service for Athletics (this committee consists of the Athletic Director, the Associate VP of Student Affairs, and other related administrators) convened to identify and address issues related to academic progress with JSU's athletic teams. This committee established a plan for academic improvement by addressing several issues. One of these issues was, "Student-athletes are missing valuable class time due to team travel." This issue can also be extended to missing valuable class time due to team practices (see next response, 14.B.). The goal established by this committee was, "Schedule non-conference contests on days which will ensure minimal missed class (e.g., weekends, holidays, home contests)." The steps proposed to achieve this goal were 1) Arrange class schedule on days which avoid missed class time, and 2) Encourage the Ohio Valley Conference not to schedule contests during final exams. These steps were to be carried out by the Athletic Director, Head Coaches, and Athletic Academic Advisors. At each one of these levels of administration, efforts have been made to reduce missed class time for student athletes. Specific examples of these efforts follow:

Multifaceted Approach:

The University's policies and procedures are communicated to student-athletes utilizing several methods: Student-Athlete Handbook (hard copy and online), Student Handbook (hard copy and online), team meetings, advisement sessions with Athletic Academic Advisors, advisement sessions with Academic Advisors, Academic Progress Reports, Faculty Syllabi, etc.

Advisement Process:

The Athletic Academic Advisors (located in 115 and 116 Kenamer Hall) keep detailed files on each of the student-athletes. Each file contains an academic sheet from the student-athlete's major department, past advising notes, past academic schedules, and competition/practice schedules for the appropriate sports. Prior to the University Pre-registration period, an academic advisement time for each student-athlete is set with the Athletic Academic Advisors. Before this appointment, student-athletes are responsible for completing their class schedules. Trial schedules must be signed by the student-athlete's Faculty Academic Advisor. During the Athletic Advisement appointment, the Athletic Academic Advisors work with student-athletes to refine course schedules, discuss eligibility issues, explain class attendance policies, and track the student-athlete's progress toward graduation. Student-athletes are asked, to the best of their ability, to schedule their academic courses around their competitive schedule. Night classes and Friday afternoon classes during their competition season are held to a minimum, except if the course is a part of the major or minor. Student-athletes (and other groups, i.e., Disability Support Services Students) have a priority registration period beginning the day before priority registration begins for the general student population. This priority registration date and time is given to the student athletes by the Athletic Academic Advisors and their coaching staff. This priority registration period is offered at the same time each semester.

Faculty Interaction:

The student-athletes are given a letter from the Athletic Academic Advisors which indicates the dates and times of departure for away-from-home athletic competition for that respective semester and the roster of the team traveling. The student-athletes are reminded that these letters need to be presented to each of their faculty members as early in the semester as possible. The student-athletes are also reminded to discuss the travel dates with the instructors in an effort to preempt academic issues that may develop due to team travel. The student-athletes are also encouraged to remind the faculty members that, according to the Student-Athlete Handbook, student-athletes must not miss any class or course work due to competition, unless they are traveling for away competition.

Academic Progress Reports:

The Athletic Academic Advisors canvass each faculty member who has student-athletes in their courses, inquiring about each student athlete's number of absences, grade and attitude. This canvassing is carried out a minimum of three times a semester. These three academic progress reports are done at the first of the semester (approximately four weeks in), at midterm, and at approximately three weeks before final exams. When the academic progress reports come back from the faculty, the Athletic Academic Advisors look for potential problems and issues. If a problem is detected, then the Academic Progress Report is shared with the appropriate coaching staff. A meeting is then scheduled for the student-athlete, his/her coaches, and the Athletic Academic Advisor.

Academic Integrity

Student Athlete Handbook:

The Student Athlete Handbook (p.6) addresses the class attendance policy as it relates to competition as follows: "Specific policies on attendance are established by individual departments and colleges. These policies will be communicated to you through the class syllabus/outline at the beginning of the semester. Student-athletes are held responsible for attendance at all class meetings unless excused due to an athletic event. Although absences may be excused, work missed in class is not. It is the student-athletes' responsibility to initiate a request to make up missed class work. Jacksonville State University is committed to scheduling athletic events (competition and practice) without conflict with class attendance. Competition opportunities within the control of the athletics department personnel shall not conflict with class time. *EXCEPTION: Sports having to compete due to facilities not lighted may begin no earlier than 1:00 p.m."

At the team-specific beginning-of-the-school-year meetings, student-athletes are provided a Student-Athlete Handbook which contains this attendance policy. Athletic Academic Advisors and coaches review the handbook with the student-athletes. Student-athletes enrolling for the first time in terms other than Fall term are provided the Student Athlete Handbook upon enrollment. This Handbook is available online through the JSU Athletic Department website as well (http://www.jsugamecocksports.com/articles/artfiles/72435_studentathletehandbook0708.pdf).

Beginning-of-the-year Team Meetings:

The student-athlete class attendance policy is presented to student-athletes during a Beginning-of-the-year Team Meeting and is included in the Student Athlete Handbook.

At the beginning of each semester, coaches and Athletic Academic Advisors meet with each of the teams. During these team meetings, class attendance is discussed in detail.

Health and Physical Education Course:

All freshman student-athletes will be enrolled in HPE 189. This one hour pass/fail course is described in the JSU Catalogue as "A course for freshman student-athletes to enhance a successful transition from high school to college life. Orientation to the JSU athletics program and NCAA rules and regulations are included. Special emphasis is placed on academic excellence, athletic excellence, personal and career development, and a commitment of service to the campus and community."

Athletic Department Administrative Process:

The Athletic Academic Advisors meet regularly with the Athletic Director and coaches. The Athletic Director meets regularly with coaches and student-athletes concerning academic issues.

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 institutions standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

Academic Integrity

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

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
No issues will be addressed in this area.				

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.

A. Strategy for Improvement:

The strategy for improvement" imposed by the NCAA Division I Committee on Athletic Certification in its first-cycle certification relating to operating principle 2.2. directed the University to "Develop and implement mechanisms for evaluation of the institution's athletics and academic support program by an appropriate authority outside athletics." (Letter from NCAA dated August 23, 1999)

B. Actions Taken:

The actions taken by JSU included the following:

- 1) JSU President appointed a committee (Academic Review Committee) to review and evaluate the athletics academic support program.
- 2) The Athletic Department Policy and Procedures Manual will be revised to state the Academic Review Committee will meet annually at the end of spring semester to review and evaluate appropriate data throughout the academic year.
- 3) Jacksonville State University's outside legal counsel will review the annual evaluation reports prepared by the Academic Review Committee.

(Letter to NCAA dated February 25, 2000)

C. Dates of Actions:

- 1) The Committee to Review Academic Support Services for Athletics completed an initial report on December 1, 1999. Follow-up reviews of academic support services and accompanying reports have been completed for the following years; 2004-2005, 2005-2006, and 2006-2007.
- 2) The Policy and Procedure Manual is currently undergoing major revisions and will include the above procedures for reviewing academic support services (2008)
- 3) JSU outside legal counsel has not been examining the reports from the committee to review Academic support services for athletics;

D. Explanations:

- 1) Completed
- 2) The athletic department policy and procedure manual was not updated after the 1999 self-study to reflect the procedures for reviewing academic support services for athletics. This non-completion may have been due to significant staffing changes within athletics during the time soon after the self-study, including a change in the Director of Athletics. The athletic department policy and procedure manual is currently undergoing extensive revisions and will be updated to reflect these recommendations.
- 3) JSU outside legal counsel has not been examining the reports for the committee to review academic support services for athletics and this is not included in the athletic department policy and procedure manual. After further examination it is believed that JSU currently uses a broad-based approach for assessing academic support services for athletics, including the Committee to Review Academic Support Services for Athletics, Student-Athlete Exit Interviews, Coaches Surveys, and CHAMPS/Life Skills Surveys of student-athletes, thus necessary compliance issues are being addressed. In addition, JSU participates in a voluntary compliance review through the OVC conference. The most recent review was conducted in November, 2007, by Ms. Jackie Mynarski, Assistant Commissioner for Institutional Services for the OVC who focuses on institutional compliance. Her report is included in the files.

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.

A. The original plan is available in the resource room. See "A Report from the Committee to Review Academic Support Services for Academics: 1999."

B. The action(s) taken by the institution:

- 1) Establish a system for yearly review of athletic academic support services;
- 2) Add the subject, Academic Support Services, to the Athletic Department's website and provide information about those services. Add a link to the Academic Center for Excellence and Academic Affairs for ease of student access to information about the University's academic support services;
- 3) Include additional information about academic support services in the Student-Athlete Handbook and subsequent additions;
- 4) Work with the University Coordinator of Academic Advisement and Orientation to provide freshman and transfer student athletes with additional orientation to academic support services;
- 5) Use information provided by faculty to intervene earlier to help student athletes with academic problems;
- 6) Provide JSU faculty with more information on Athletic Department academic support services and encourage them to recommend these services to athletes in their courses;
- 7) Continue to enhance cooperation between ACE and the Athletic Department;
- 8) Create and maintain a database system for tracking athletes' use of the academic support services;
- 9) Survey athletes on their academic needs, i.e. what else could we do to help;
- 10) Analyze data gathered and make changes as indicated.

C. The date(s) of the action(s):

- 1) 1999;
- 2) 2003;
- 3) 2000;
- 4) 2001 CHAMPS/Life Skills Program (Fall 2001-Fall 2004). Effective with the Fall 2008 freshman class there will be an extended Orientation held. It will be an evening 2-3 hour session. Also, a one credit hour class, HPE 189: Academic Success for Student Athletes will be offered to incoming freshman and transfer athletes;
- 5) 2005 A letter goes out twice a semester from the Vice-President for Academic and Student Affairs encouraging faculty to report academic progress of student athletes to the academic advisors within the athletic department;
- 6) 2000 Student-athletes use the same academic support services as the general student body. Incoming faculty attend a new faculty orientation program which reviews academic support services. All faculty are provided documentation annually regarding JSU academic support services in the JSU catalogue and through the JSU website;
- 7) 2000 Coordinators of academic support services communicate regularly with athletic department personnel;
- 8) 2000 Disability Support Services, Counseling and Career Services, Career Placement Services, and Tutoring Services are in contact with the athletic department on a semester by semester basis. A central data base system for tracking athlete's use is not in place. Each individual department has documentation on what is provided to athletes;
- 9) 2001 JSU Student athletes complete Exit Interviews the semester prior to leaving JSU. In addition, Fall 2001-Fall 2004 student-athletes were surveyed using the CHAMPS/Life Skills Program Needs Assessment Survey. As of Fall 2007 the CHAMPS/Life Skills Program Survey has been reinstated;
- 10) Data has been gathered from surveys of student-athletes and coaches. Examples of changes made as a result of data collection include, but are not limited to a) letters sent out twice a semester to faculty requesting input on student-athlete academic performance; b) the purchase of laptop computers for student-athletes to use on road trips to maintain academic course work; and c) sending a letter to coaches and student-athletes to notify them of services available through the academic center for excellence.

D. An explanation for any partial or noncompletion of such required action(s):

- 1) Currently, a central database system for tracking the athlete's use of academic support services is not in place and is a current recommendation for Operating Principle 2.2 (Academic Support);
- 2) According to the 2004-2005 report from the committee to review academic support services for athletics, "Rather than administer an assessment (NCAA CHAMPS Needs Assessment) to all sophomore, junior, and senior student-athletes, the CHAMPS/Life Skills course was designed to address issues such as advisement, study skills, nutrition,

Academic Integrity

etc. Athletics Advisors decided to stop offering MSC 120 beginning with the Fall 2005 semester. It was felt that LS 104 was the appropriate class to take in its place." As of 2007, the CHAMPS/Life Skills Program Survey and Senior Exit interview are now an ongoing activity within the athletic department. In addition, effective with the Fall 2008 freshman class, there will be an extended Orientation held. It will be an evening, 2 to 3 hour session. It will incorporate the information the Assistant Athletic Director for Compliance has previously presented. It will also include career services, tutoring, advisement, counseling services, class attendance, media relations, and excused absences. Also, a one credit hour class, HPE189: Academic Success for Student Athletes, will be offered for scholarship athletes. It will be a course for freshman student-athletes to enhance a successful transition from high school to college life. Orientation to the JSU athletics program and NCAA rules and regulations are included. Special emphasis is placed on academic excellence, athletic excellence, personal and career development, and a commitment of service to the campus and community.

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.

The University's Committee to Review Academic Support Services for Athletics monitors the university's athletic support services programs and is charged with advising the president on all matters related to academic support services for athletics. To that end, the council submits an annual report that reviews academic support services for athletics. Rooted in those annual reports are advisory comments and recommendations such as the following additional or revised recommendations from the Committee to Review Academic Support Services for Athletics. This committee is made up of members of the institution external to the Athletic Department. A member(s) of the Athletic Department functions as an ex-officio member of the committee.

Current Members of the Committee to Review Academic Services for Athletics Include:

Dr. Joe Delap, Associate Vice President for Academic Affairs, Chair

Dr. Louise Clark, Associate Dean, College of Commerce and Business Administration

Dr. Cynthia Harper, Dean, College of Education and Professional Studies

Dr. Fred Kelley, Head, Department of MCIS

Ms. Ann Poe, Coordinator of Tutoring Services

Dr. Kelly Ryan, Director, Teacher Education Services

Ms. Debbie Taylor, Multicultural Services

Ms. Lisa Williams, Associate Dean, College of Arts and Sciences

Mr. Greg Bonds, (ex-officio), Assistant Athletic Director for Compliance

Mr. Mike Davis, (ex-officio), Certification Advisor

2004-2005 plans attached

2005-2006 plans attached

2006-2007 below

1) Issue: Some JSU athletic teams do not meet the NCAA Academic Progress Rate Benchmark.

Program Area: 1. Recruitment of prospective student-athletes; 2. Evaluation of academic readiness of prospective student-athletes and assesment to determine individual and collective academic-support needs; 3. Academic support; 4. Missed class time; and 5. Retention.

Team: Men's Basketball, Women's Basketball, Football, and Women's Track

Measurable Goal: 100 percent of teams will meet or exceed the single year APR Benchmark by 2009-10.

Step: 1) Determine each individual student-athlete's APR score. 2) Inform each head coach of individual student-athlete's APR score and identify reasons for lost APR points.

Individuals/Officers Responsible for Implementation: Assistant Athletic Director for Compliance, Athletic Director, and Head Coaches

Specific Timetable for Completing the Work: Conclusion of fall, spring, and summer semesters. Single year APR for all teams will reach or exceed benchmark by 2009-2010.

Met Goal? If not, why not: No. All teams do not meet the NCAA APR benchmark.

What adjustments / revision occurred as a result of evaluating the plan The plan was updated with new programs initiated. See below.

Academic Integrity

2) Issue: A significant number of "E" and "R" points have been lost by at-risk student-athletes in the sports of men's basketball and football. Lost eligibility and retention points are fairly equivalent.

Program Area: Academic Support

Team: Men's Basketball, Women's Basketball, Football, and Women's Track

Measurable Goal: 1. 100 percent student-athlete participation in academic and life skills programs; 2. 100 percent participation in women's track study hall: 10 hours per week during the fall semester and 7 hours per week during the spring semester for all freshmen student-athletes and student-athletes with GPA's under 2.25; 3. 100 percent, participation in football study hall 4.5 hours per week (three nights x 1.5 hours) for student-athletes with GPA's under 2.4; and 100 percent participation in football study hall, 6 hours per week (4 nights x 1.5 hours) for student-athletes identified as at-risk; 4. 100% participation in men's basketball study hall for at least 7 hours per week; and 5. 100 percent participation in women's basketball study hall, 8 hours per week for student-athletes with GPA's under 3.0 and 8 hours per week for freshman student-athletes.

Step: 1. Promote programs offered by JSU's Academic Center for Excellence (ACE). Programs offered by ACE include Career Placement Services, Counseling and Career Services, Disability Support Services, Learning Services, Multicultural Services, Orientation and Advisement Services, Supplemental Learning Services

2. Notify all student-athletes by letter and team meetings of the programs offered by ACE;

3. Enhance study sessions, tutorial services and all programs offered by ACE for at-risk student-athletes in each sport below the NCAA Academic Progress Rate benchmark;

4. Review and address results from the January 2008 NCAA CHAMPS/Life Skills Needs Assessment;

5. Enlist the services of the JSU Peer Educators as a resource for JSU student-athlete retention. JSU Peer Educators have taken the initiative to offer leadership to their peers on certain issues. Their number one goal is to create a more positive, healthy campus environment. Another important goal is using the power of peer- to- peer influence as part of the educational process;

6. Incorporate the Student Athlete Advisory Committee (SAAC) as the leadership role for community service to connect with retention;

7. Require all student-athletes unable to attend summer orientation sessions prior to initial enrollment to participate in JSU's proposed online orientation program;

8. Collaborate with the College of Arts and Sciences for a proposed Math and English laboratory (Pilot Program);

9. Reinstate CHAMPS/Life Skills course (Fall 2008 semester) for all incoming freshman and transfer student-athletes receiving athletics aid;

10. Establish a mandatory orientation for all student-athletes at the beginning of the new academic year. Issues and topics to be covered include, but not limited to, academics, academic support services, compliance, sports medicine, and sports information.

Individuals/Officers Responsible for Implementation: Athletic Director, Head Coaches, Assistant Athletic Director for Compliance, and Athletic Department Academic Advisors

Specific Timetable for Completing the Work: Annually

Met Goal? If not, why not: Yes

What adjustments/revision occurred as a result of evaluating the plan: Men's basketball and football, the two teams at JSU below the 900 benchmark, have a considerable number of student-athletes who are considered at-risk. Extra emphasis should continue to be incorporated in order to provide and enhance academic support services provided to at-risk student-athletes.

3) Issue: Student-athletes miss valuable class time due to team travel.

Program Area: Missed class time

Team: Men's Basketball, Women's Basketball, Football, and Women's Track

Measurable Goal: Seek to reduce missed class time by at least 10 percent by 2008-09.

Step: 1. Arrange class schedule on days which avoid missed class time; 2. Purchase twenty laptop computers for student-athletes to use on extended road trips to maintain academic coursework; and 3. Encourage the Ohio Valley Conference not to schedule contests during final exams.

Individuals/Officers Responsible for Implementation: Athletic Director, Head Coach, and Athletic Academic Advisors

Academic Integrity

Specific Timetable for Completing the Work: Prior to each semester.

Met Goal? If not, why not: No. In men's basketball, the Ohio Valley Conference continues to schedule conference contests during final exams.

What adjustments / revision occurred as a result of evaluating the plan: Schedule non-conference contests on days which will ensure minimal missed class (e.g., weekends, holidays, home contests); 2006-07 Missed Class Days: MBB (14); WBB (15); FB (6) WITF/WOTF (10).

4) Issue: Many faculty members do not return progress reports sent by the athletic department.

Program Area: Academic support

Team: Men's Basketball, Women's Basketball, Football, and Women's Track

Measurable Goal: Seek 100 percent participation

Step: Accompany letter from the Vice President for Academic and Student Affairs to encourage the return of the progress reports to the athletic department academic advisors

Individuals/Officers Responsible for Implementation: Vice President for Academic and Student Affairs and Athletic Department Academic Advisors

Specific Timetable for Completing the Work: Four weeks after semester begins and four weeks before semester ends

Met Goal? If not, why not: No. 100 percent participation was not achieved. However, greater return is credited due to the support of the Vice President for Academic and Student Affairs (VPASA).

What adjustments / revision occurred as a result of evaluating the plan: The athletic department is considering the purchase of SAMS (Student Athlete Management System). Technology associated with SAMS will allow progress reports to be sent electronically to all faculty members.

5) Issue: Additional summer school funds are often needed to meet strict NCAA progress- toward-degree requirements for continuing eligibility and graduation.

Program Area: Academic Support

Team: Men's Basketball, Women's Basketball, Football, and Women's Track

Measurable Goal: Seek \$125,000 increase in summer school funding (50 percent increase in current budget allotment).

Step: Evaluate amount spent in previous years to determine amounts needed in the future for each sport

Individuals/Officers Responsible for Implementation: President and Athletic Director

Specific Timetable for Completing the Work: Annually

Met Goal? If not, why not: Yes

What adjustments / revision occurred as a result of evaluating the plan: Strict NCAA Progress-Toward-Degree Requirements require student-athletes to meet 40 percent degree requirements prior to the start of their third year of collegiate enrollment; 60 percent degree requirements prior to the start of their fourth year of collegiate enrollment; and 80 percent degree requirements prior to the start of their fifth year of collegiate enrollment. Summer school is needed for many student-athletes to meet these requirements

6) Issue: Additional assistance is needed in the area of NCAA compliance and academic support services of the athletic department

Program Area: Academic support

Team: Men's Basketball, Women's Basketball, Football, and Women's Track

Measurable Goal: Hire two new graduate assistants to work in the NCAA compliance and academic support services of the athletic department

Step: Hire both positions

Academic Integrity

Individuals/Officers Responsible for Implementation: Associate Athletic Director and Assistant Athletic Director for Compliance

Specific Timetable for Completing the Work: Annually

Met Goal? If not, why not: Yes.

What adjustments / revision occurred as a result of evaluating the plan: Before the hiring of the graduate assistants, one compliance staff member and two academic advisors served and assisted more than 300 student-athletes. The addition of two graduate assistants to assist NCAA compliance and academic services has helped improve efficiency of these two areas.

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).

Jacksonville State University, within the office of the Associate Vice President for Academic Affairs, maintains a position for an Academic Advisement Coordinator. Student advisement is shared between faculty within each college and subsequent departments. All students are assigned a faculty advisor within the department of their major. The Associate Vice President for Academic Affairs office assigns students who have yet to declare a major to advisors.

The Associate Vice President for Academic Affairs is responsible for reviewing suspension petitions and authorizing exceptions/waivers of suspension.

All new students are requested to attend Gamecock Orientation (held during the month of June for all incoming freshmen). Students who miss the June Gamecock Orientation attend a make-up Orientation held the first day of registration, prior to classes beginning. Orientation for all other terms is held prior to classes beginning before each term. The Office of Student Life mails orientation brochures to students for the appropriate term. All students must meet with a faculty advisor, for advisement, and be cleared to register for classes. Students attending Gamecock Orientation receive advisement by faculty who work with the Gamecock Orientation program. Student athletes are also assigned an academic advisor within the Athletic department. Two (2) individuals within the Athletic Department share this responsibility. The Athletic Director has the responsibility of assigning specific sports to one of the two Academic Advisors within the Athletic Department. Each athletic team has a contact/academic coach who is responsible for oversight of the academic progress for his/her respective athletic team. Coaches are sent sign up sheets for Student Athlete advisement appointments by the athletic academic advisors. Athletes schedule appointments to meet with their athletic academic advisors. Advisement begins in late September for the Spring semester and February for summer terms and the next Fall semester. Undecided majors may or may not meet with a departmental/faculty academic advisor, but are required to meet with the athletic department academic advisor, while junior and senior athletes meet with the athletic advisor, in addition to their faculty advisors within the department of their major. Trial schedules are to be signed by faculty advisors and returned to the athletic advisor to be kept on file. Information concerning advisement is also included in the Student-Athlete/CHAMPS/Life Skills Handbook.

Staff from several different departments within the University provide academic support for the general student body and student-athletes. ACE: Tutoring Services and Academic Advisement reports to the office of the Associate Vice President for Academic Affairs. Staff in the Division of Student Affairs, which reports to the Associate Vice President for Enrollment Management and Student Affairs, provides other support services including Disability Support Services, Counseling and Career Services, and Career Placement.

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

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

Academic Integrity

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).

A variety of programs exist to help meet the academic and personal goals of every student, including student-athletes. The JSU academic and athletic staff are comprised of professionals with extensive backgrounds, experience, and expertise within academics and athletics. In addition to providing the tools necessary to achieve academic success. The Athletic Department has advisors assigned to work with student-athletes on a sport-by-sport basis. However, the student-athlete's athletic academic advisor is not the student's college/faculty academic advisor. Each student-athlete, like JSU students in general, will eventually have a department/faculty academic advisor, in addition to their athletic academic advisor. Each separate academic department has academic advisors. Thus, students can access an entire network of staff advisors and faculty advisors who are overseen by department chairs and by assistant/associate deans and deans. The athletic academic advisors help student-athletes with course registration, balancing athletics with academics, and understanding eligibility requirements. Each sport is assigned a specific academic advisor.

Student athletes are assigned an academic advisor within the Athletic department. Two individuals within the Athletic Department share this responsibility. Each team has a contact/academic coach who is responsible for oversight of academic progress for the members of the respective athletic team. Contact/academic coaches are sent sign up sheets for advisement appointments by the athletic academic advisors. Athletes schedule appointments to meet with their athletic academic advisors. Advisement begins in late September for the Spring semester and February for summer terms and the next Fall semester. Undecided majors meet only with the athletic advisor, while junior and senior athletes meet with the athletic advisor in addition to their faculty advisors within the department of their major. Each individual academic program assigns faculty advisors. Trial schedules are to be signed by faculty advisors and returned to the athletic advisor to be kept on file. In order to obtain the class schedule needed for practice, travel, etc., athletes are permitted to register for classes a day prior to the general student body.

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

All JSU institutional academic support services are available to all student-athletes. Specific information regarding academic support services are outlined on the website for the Academic Center for Excellence (ACE). This information is also included in the JSU catalogue, JSU student handbook, JSU student-athlete handbook, and is a link on the JSU athletic department web page.

All student-athletes, scholarship and non-scholarship, are required to meet with their individual Athletic Academic Advisors. Athletes who have declared a major are also required to meet with the Academic Advisor within their major, prior to meeting with the Athletic Academic Advisor. During the advisement session with the Athletic Academic Advisor, student-athletes and the advisor discuss course selection with respect to practice times and either general education requirements or major requirements. During the advisement session, athletes are advised of their degree percentage, the number of hours needed the next semester to maintain degree percentage, and the date on which athletes can register for classes, class attendance and excused absences. Student-athletes are also advised to make sure their student accounts are clear of any holds (i.e., financial, library, transcripts, selective service, etc.). In order to schedule classes that will assist the athlete with his/her practice and competition schedules and to miss the least amount of class time, student-athletes are eligible to register a day prior to the general student body.

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

Student-athletes are made aware of academic support services during orientation, team meetings, meetings with athletic academic advisors and through JSU institutional documents provided to student-athletes upon admission to the university.

Academic Integrity

Coaches give academic advisement information to student-athletes on recruiting visits and when the athletes report to campus for classes. There is also a reference to Academic Advisement on page 7 of the Student-Athlete/CHAMPS/Life Skills Handbook which is also located on the Athletic Department website.

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

Academic Support Services for Athletics are reviewed annually by the Committee to Review Academic Support Services for Athletics.

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

In 1999, JSU established an Athletic Academic Support Committee, now titled the JSU Committee to Review Academic Support Services for Athletics, independent of the Athletics Department, to review and approve the academic support services provided by the University to its athletes. On February 14, 2008, the NCAA approved the last report from the committee concerning the Academic Improvement Plan for JSU Athletic Teams below Academic Progress Rate (APR) Benchmark, which addresses arranging class schedules on days which avoid missed class time.

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

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

The JSU football program funds an in-house tutoring/study hall for at-risk student/football athletes. The football program provides a tuition and books scholarship for the tutor, in addition to a 400 dollar monthly stipend during the fall and spring semesters.

Tutoring is available to all students, including all student-athletes, registered for classes. Tutoring services are free and consist of two one-hour sessions per week for all general education courses and some upper level, major specific, courses. Tutors are undergraduate or graduate students who maintained a 3.0 or higher, on a 4.0 Grade Point Average (GPA), and who received a "B" or better in the course in which they tutor. In addition to academic requirements, tutors attend a tutor training session prior to the beginning of the semester. Extended tutor training occurs monthly throughout each semester. Tutors are paid minimum wage and are scheduled to work approximately 10 to 20 hours per week.

Tutoring is available to all registered students, Mondays through Thursdays, from 8:00 a.m. until 9:00 p.m., Fridays from 8:00 a.m. until 4:30 p.m., and Sundays from 6:00 p.m. until 9:00 p.m. Tutors are assigned no more than four students per session. Tutors keep detailed "tutor notes" on the tutoring sessions including subjective data, objective observations about the student, assessment, plan, intervention, and evaluation.

Tutors can be requested via the ACE: Tutoring Services website or in person in the Academic Center for Excellence. Students can request a tutor beginning the first day of class and any time throughout the semester.

Student-athletes receive top priority for scheduling a tutor due to their practice and competition schedules and NCAA compliance. Every effort is made to accommodate an athlete's schedule in order to assign a tutor. Tutors' schedules are revised so that athletes can be served.

For each student-athlete receiving tutoring, a report is prepared for coaches each Monday during the semester (Fall and Spring), documenting the name of the athlete, the course in which he/she is being tutored, and the amount of time the athlete spent in tutoring. At times, the reports will contain "tutor notes" so that coaches are aware of exactly what takes place during a tutor session

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

All JSU students have access to tutors, but due to practice, competition, schedules, and NCAA compliance (i.e., 16-hour course load, practice and conditioning obligations, etc.), athletes are given

Academic Integrity

priority for tutorial support. The Athletic Department Policy and Procedures Manual states it is the Student-Athlete's responsibility to request a tutor. Some student-athletes request assistance through their contact/academic coaches, who in turn contact the coordinator of Tutoring Services, within ACE, giving the student-athletes' schedules of classes, practice and conditioning obligations. The coach is contacted, once a tutor has been assigned, with the tutor assignment and days and times of tutoring. Athletes in some sports are expected to request tutoring for themselves. Athletes, as well as the general student body, are governed by the ACE: Tutoring Service policy of attending class regularly, taking notes in class, and attempting homework assignments prior to a tutorial session. The ACE: Tutoring Service policy also states that students can miss no more than two tutorial sessions during a month, or they will be dropped from the program. Athletes must adhere to the ACE: Tutoring Service policy, as do the general population students. The only exception to the absence policy is that student-athletes are not penalized for excused absences due to travel and competition according to University policy.

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

Coaches bring prospective student-athletes to the Academic Center for Excellence (ACE) on official and unofficial visits. Time is scheduled with the Coordinator of ACE:Tutoring Services to inform the student-athlete and his/her parents of the academic support services that are available for student-athletes. Information on academic support services is also contained in the Student-Athlete/CHAMPS/Life Skills Handbook. Coaches also inform student-athletes who are having academic difficulty of the academic support services provided by the University

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

The JSU Committee to Review Academic Support Services for Athletics, independent of the Athletics Department, reviews and approves the academic support services provided by the University to its athletes.

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

In 1999, JSU established an Athletic Academic Support Committee, now titled the JSU Committee to Review Academic Support Services for Athletics, independent of the Athletics Department, to review and approve the academic support services provided by the University to its athletes. On February 14, 2008, the NCAA approved the last report from the committee concerning an Academic Improvement Plan for JSU Athletic Teams below Academic Progress Rate (APR) Benchmark, which addresses promoting programs offered by ACE. Head coaches notify student-athletes by letters and team meetings about the programs offered by ACE.

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

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

Beginning in the Fall 2008 semester, the Department of Health, Physical Education, and Recreation (HPE) will offer Academic Success for Student Athletes:HPE189. This will be a one credit hour course for freshman scholarship student-athletes to enhance a successful transition from high school to college life. Orientation to the JSU athletics program and NCAA rules and regulations are included. Special emphasis will be placed on academic excellence, athletic excellence, personal and career development, and a commitment of service to the campus and community.

The Department of Learning Services offers two study skills courses. LS100:First Year Orientation is a one credit hour course for students who are unconditionally admitted. This course is an individualized freshman seminar providing supportive guidance on college adjustments. LS104:Academic Success Skills is a three credit hour course for students who are conditionally admitted. This course is an individualized freshman seminar providing supportive guidance in study skills, problem solving, decision-making, and college adjustments.

Academic Integrity

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

Admission requirements state that all students who are conditionally admitted must be enrolled continuously in prescribed developmental skills courses, must participate in prescribed counseling and advisement activities, and must remediate all academic skill deficiencies (including LS104) within one year.

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

The Athletic Academic Advisors schedule entering freshman scholarship student-athletes in the HPE189 course. Conditionally admitted student-athletes who are not on scholarship are scheduled for the Learning Skills courses by the Athletic Academic Advisors.

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

The Committee to Review Academic Support Services for Athletics, independent of the Athletics Department, reviews and approves the academic support services provided by the University to its athletes.

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

The Committee to Review Academic Support Services for Athletics, independent of the Athletics Department, reviews and approves the academic support services provided by the University to its athletes.

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

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

There are several venues for study halls for JSU student-athletes. Most sports (Baseball, Men and Women Tennis, Softball, Men and Women Golf, W. Basketball, Volleyball, Cross Country/Track, Soccer and Cheerleaders) conduct study halls in the Academic Center for Excellence (ACE). Coaches select the type of study hall and the number of required hours for their respective teams. The two types of study halls are structured or drop-in. Structured study halls consist of a set day(s) and hour(s) for student-athletes to attend study hall. The coach determines the day(s) and hour(s) for a structured study hall. A study hall proctor is provided by ACE to monitor the study hall. The proctor checks the student-athlete in and out and maintains a quiet study room. Drop-in study hall consists of student-athletes spending the required amount of study hall hours, mandated by their coaches, in the Academic Center for Excellence. The Academic Center for Excellence coordinator or a Graduate Assistant for ACE uses a sign-in sheet to record check-in and check-out activity for all student-athletes. A student-athlete is required to surrender his/her student identification card when attending a study hall to prevent signing in for another athlete. The center is open 8:00am to 9:00 pm, Monday through Thursday; Friday, 8:00am to 4:30pm; and Sunday from 6:00pm to 9:00pm. For student-athletes who need to type papers, research information for papers, complete assignments in Blackboard, and work on online classes, a computer lab is also available. All freshmen are mandated to the study hours deemed by their coaches.

Tutors are also available if a student-athlete is in need of assistance with coursework. Each Monday, the Coordinator of ACE sends a report to a coach for each team containing the amount of time each student-athlete used ACE for studying the previous week. In addition, a report recapping the amount of tutoring each athlete received is also sent. It is the coaches' responsibility to determine if the athletes are complying with required study hall hours.

The athletic department compensates the Academic Center for Excellence \$2,500.00 per semester for study hall services and additional tutoring for athletes.

The men's basketball program conducts its own study hall outside of ACE. All basketball student athletes, except student athletes who maintain a 4.0 GPA, are required to attend study hall hours. Men's basketball

Academic Integrity

athletes are required to attend a minimum of 7 hours of study hall. Each men's basketball coach is responsible for a specific group of student athletes on the team. Study hall hours are scheduled around the athlete's class schedule, practice schedule, and conditioning. Each coach monitors his own group of student athletes. In addition to study hours, athletes attend tutoring sessions, in ACE, for coursework in which the athlete is having difficulty. The contact/academic coach receives a report of student athlete tutoring each Monday for the athletes who have been assigned a tutor.

The football program conducts its own in-house study hall. Study hall is scheduled two (2) days per week in the fall semester and three (3) days per week during the spring semester. Study hall is conducted in the JSU Field House from 7:30p.m. to 9:00p.m., Tuesday and Thursday, in the fall and 7:30p.m. to 9:00p.m. Monday, Tuesday, and Thursday during the spring. All freshmen football student athletes are required to attend study hall. In addition, football student athletes who have a GPA of 2.4 or below are also required to attend study hall. Additionally, at risk football student athletes are mandated to study hall regardless of GPA or any football student athlete whom coaches feel will benefit for study hall. Football study hall utilizes a reading room, study room, and computer lab monitored by two Graduate Assistants hired by the football program and supervised by football coaches. The football student athletes also have access to an in-house tutor, supervised by the graduate assistants, during study hall hours. The in-house tutor also serves as a student Academic Coach to all at risk football student athletes. At risk football student athletes are required to meet with the student Academic Coach one-hour per week. The football program pays tuition and books scholarship for the student Academic Coach in addition to a \$400 per month stipend for services.

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

ACE study hall is available to all athletic programs at the University. Ultimately, each head coach makes the decision as to which type of study hall his/her student athletes will participate in.

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

Coaches and Academic Advisors relay information to student-athletes during team and individual meetings.

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

The Committee to Review Academic Support Services for Athletics, independent of the Athletics Department, reviews and approves the academic support services provided by the University to its athletes.

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

The Committee to Review Academic Support Services for Athletics, independent of the Athletics Department, reviews and approves the academic support services provided by the University to its athletes.

5. Freshman/transfer orientation Availability, attendance requirements.

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

All newly-admitted freshman and transfer students are sent a brochure containing information about Gamecock Orientation and a Gamecock Orientation registration form by the Office of Student Life. Gamecock Orientation is a one-and-a-half day orientation/advisement session prior to the semester in which the student will attend. The orientation/advisement session includes a brief introduction to campus life, advisor assignments, academic advisement, schedule preparation, and registration. Following registration, students can obtain an I.D. card, a post office box, and automobile registration. Orientation is not mandatory, but all students and student-athletes are encouraged to attend Gamecock Orientation.

Academic Integrity

An abbreviated orientation program is conducted for students who transfer to Jacksonville State University. Information presented during the regular orientation is presented in a 3-hour session for transfer students.

The Assistant Athletics Director for Compliance meets with each individual athletic team prior to the beginning of school. He is responsible for having athletes sign the Student Athlete Statement and Drug Consent form. The Assistant Athletic Director for Compliance also reviews the Student-Athlete/CHAMPS/Life Skills Handbook.

Effective with the Fall 2008 freshmen class of student athletes, there will be an extended Athletic Orientation. It will be an evening, 2 to 3 hour session. It will incorporate the information the Assistant Athletic Director for Compliance has previously covered. It will also include a brief orientation to career services, tutoring, advisement, counseling services, class attendance, media relations, and excused absences policy and services. Also, a one credit hour class, HPE189: Academic Success for Student Athletes will be offered for scholarship athletes. It will be a course for freshmen student-athletes to enhance a successful transition from high school to college life. Orientation to the JSU athletics program and NCAA rules and regulations are included. Special emphasis is placed on academic excellence, athletic excellence, personal and career development, and a commitment of service to the campus and community.

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

All freshman student-athletes, in addition to transfer athletes, will attend the extended athletic orientation.

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

All incoming freshman and transfer students receive information, by mail, about Gamecock Orientation sessions.

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

The Committee to Review Academic Support Services for Athletics reviews and approves the academic support services provided to student-athletes.

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

The Committee to Review Academic Support Services for Athletics reviews and approves the academic support services provided to student-athletes.

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

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

The Athletic Department sends out progress reports to faculty members who have athletes on their class rosters two times during each semester. It is the responsibility of the two Athletic Academic Advisors within the athletic department to initiate the reports. Progress reports request the faculty member to report on the athlete with the following information: grades on quizzes, exams, papers, assignments, attendance, and class participation. There is also an additional space for the faculty member to comment on the student-athlete. Faculty members return progress reports to the Athletic Academic Advisors who in turn forward the reports to coaches. The Athletic Academic Advisors also use the BANNER system for monitoring mid-term grades for athletes between the two progress reporting times.

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

All student-athletes are included in the faculty progress reports and monitoring of mid-term grades.

Academic Integrity

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

Athletes are made aware of this procedure, by coaching staff, during recruiting visits and upon arrival to campus for the academic year. Athletic Academic Advisors receive athlete progress reports; they discuss them with the athlete. Then, the reports are copied and sent to the respective coaches. Coaches discuss reports with athletes and make recommendations.

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

The Committee to Review Academic Support Services for Athletics reviews and approves the academic support services provided to student-athletes.

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

The Committee to Review Academic Support Services for Athletics reviews and approves the academic support services provided to student-athletes.

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).

All qualified students are eligible for services provided by Disability Support Services. The Athletic Department utilizes the support of Disability Support Services to provide accommodations to student-athletes. Disability Support Services (DSS) provides academic support services as required by Section 504/ADA, removing unfair barriers, and equalizing opportunities to otherwise qualified students. DSS provides additional programming for students who have sensory learning or attentional disabilities. DSS works with faculty and staff to facilitate the student's integration into the academic community. The major activity of DSS is to assist instructors in removing unfair barriers to the student's attainment of course requirements. DSS facilitates a variety of services. Types of services include, but are not limited to the following:

1. Interpreters for the Deaf
2. Readers for Blind/Low Vision
3. Individual Postsecondary Program (IPP)
4. Real-time Captioning
5. Availability of Alternative Media Formats
6. Braille and Enlarge Exams and Instructor Handouts
7. Access to Note takers
8. Study Skills Courses
9. Access to Tutoring
10. Referral to Department of Vocational Rehabilitation
11. Special Testing Requiring Adaptive Technology

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

Once a student has been accepted for admission to JSU, identified him/herself as a student with a disability, requested services, and presented documentation of the qualifying disability (as defined by Section 504 of the Rehabilitation Act, as amended), a multi-disciplinary team, consisting of Dan Miller, Stephen Cain, Cindy Camp, Katy Goodgame, Linda Turner, Jennifer Yocum, and Stephanie Hatfield, will meet to discuss the student's needs for reasonable accommodations. It is the responsibility of the student requesting special consideration to provide current documentation of a qualifying disability and formally request services.

The Athletic Department receives funds through the Special Assistance Fund and the Opportunity Fund to

Academic Integrity

assist athletes with the cost of testing (i.e. aptitude, academic achievement, tests that evaluate specific areas of achievement and information processing).

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

Information concerning Disability Support Services is outlined in the Student-Athlete/CHAMPS Life Skills Handbook.

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

Services provided by Disability Support Services are assessed and reported annually through the goals and objectives of the department through the University PRISM system. PRISM is JSU's information management system that stores and reports operational goals, objectives, strategies, methods of assessment/evaluation, and use of results. Operational and learning goals, objectives and results are entered into this online system. Annual reports with significant accomplishments included in PRISM provide summary data. PRISM provides decision-makers with relevant reports, making JSU's comprehensive system of continuous improvement visible, viable, and meaningful.

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

Services provided by Disability Support Services are assessed and reported annually through the goals and objectives of the department. PRISM, the annual reporting system, allows review through the chain of command up to the President of the University.

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

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

All students entering JSU are required to produce official scores from either the ACT or the SAT. Subtest scores in English and math are used to place students in the appropriate English and math courses. Students also have the option of taking a math placement test in the Department of Mathematical, Computing, and Information Sciences in order to place in a higher-level mathematics class.

Students with moderate academic-skill deficiencies (which are likely to require more than one semester for successful remediation) will be conditionally admitted. The American College Test (ACT) or Scholastic Aptitude Test (SAT) serves as the criteria for determining admission status. Students who are admitted with an ACT of 16 to 18, or SAT 750 to 890, are considered "conditionally admitted" and must be enrolled continuously in prescribed developmental studies courses until all academic-skills deficiencies are eliminated.

The Department of Learning Skills provides coursework in reading, writing, pre-algebra and basic algebra to remediate deficiencies. The department also offers a course providing supportive guidance in study skills, problem-solving, decision-making, and college adjustment.

Prior to graduation, all JSU students must take and pass the English Competency Exam.

Counseling and Career services provides testing services for CLEP, residual ACT, and CBASE. Counseling and Career Services also offers testing regarding career planning.

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

Services for testing are available to all JSU students.

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

Information concerning the learning assessments is contained in the University Catalogue and the Student-Athlete/CHAMPS/Life Skills Handbook

Academic Integrity

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

Services provided by Counseling and Career Services are assessed and reported annually through the goals and objectives of the department through the University PRISM system. PRISM is JSU's information management system that stores and reports operational goals, objectives, strategies, methods of assessment/evaluation, and use of results. Operational and learning goals, objectives and results are entered into this online system. Annual reports with significant accomplishments included in PRISM provide summary data. PRISM provides decision-makers with relevant reports, making JSU's comprehensive system of continuous improvement visible, viable, and meaningful.

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

Services provided by Counseling and Services are assessed and reported annually through the goals and objectives of the department. The PRISM system allows review through the chain of command up to the President of the University.

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

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

A formal mentoring program is currently not in place for student-athletes. Athletic Department personnel in conjunction with the Committee to Review Academic Support Services for Athletics will begin an examination of possible methods for implementing this activity to add to student-athlete academic success and will be a recommendation of this self-study.

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

Not applicable

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

Not applicable

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

Not applicable

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

Not applicable

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

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

Students, including student-athletes, with academic challenges are offered many services to address their needs. Three offices in particular provide direct services to students with special learning challenges. The Office of Disability Support Services (DSS) offers academic assistance to students with physical challenges, as well as those with diagnosed learning disabilities. Interpreters, note takers, assistive technologies, and tutors are available through this office. The Department of Learning Services offers remedial courses in reading, math, and English, as well as Study Skills courses and tutoring for remedial courses. This department also offers a six weeks summer program, ExSel, for students whose college

Academic Integrity

entrance exam scores were too low for admission to the University. Participants in ExSel study reading, writing and math in preparation to re-take the college entrance exam successfully as a pre-requisite to admission to the University. Successful completion enables ExSel students to enroll as conditionally admitted (CA) students for the fall semester, pre-register for skills building courses prescribed by the ExSEL team, and meet with faculty and peer advisors throughout the fall semester.

In addition to specific academic support provided by the three offices named above, the Office of the Associate Vice President for Academic Affairs monitors the academic progress of academically at risk students. This office notifies students when grades place a student on probation, suspension and dismissal, and, in all cases, provides information to students about academic support services available to meet their needs.

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

New freshmen are determined to be possibly at-risk based on presenting ACT or SAT scores. Conditional Admission status signifies a student has moderate academic skills deficiencies. Students admitted in this category must be continuously enrolled in prescribed developmental skills courses, participate in prescribed counseling and advisement activities, and remediate all academic skill deficiencies (including taking an Academic Success Skills class) within one year. The Department of Learning Services offers remedial courses in reading, math, and English, as well as study skills courses and tutoring for remedial courses.

Students at the University are required to meet minimum cumulative grade point averages (GPAs) in accordance with the following table. For the purpose of determining satisfactory academic progress, May, Summer I, Summer II, and associated marathon terms will be combined as one semester for the purpose of determining readmission after suspension.

Hours Attempted, Required Minimum Cumulative GPA

0-32, 1.5

33-64, 1.7

65-96, 1.9

97+, 2.0

A student will be placed on "academic warning" at the end of any term in which the cumulative GPA is less than the required minimum cumulative GPA. Students will be placed on "academic probation" at the end of any term following a semester on "academic warning" when the cumulative GPA is less than the required minimum cumulative GPA. Students on academic warning will be limited to no more than twelve semester hours attempted and no more than three semester hours during the short terms. If the cumulative GPA of a student on "academic probation" does not meet the minimum cumulative GPA requirement, the student is placed on "academic suspension" and will be suspended for one semester. Students are placed on "academic dismissal" following a semester of "academic suspension" when the suspension semester's GPA is less than 2.00 or the required cumulative minimum GPA has not been achieved.

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

All JSU students taking classes receive a grade report at the end of each semester. In addition to grades being reported, GPA and academic standing are also included on the grade report. Students who fall under the "Academic Suspension" or "Academic Dismissal" categories are sent a letter from the Associate Vice President for Academic Affairs stating their academic standing and the academic standards policy.

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

These services are reviewed within the Academic and Student Affairs division. PRISM is JSU's information management system that stores and reports operational goals, objectives, strategies, methods of assessment/evaluation, and use of results. Operational and learning goals, objectives and results are entered into this online system. Annual reports with significant accomplishments included in PRISM provide summary data. PRISM provides decision-makers with relevant reports, making JSU's comprehensive system of continuous improvement visible, viable, and meaningful.

Academic Integrity

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

These services are approved within the Academic and Student Affairs division.

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

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

Student-athletes who are within twenty hours of degree completion and who have exhausted their eligibility may be offered fifth-year financial aid in order to complete degree requirements.

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

Eligible student-athletes (those who have completed their eligibility, competed for JSU for at least the last two years, have no eligibility remaining, are not receiving any other athletics aid, and are in good academic standing) and who have received athletic financial aid for three summer terms (May, Summer I or Summer II) may only receive degree completion aid for one semester. Those who have received athletic financial aid for six summer terms are not eligible to receive degree completion aid.

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

As athletes near degree completion, athletic academic advisors inform athletes of post eligibility programs. The Director of Compliance works with the athletic academic advisors to determine the eligibility of athletes. Information concerning this financial aid can be found in the Student-Athlete/CHAMPS Life Skills Handbook.

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

The Committee to Review Academic Support Services for Athletics reviews and approves the academic support services provided by the Athletic Department to its athletes.

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

The Committee to Review Academic Support Services for Athletics reviews and approves the academic support services provided by the Athletic Department to its athletes.

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. [Please use the file upload link contained within this question on the athletics certification system (ACS) database to submit a copy of your most recent academic support services review.]

In 1999, Jacksonville State University established an Athletic Academic Support Committee (JSU Committee to Review Academic Support Services for Athletics), independent of the Athletics Department, to review and approve the academic support services provided by the University to its student-athletes. The purpose of the committee is review and approval of the existing academic support services in the Department of Athletics. This committee annually reviews the academic support services provided by the University to its student-athletes.

The Ohio Valley Conference (OVC) conducts regular compliance reviews of all its member institutions. The most recent review was completed in November 2007 by Jackie Mynarski, Assistant Commissioner for Institutional Services for the OVC. As part of the compliance review, student-athlete welfare issues were examined, including academic and general support services. Comments regarding the compliance review are available for examination.

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

Academic Integrity

JSU 2008 APP Improvement Plan

A. Issue: Some JSU athletic teams do not meet the NCAA Academic Progress Rate Benchmark.

Program Area:

1. Recruitment of prospective student-athletes;
2. Evaluation of academic readiness of prospective student-athletes and assesment to determine individual and collective academic-support needs;
3. Academic support;
4. Missed class time;
5. Retention.

Teams: Men's Basketball, Women's Basketball, Football, and Women's Track

Measurable Goal: 100 percent of teams will meet or exceed the single year APR Benchmark by 2009-10.

Steps:

- 1) Determine each individual student-athlete's APR score.
- 2) Inform each head coach of individual student-athlete's APR score and identify reasons for lost APR points.

Individuals/Officers Responsible for Implementation: Assistant Athletic Director for Compliance, Athletic Director, and Head Coaches

Specific Timetable for Completing the Work: Conclusion of fall, spring, and summer semesters. Single year APR for all teams will reach or exceed benchmark by 2009-2010.

Met Goal? If not, why not: No. All teams do not meet the NCAA APR benchmark.

What adjustments / revision occurred as a result of evaluating the plan? The plan was updated with new programs initiated. See below.

B. Issue: A significant number of "E" and "R" points have been lost by at-risk student-athletes in the sports of men's basketball and football. Lost eligibility and retention points are fairly equivalent.

Program Area: Academic Support

Team: Men's Basketball, Women's Basketball, Football, and Women's Track

Measurable Goal:

- 1) 100 percent student-athlete participation in academic and life skills programs;
- 2) 100 percent participation in women's track study hall: 10 hours per week during the fall semester and 7 hours per week during the spring semester for all freshman student-athletes and student-athletes with GPA's under 2.25(4.0);
- 3) 100 percent participation in football study hall 4.5 hours per week (three nights x 1.5 hours) for student-athletes with GPA's under 2.4(4.0); and 100 percent participation in football study hall 6 hours per week (4 nights x 1.5 hours) for student-athletes identified as at-risk;
- 4) 100 percent participation in men's basketball study hall for at least 7 hours per week;
- 5) 100 percent participation in women's basketball study hall 8 hours per week for student-athletes with GPA's under 3.0(4.0) and 8 hours per week for freshman student-athletes.

Steps:

1. Promote programs offered by JSU's Academic Center for Excellence (ACE). Programs offered by ACE include Career Placement Services, Counseling and Career Services, Disability Support Services, Learning Services, Multicultural Services, Orientation and Advisement Services, Tutoring Services;
2. Notify all student-athletes by letter and team meetings the programs offered by ACE;
3. Enhance study sessions, tutorial services and all programs offered by ACE for at-risk student-athletes in each sport below the NCAA Academic Progress Rate benchmark;
4. Review and address results from the January 2008 NCAA CHAMPS/Life Skills Needs Assessment;
5. Enlist the services of the JSU Peer Educators as a resource for JSU student-athlete retention. JSU Peer Educators have taken the initiative to offer leadership to their peers on certain issues. Their number one goal is to create a more positive, healthy campus environment. Another important goal is using the power of peer-to-peer influence as part of the educational process;
6. Incorporate the Student Athlete Advisory Committee (SAAC) as the leadership role for community service to connect with retention;
7. Require all student-athletes unable to attend summer orientation sessions prior to initial enrollment to participate

Academic Integrity

in JSU's proposed online orientation program;

8. Collaborate with the College of Arts and Sciences for proposed Math and English laboratory (Pilot Program).

9. Reinstate CHAMPS/Life Skills course (Fall 2008 semester) for all incoming freshman and transfer student-athletes receiving athletics aid;

10. Establish a mandatory orientation for all student-athletes at the beginning of the new academic year. Issues and topics to be covered include, but are not limited to, academics, academic support services, compliance, sports medicine, and sports information.

Individuals/Officers Responsible for Implementation: Athletic Director, Head Coaches, Assistant Athletic Director for Compliance, and Athletic Department Academic Advisors

Specific Timetable for Completing the Work: Annually

Met Goal? If not, why not: Yes

What adjustments / revision occurred as a result of evaluating the plan: Men's basketball and football, the two teams at JSU below the 900 benchmark, have a considerable number of student-athletes who are considered at-risk. Extra emphasis should continue to be incorporated in order to provide and enhance academic support services provided to at-risk student-athletes.

C. Issue: Student-athletes miss valuable class time due to team travel.

Program Area: Missed class time

Team: Men's Basketball, Women's Basketball, Football, and Women's Track

Measurable Goal: Seek to reduce missed class time by at least 10 percent by 2008-09.

Steps:

1. Arrange class schedules on days which avoid missed class time;

2. Purchase twenty laptop computers for student-athletes to use on extended road trips to maintain academic coursework;

3. Encourage the Ohio Valley Conference not to schedule contests during final exams.

Individuals/Officers Responsible for Implementation: Athletic Director, Head Coach, and Athletic Academic Advisors

Specific Timetable for Completing the Work: Prior to each semester.

Met Goal? If not, why not: No. In men's basketball, the Ohio Valley Conference continues to schedule conference contests during final exams.

What adjustments / revision occurred as a result of evaluating the plan: Schedule non-conference contests on days which will ensure minimal missed class (e.g., weekends, holidays, home contests); 2006-07 Missed Class Days: MBB (14); WBB (15); FB (6) WITF/WOTF (10).

D. Issue: Many faculty members do not return progress reports sent by the athletic department.

Program Area: Academic support

Team: Men's Basketball, Women's Basketball, Football, and Women's Track

Measurable Goal: Seek 100 percent participation

Step: Accompany a letter with the progress reports forms to faculty from the Vice President for Academic and Student Affairs to encourage the return of the progress reports to the athletic department academic advisors.

Individuals/Officers Responsible for Implementation: Vice President for Academic and Student Affairs and Athletic Department Academic Advisors

Specific Timetable for Completing the Work: Four weeks after semester begins and four weeks before semester ends

Met Goal? If not, why not: No. 100 percent participation was not achieved. However, a greater return is credited due to the support of the Vice President for Academic and Student Affairs (VPASA).

Academic Integrity

What adjustments / revision occurred as a result of evaluating the plan: The athletic department is considering the purchase of SAMS (Student Athlete Management System). Technology associated with SAMS will allow progress reports to be sent electronically to all faculty members.

E. Issue: Additional summer school funds are often needed to meet strict NCAA progress-toward-degree requirements for continuing eligibility and graduation.

Program Area: Academic Support

Team: Men's Basketball, Women's Basketball, Football, and Women's Track

Measurable Goal: Seek a \$125,000 increase in summer school funding (a 50 percent increase in the current budget allotment).

Step: Evaluate amount spent in previous years to determine amounts needed in the future for each sport

Individuals/Officers Responsible for Implementation: University President and Athletic Director

Specific Timetable for Completing the Work: Annually

Met Goal? If not, why not: Yes

What adjustments / revision occurred as a result of evaluating the plan: Strict NCAA Progress-Toward-Degree Requirements require student-athletes to meet 40 percent of their degree requirements prior to the start of their third year of collegiate enrollment; 60 percent of their degree requirements prior to the start of their fourth year of collegiate enrollment; and 80 percent of their degree requirements prior to the start of their fifth year of collegiate enrollment. Summer school is needed for many student-athletes to meet these requirements

F. Issue: Additional assistance is needed in the area of NCAA compliance and academic support services of the athletic department.

Program Area: Academic support

Team: Men's Basketball, Women's Basketball, Football, and Women's Track

Measurable Goal: Hire two new graduate assistants to work in the NCAA compliance and academic support services of the athletic department.

Step: Hire both positions

Individuals/Officers Responsible for Implementation: Associate Athletic Director and Assistant Athletic Director for Compliance

Specific Timetable for Completing the Work: Annually

Met Goal? If not, why not: Yes.

What adjustments / revision occurred as a result of evaluating the plan: Before the hiring of the graduate assistants, one compliance staff member and two academic advisors served and assisted more than 300 student-athletes. The addition of two graduate assistants to assist NCAA compliance and academic services has helped improve efficiency of these two areas.

See also Memoranda from Joe DeLap, October 4, 2005 and November 14, 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**

Academic Integrity

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

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Student-athletes who are undecided majors may not be meeting with an academic advisor outside of athletics.	<p>Provide academic advisement outside of the athletic department to all student-athletes.</p> <p>Require all student-athletes to see their academic advisor outside of the athletic department prior to seeing the athletic department academic advisor.</p>	Assign an academic advisor outside of athletics to student-athletes as soon as they arrive on the university campus and have been admitted to the university.	Office of the Vice-President for Academic Affairs Athletic Department Academic Advisors	Beginning Fall 2008 and continuing thereafter
<p>1. Insufficient information regarding academic support services included in the student-athlete handbook</p> <p>2. Insufficient information regarding satisfactory academic progress included in student-athlete handbook</p>	<p>Update student-athlete handbook to reflect academic support services available to student-athletes and steps to access these services.</p> <p>Update student-athlete handbook to reflect institutional requirements for achieving satisfactory academic progress.</p> <p>Make student-athlete handbook available through a printed copy provided to new student-athletes during orientation and a web-based copy available at all times.</p>	<p>Assign athletic department personnel to update the student-athlete handbook</p> <p>Assign athletic department personnel to have student-athlete handbooks available to students for orientation and also on the JSU website.</p>	<p>Office of Compliance within the Athletic Department</p> <p>Office of Marketing and Publications within the Athletic Department</p> <p>Instructor for the student-athlete orientation course HPE 189</p>	Beginning Fall 2008 and reviewed annually thereafter
A formal mentoring program is currently not in place for student-athletes.	<p>Assess the need for student-athlete mentoring and/or the type of mentoring.</p> <p>Develop and implement student-athlete mentoring as needed.</p>	<p>Assess student-athlete mentoring needs during student-athlete orientation.</p> <p>Develop a mentoring program and implement as needed.</p>	<p>Instructor for student-athlete orientation class HPE 189</p> <p>Coaches Athletic Department Personnel</p>	Fall 2009 and ongoing thereafter
There is not a centralized database system for tracking student-athletes use of academic support services.	Implement a process to track athlete use of academic support services and form a central repository/database to track this information.	Assign Program Directors of all academic support service units to track and report student-athlete use of academic support services to the athletic department.	<p>Program Directors for Academic Support Services</p> <p>Athletic Department Office of Compliance Athletic Department Academic Advisors</p>	Fall 2008 and ongoing thereafter

Academic Integrity

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
The Committee to Review Academic Support Services for Athletics is not formally considered a standing university committee.	Identify, document, and implement the Committee to Review Academic Support Services for Athletics as a standing committee reporting to the Office of the Vice-President of Academic and Student Affairs.	Announce the formal implementation of the Committee to Review Academic Support Services as a standing university committee under the Office of the Vice-President of Academic and Student Affairs.	Office of the Vice-President of Academic and Student Affairs	Implementation September 2008 and annual meetings thereafter

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	
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Academic Year									
Average Standardized Test Score	2006-2007	78	498	81	33	77	646	81	39
	2005-2006	79	537	79	34	79	614	83	22
	2004-2005	81	479	81	36	80	578	85	25

Name of person completing this chart: Dr. Alicia Simmons

Title: Director, Institutional Research and Assessment

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	
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
	2006-2007	85	5	74	12	70	401	85	13	82	652	78	61
	2005-2006	83	7	75	13	69	351	84	16	85	710	77	54
	2004-2005	78	8	76	9	70	290	74	7	85	686	82	57
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid											
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other	
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
	2006-2007	0	0	0	0	76	21	0	1	84	46	0	0
	2005-2006	0	0	0	0	74	15	0	1	83	39	0	0
	2004-2005	0	0	0	0	70	14	0	1	86	44	0	2

Name of person completing this chart: Dr. Alicia Simmons

Title: Director, Institutional Research and Assessment

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	2006-2007	3.01	17	3.04	3	3.14	5	0	0	3.36	9	3.03	5	2.9	11	3.52	22
	2005-2006	2.94	18	0	2	2.87	5	0	1	3.15	8	0	2	3.4	6	3.25	14
	2004-2005	2.81	17	0	2	2.79	9	3.05	3	3.13	5	0	1	3.02	5	3.47	19
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	2006-2007	78	17	78	3	90	5	0	1	81	9	84	5	73	11	85	22
	2005-2006	78	18	0	2	90	5	0	1	79	8	0	2	84	6	80	14
	2004-2005	75	17	0	2	83	9	101	3	86	5	0	1	75	5	87	19

Name of person completing this chart: Dr. Alicia Simmons

Title: Director, Institutional Research and Assessment

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	2004-2005	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	2005-2006	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	2006-2007	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Name of person completing this chart: Maureen Newton

Title: Faculty Athletics Representative

Equity and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues

Self-Study Items

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

A. Original Plan: The institution shall complete and submit to the Committee on Athletics Certification a comprehensive institutional plan for addressing gender equity in its intercollegiate athletics program that is developed through broad-based campus participation and receives formal institutional approval.

B. Actions Taken: The plan was developed and approved by the Jacksonville State University Board of Trustees, submitted and accepted by the NCAA.

C. Date: 2000

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.]

1. Original Plan: Review regional high school student interest surveys and/or conduct interest surveys of JSU students, at least every three years, to address the Accommodation of Interests and Abilities at JSU and within its recruiting region.

Action Taken: An interest survey was conducted by the athletic department. The results showed that JSU needed to add another female sport. Women's indoor/outdoor track and field was added, and 2001 was their first year to participate.

Dates: 1999 and 2007.

Explanation: Although a survey was not conducted every three years, the survey was conducted in 1999 and again in 2007. An assessment plan was developed in 2007, and an interest survey developed and implemented annually with support from the Office of Institutional Research and Assessment.

2. Original Plan: JSU's Faculty Athletic Representative, Senior Woman Administrator, and Athletic Director will annually meet with women's sports coaches to monitor athletic financial assistance and participation in female sports program areas.

Action Taken: The Athletic Director meets with all coaches once a month as a group. Then, each coach is met with individually at the end of his or her playing season.

Dates: The coaches' meetings take place the first Wednesday of each month.

Equity and Student-Athlete Well-Being

Explanation: The SWA and compliance director are invited to attend the meetings if they have anything they need to cover at these meetings.

3. Original Plan: JSU's women's athletics program will be periodically reviewed by the Athletic Director for purposes of compliance.

Actions Taken: The Athletic Director conducts end of season reviews of each sport.

Dates: Annually.

4. Original Plan: To facilitate gender equity in JSU's Athletic Department, policies providing specific guidance concerning gender equity within the institution's athletics were drafted and adopted by the University Board of Trustees.

Actions Taken: A copy of this plan is included. The goal of the athletic department is to increase the participation numbers of female student-athletes to be equal to the total number of participation opportunities for male student-athletes.

Dates: Continuous.

Explanation: Even though that number is not equal, it is a work in progress towards that goal.

5. Original Plan: JSU's Office of Personnel Services will annually assess employment opportunities within its Athletic Department and will assess salaries within the Department so as to implement JSU's various policies of non-discrimination and gender equity.

Actions Taken: The office of Human Resources conducts salary studies as requested by the Athletic Department or when the need for a study is determined by HR. These salary surveys focus, almost always, on the title, reporting relationship, and responsibilities of the position, not on the gender of the incumbent(s). If Human Resources observes an inequity in the salaries (gender, race, position, etc.) in athletics, they inform the administration and recommend changes to correct it.

6. Original Plan: In the Fall of 2001, JSU added women's indoor/outdoor track and field as a Trans America Athletic Conference sport. The team will utilize JSU's existing state-of-the-art track facility.

Actions Taken: During the 2001/2002 academic year, women's indoor/outdoor track and field participated in their first NCAA track meet.

Dates: 2001/2002 academic year.

7. Original Plan: JSU will offer the eighteen maximum allowable NCAA scholarships in the sport of women's indoor/outdoor track and field.

Actions Taken: By fall 2005, JSU was offering the 18 maximum numbers of scholarships allowed for women's indoor/outdoor track and field. While the maximum number of scholarships is being offered, they are not being utilized. Academic Year 05/06, the University used 14.30 scholarships. Academic year 06/07, 15.62 scholarships were used, and academic year 07/08, the athletic department used 15.95 scholarships.

Dates: 2005/2006 academic year.

Explanations: For academic year 05/06, the scholarships for that year had already been set in place at 14.30 out of the 18 possible scholarships. In the 06/07 academic year, JSU awarded 15.62 scholarships; however, only 14.52 were utilized because two of the signees did not meet the NCAA Clearing House requirements. Academic Year 2007/2008, JSU utilized 15.95 scholarships; there was one offer of .75 out there which would have given 16.70, but the prospect chose to attend another university.

8. Original Plan: With the addition of women's indoor/outdoor track and field, the female participation is projected to increase by a forty female student-athlete increase of forty-six percent. Actions Taken: With the addition of women's indoor/outdoor track and field, JSU has a total of 16 sports. There are 9 female sports and 7 male sports. With the addition of women's indoor/outdoor track & field, JSU has not met the projected increase of 40 female student athletes. A total of 27 athletes have been added.

Explanations: The indoor/outdoor track& field teams are new sports that are only 7 years old. The athletic department will continue to recruit quality student-athletes to participate in track & field, so the numbers can increase each year until they reach that 40 participant level.

9. Original Plan: Jacksonville State University will increase the following sports participation numbers as follows, beginning in the year 2000 and concluding by the year 2002.

Women Basketball 3

Women Cross Country/Track 15

Women's Golf 1

Women's Soccer 10

Softball 9

Women's Tennis 2

Equity and Student-Athlete Well-Being

Women's Volleyball 2

Total 42

Actions Taken: All women sports listed were to increase by the number stated. Beginning in the year 2000/2001 women basketball had 12 participants, they were to increase by 3 participants, and they did not increase. Women cross country had 8 participants, and they were to increase by 15 participants, and they did not increase. Women golf had 7 participants, which is a decrease from the previous year, they were supposed to increase to 10 participants and they did not. Women soccer had 18 participants, they were to increase by 10 participants and they did not. Softball had 18 participants; they did increase by 9 participants, but did not meet set goal. Women Tennis had 10 participants; they did increase by 3 participants, meeting set goal. Volleyball had 12 participants; they did increase by 2 participants, also meeting set goal.

Beginning year 2001/2002 women's basketball had 16 participants, increasing participation by 4 subsequently meeting set goal. Women's Cross Country had 8 participants, and decreased participation by 1, not meeting set goal. Women's Golf was supposed to increase by 3 but instead decreased participation by 1 not meeting set goal. Women's Soccer was to increase by 12 but increased by 4; did not meet goal. Softball was at 18 and decreased by 1; did not meet set goal. Women's Tennis had 10 participants and decreased by 1; met set goal. Volleyball maintained 12 participants; met goal. Indoor track had 16 participants. Outdoor track had 18 participants.

Explanations: It is a continuous process for coaches to continue recruiting student athletes to increase their participation numbers. Coaches are also encouraged by the athletic department to recruit walk-ons to help fill the gaps in the participation numbers.

10. Original Plan: To fully utilize scholarships and maximize female participation opportunities within three years or by the year 2002. Actions Taken: All scholarships are not fully utilized by some sports, but as of Academic year 2005/2006 JSU budgets the maximum allowable scholarships for 16 sports. Explanations: With some sports, initially all scholarships are used, but due to retention of student athletes and bad academics some student athletes chooses not to return the following year.

11. Original Plan: The amounts of per diem allowances provided to teams in travel status have not been consistently provided to each sport. The Athletic Department Policies and Procedures document addresses this same issue, and the University is moving toward full compliance. The Athletic Director will ensure adherence to the policy. Actions Taken: Section 8.0 addresses Athletic Team Travel. Section 8.2 discusses Per Diem procedures. Per section 8.2.3 all meal allotment forms must be completed and turned in to the Associate Athletic Director within two days of return to campus. Team travel per diem is limited to \$20.00 per student per day.

12. Original Plan: Publicity has not been provided as prescribed by the Athletic Department policy. An additional staff member has been employed to cover publicity for women's sports. Annual reports of publicity will be given to the Athletic Director. Actions Taken: An additional staff member was funded and dedicated to cover women's sports and was hired for the position in 1996. In 2000, when the former SID resigned, Assistant SID was promoted to SID and the vacant position was not filled, due to a hiring freeze. The SID covers football, baseball, men's and women's golf. One of the Assistant SID covers volleyball, men's basketball, men's tennis, women's tennis, and softball; the other SID covers soccer, women's basketball, cross country, indoor/outdoor track and field, and rifle.

This office also provides the Annual Report for the Athletic Department, which is submitted to the President for his Annual Report. Dates: A staff member was hired in 1996 to cover all women sports.

A third staff member was added in 2004/2005 school year.

Another staff member was hired 2005-2006 school year and the last staff member was hired 2006-2007 school year.

13. Original Plan: During the 1999 fiscal year, JSU plans to conduct an interest survey surrounding the addition of another women's sport. The Senior Woman's Administrator and the Athletic Director will conduct the survey and report the results to the President. Athletic Policy dictates that a survey be conducted in this area at least every three years. Should sufficient interest exist, a women's track and field program will be developed. Actions Taken: A survey was conducted and sufficient interest was found. A women's track and field program was developed. The latest survey was conducted in early August 2007. Dates: Women's Track and Field Program started Fall 2001/2002.

14. Original Plan: By 2002, JSU plans to construct a women's soccer field south of our baseball facility. The Athletic Director will implement an athletic fund-raising program to fund four scholarships for our soccer program as soon as it begins competition in the facility. Actions Taken: The new women's soccer field was completed and JSU fully funds the maximum number of scholarships. Dates: The new field was ready for use in the Fall of 2003.

15. Original Plan: JSU plans to continue to compensate our women's sports coaches at the average compensation for the coaches of women's sports in our conference. Actions Taken: According to the latest averages, the current compensations for the coaches of women's sports are as follows:

Equity and Student-Athlete Well-Being

Head Coaches Below OVC Average- Women's basketball, Softball head coach, Combined men's and women's track/cross country head coach

Head Coaches Above OVC Average- Volleyball head coach, Combined men's and women's golf head coach, Combined men's and women's tennis head coach, Women's soccer head coach, Rifle head coach,

Assist Coaches Below Average- Women's basketball 1st assistant coach, Women's basketball 2nd assistant coach,

Assist Coaches Average- Women's basketball 3rd assistant coach, Combined men's and women's track/cross country 1st assistant coach, Combined men's and women's golf 1st assistant coach, Women's soccer 1st assistant coach

Assist Coaches Above OVC Average- Softball 1st assistant coach, Softball 2nd assistant coach, Volleyball 1st assistant coach, Combined men's and women's tennis 1st assistant coach

Dates: The latest averages were reviewed as of October 23, 2007.

Explanations: Although progress has been made, not all women's team coaches are at the OVC average. Of course, the OVC average is a moving target since coaches' salaries as peer universities may change for a variety of reasons. At Jacksonville State University, the Athletic Department continues to follow the policies and procedures of the university.

16. Original Plans: JSU plans to increase the level of our competition in each sport, and the Athletic Director plans to continue increasing compensation for women coaches in his annual athletic budget request. Actions Taken: The level of competition has increased here at JSU with some sports playing game guarantee games. The sports that do not play for a game guarantee schedule non conference games/matches with bigger conferences to enhance the playing performance of their student athletes. The Athletic Director evaluates compensation for coaching staff at the end of the season evaluations.

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.

1. In fall of 2006, a Self Defense Seminar was offered to all female student-athletes.
2. In 2001, a Women's Indoor/ Outdoor Track and Field program was added to enhance participation opportunities for women.
3. In 2001, a full-time Head Women's Indoor/ Outdoor Track and Field Coach was hired.
4. In 2001, a full-time Assistant Women's Indoor/ Outdoor Track and Field Coach was hired.
5. In 2001, construction began on the Women's Soccer Field, and play began there in the fall of 2003.
6. In 2001, construction began on a new athletic building which houses athletic administration and offices for men's and women's golf coaches, softball coaches, and baseball coaches. The new athletic building was completed in summer of 2004.
7. In 2001, renovation began on an existing structure that houses the athletic weight room, strength and conditioning coach's offices, an annex practice gym, and a Women's softball locker room. Renovations were completed in summer of 2004
8. In 2004, a permanent outfield fence was added to University Field, home of JSU Softball.
9. In summer 2007, a Prospective Student-Athlete Interest and Ability Survey was disseminated to 3,736 prospective students who were admitted to JSU for fall 2007. Of the 1,735 prospective students who enrolled in JSU for fall 2007, 22.36 percent completed and submitted the survey.

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. Jacksonville State University is continuously improving in its efforts to monitor, evaluate and address gender equity issues. In the Athletics Department, the Senior Woman's Administrator is the Associate Athletic Director reporting to the Athletic Director. The Athletic Director reports to the President.

Equity and Student-Athlete Well-Being

B. The Athletics Department follows the Jacksonville State University mission, adopted in 2001, that states: Jacksonville State University is a public, comprehensive teaching institution that provides educational, cultural, and social experiences for a diverse undergraduate and graduate student population. As a student-centered university, Jacksonville State University strives to balance academic challenges with a range of support services for students' academic, career, and personal goals. As an academic institution, Jacksonville State University seeks to produce broadly educated graduates with skills for employment, citizenship, and life-long learning. As a comprehensive university, Jacksonville State University supports scholarly and service activities consistent with its academic and professional strengths.

C. Jacksonville State University updated a policy on sexual harassment in October 2003 that states: It is the established policy of Jacksonville State University to provide a work and study environment for faculty, staff and students that is free from all forms of sexual harassment, intimidation, and exploitation. Jacksonville State University condemns such behavior and will review all claims of harassment.

Using the Equal Employment Opportunity Commission guidelines defining sexual harassment, Jacksonville State University has a well-established procedure for reporting, processing, resolving, and enforcing disciplinary penalties associated with sexual harassment.

D. Students follow the sexual harassment policy set forth in the Student Handbook, which states: Jacksonville State University has filed with the Federal Government an Assurance of Compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and the Regulation issued thereunder, to the end that no person in the United States shall, on the grounds of age, religion, race, color, sex, handicap, veteran status, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity sponsored by this institution.

Under this Assurance, this institution is committed not to discriminate against any person on the grounds of race, color, sex, handicap, veteran status, or national origin in its admission policies and practices or any other policies and practices of the institution related to the treatment of students and other individuals, including the provision of services, financial aid and other benefits, and including the use of any building, structure, room, space, material, equipment, facility, or other property. Any person who believes himself/herself or any specific class of individuals, to be subjected to discrimination prohibited by Title VI or the Act and Regulation issued thereunder may, by himself/herself or a representative, file with the United States Commissioner of Education or with this institution, or both, a written complaint.

In addition, a section in the Student Handbook with the heading, Notification of Non-Discrimination on the Basis of Sex states:

Jacksville State University does not discriminate on the basis of sex in the educational program or activities which it operates. Jacksonville State University is required by Title IX of the Education Amendments (PL92-318) of 1972 and Department of Education regulations to implement Title IX, Prohibition of Sex Discrimination in Educational Program and Activities Receiving Federal Financial Assistance, not to discriminate in such a manner. This requirement not to discriminate in educational programs and activities extends to employment by the University and to admission thereto. Inquiries concerning the application of Title IX and the implementing regulations may be referred to the Title IX coordination, Associate Vice President for Student Affairs, Jacksonville State University, 102 Bibb Graves Hall, or Director, United State Office for Civil Rights.

The Student Handbook also sets out grievance procedures and a sexual harassment policy and procedures.

E. Athletic Department equity plans/PRISM plans

The senior woman administrator/associate athletic director is responsible for monitoring the department's commitment to gender equity. She, the Assistant AD for Compliance, the Director of Institutional Research and Assessment, and the Assessment Coordinator developed a thorough, continuous and systematic assessment plan for equity that involves the following:

Prospective Students:

Athletic Interests and Abilities Survey (annually to all prospective students)
Benchmarking High School Participation Rates (bi-annually from local HS)

Existing Students:

CHAMPS Survey (Fall 2007)
New Student Survey (annually)
Athletic Interests and Abilities Survey (Fall 2007 only, on-line survey e-mailed to all prospective JSU students)
National Survey of Student Engagement (bi-annually of freshmen and seniors)
Exit Interview (annually of graduating NCAA athletes)

Equity and Student-Athlete Well-Being

Retention Rates/Graduation Rates (IPEDS annually)
 Team Academic Progress Rates (APR)
 Equity in Athletics Disclosure Act (EADA) Reports (annually)

Alumni
 Athletics Alumni Survey (Fall 2007)

F. The Equity and Student-Athlete Well-being Subcommittee will support the athletic department in gathering and analyzing gender-related data on an annual basis.

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.

Data from Jacksonville State University's Equity in Athletics Disclosure Act (EADA) was analyzed for the 2004-2005, 2005-2006, and 2006-2007 reporting periods. The following discrepancies and trends were noted and where applicable were included in the 2008 Gender Equity Plan (GEP).

A. Participation rates: The EADA reports indicate that student participation rates are higher for male student-athletes than for female student-athletes. In fact, over the past three years, the proportion of female athletes has decreased from 43 percent in 2004-2005 to 38 percent in 2006-2007. The largest sport decrease of 22 student-athletes is in women's indoor and outdoor track.

B. Athletic-related student aid: Although the percentage of female students has decreased, the percentage of student aid going to women's teams is holding steady with a very slight increase. In 2004-2005 and 2005-2006, the percentage of student aid to women's teams was 44 percent. In 2006-2007, it was 45 percent. Given the current participation rates, women's teams are receiving a higher proportion of student aid per student-athlete than men's teams.

2006-2007: Men's teams received \$108,146 (55 percent); Women's teams received \$100,293 (45 percent)

2005-2006: Men's teams received \$80,818 (56 percent); Women's teams received \$70,360 (44 percent)

2004-2005: men's teams received \$82,049 (56 percent); Women's teams received \$57,834 (44 percent)

C. Coaches' salaries: The EADA reports show that coaches of women's teams are paid less than men's teams. In fact, the EADA suggest that the coaches' salaries for women's teams are decreasing. However, since these numbers are based on actual expenditures, it is important to recognize that the women's basketball coach position was vacant for part of 2006-2007. Still discouragingly, the average women's team's coach's salary was 25 percent less than the men's team's coach's salary in 2004-2005, 32 percent lower in 2005-2006, and 47 percent lower in 2006-2007. Even without a vacancy in women's sports and with market factors taken into consideration, this issue remains one that Jacksonville State University must address.

Head Coaches' Salary Averages per FTE:

2004-2005: Men \$68,300; Women \$51,513

2005-2006: Men \$73,175; Women \$49,801

2006-2007: Men \$76,101; Women \$40,283

D. Average expenditure per student: The expenditures for women's teams are approximately 60 percent of the expenditures of men's teams. However, since women represent fewer in number, the average expenditure per student-athlete has been more comparable across the last three years. In 2004-2006, the women's team average was 82 percent of the men's team average. In 2006-2007, the women's team average expenditure per student-athlete was about 97 percent of the men's team average.

Expenditure and average Expenditure per Student-Athlete:

2004-2005: Men's total(\$3,358,319); Men's average(\$16,961); Women's total(\$2,109,101); Women's average (\$13,968)

2005-2006: Men's total(\$3,928,297); Men's average(\$20,895); Women's total(\$2,373,783); Women's average (\$17,078)

2006-2007: Men's total(\$4,485,087); Men's average(\$24,917); Women's total(\$2,616,508); Women's average (\$24,227)

E. Number of female coaches: Jacksonville State University has 3 (20 percent) female head coaches and 12 (80 percent) male head coaches. Jacksonville State University has 7 (26 percent) female assistant coaches and 20 (74 percent) male assistant coaches.

Equity and Student-Athlete Well-Being

6. Using the 13 program areas for gender issues, please:

- a. Describe how the institution has ensured a complete study of each of the 13 areas specifically during the time frame of the self-study process;
- 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 written, stand-alone plan for gender issues addresses each of the 13 areas.

[Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to Item No. 9 of the program area checklist.]

1. Athletics Scholarships. Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Jacksonville State University ensured a complete study of this priority area through the following:

1. Reviewing, analyzing and verifying Equity in Athletics Disclosure Act (EADA) reports from 2004-2005, 2005-2006, and 2006-2007, particularly athletically related student aid.
2. Reviewing, analyzing and verifying team single-year and multi-year APR, including eligibility and retention points.
3. Reviewing and analyzing student-athlete exit interviews.
4. Reviewing and analyzing the November 2007 Ohio Valley Conference Compliance Review report.
5. Interviewing the following individuals to clarify and verify data:

Director of athletics

Senior woman administrator

Compliance coordinator for athletics

Student-athletes

6. Used resources and publications to guide study, including:

The NCAA Achieving Gender Equity Manual

NCAA Sports Medicine Handbook

Jacksonville State University Student Handbook

Jacksonville State University updated a policy on sexual harassment

Jacksonville State University Strategic Plan

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The following data demonstrates the institution's status/commitment and resource allocation to athletic scholarships.

1. Based on the EADA reports, Jacksonville State University provided a higher percentage of student aid to women's teams than the participation rate of student-athletes on women's teams for the past three years;
2. Plans in the Academic Improvement Plan for JSU Athletic Teams includes increasing the summer school scholarships for student-athletes by \$125,000;
3. The Jacksonville State University's strategic plan identifies an action item focused on increasing the number of renewable full-scholarships to students as a means of increasing student success; and
4. The Ohio Valley Conference Compliance Review indicates that there are no areas recommended for enhancement related to student-athlete financial aid.

Equity and Student-Athlete Well-Being

- 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.

No deficiencies relating to athletics scholarships were identified as related to gender/equity issues. Although additional scholarships have been identified as a need both in athletics and university-wide, women's sports are receiving a higher proportion of current scholarships than the women's sports participation rate.

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

The institution's future plan includes increasing the number of renewable full-scholarships and the athletic department plans to increase the number of scholarships that include summer school for student-athletes. The Gender Equity plan calls for annual monitoring of scholarship expenditures by team.

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 13 areas.

Jacksonville State University ensured a complete study of this priority area by doing the following:

1. Reviewing and analyzing the 2007 Prospective Student Athlete Interests and Ability Survey
2. Reviewing and analyzing the New Student Survey
3. Reviewing and analyzing the National Survey on Student Engagement (NSSE)
4. Reviewing and analyzing the Athletic Department Exit Interviews
5. Reviewing and analyzing EADA reports
6. Reviewing and analyzing the November 2007 Ohio Valley Conference Compliance Review report
7. Reviewing and analyzing the Jacksonville State University 2007 Fact Book.
8. Interviewing the following individuals to clarify and verify data:

Director of athletics

Senior woman administrator

Compliance coordinator for athletics

Student-athletes

9. Used resources and publications to guide study, including:

The NCAA Achieving Gender Equity Manual

NCAA Sports Medicine Handbook

Jacksonville State University Fact Book

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The following data demonstrates the institution's status/commitment and resource allocation to accommodation of interests and abilities:

The Jacksonville State University 2007 Fact Book and previous editions report that enrollment at Jacksonville State University is approximately 40 percent male and 60 percent female. EADA reports indicate that participation rates in athletics are approximately 60 percent male and 40 percent female.

Prospective Student Athletic Interest and Ability Survey report suggests that respondents (n= 388, 57 percent female and 42 percent male) were interested primarily in intercollegiate sports currently in place at JSU or non-intercollegiate sports. Of the intercollegiate sports offered at Jacksonville State University, women's sports exist for which all sports female respondents indicated an interest.

Equity and Student-Athlete Well-Being

Of the intercollegiate sports not offered at JSU
 1 male was interested in intercollegiate archery;
 2 females and 2 males were interested in intercollegiate gymnastics;
 1 male was interested in intercollegiate swimming and diving;
 1 male was interested in intercollegiate synchronized swimming;
 1 male was interested in intercollegiate team handball; and
 1 male was interested in intercollegiate wrestling.

Continued implementation of an assessment plan that includes annually surveying prospective students about their athletic interests and abilities and gathering information about high school participation rates

The Ohio Valley Conference Compliance Review indicates that there are no areas recommended for enhancement related to recruitment.

Expansion of women's team sport facilities since last review, including the soccer field.

EADA report analyses suggest that the expenditures for women's teams are approximately 60 percent of the expenditures for men's teams. However, since women represent fewer in number, the average expenditure per student-athlete has been more comparable across the last three years. In 2004-2006, the women's team average was 82 percent of the men's team average. In 2006-2007, the women's teams average expenditure per student-athlete was about 97 percent of the men's teams average.

Accomplishments across the years indicate that women's sports are competing at equivalent levels to men's teams. In 2005-2006, Jacksonville State University was the Women's OVC All-Sports Champion, winning OVC Championships in volleyball, and women's golf, OVC Team Sportsmanship Awards in women's tennis and track and field. In 2006-2007, Jacksonville State University women's teams finished second in the OVC Women's All-Sports Championship, OVC female Athlete of the Year, OVC championship in volleyball and women's golf, OVC Coach of the Year in Volleyball, OVC Women's Golf Coach of the Year, and 2 OVC Individual Championships in Track and Field. In addition, Jacksonville State University junior, Abby Breit, was named OVC Female Athlete of the Year and was named to the ESPN The Magazine All-American squad.

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.

No deficiencies relating to accommodations of interests and abilities were identified as related to gender/equity issues at this time. Women's teams are supported financially at a rate comparable to men's sports. Data indicate that student interests in participating in intercollegiate sports are currently being met. Women's teams are competitive at the conference level, comparable to men's teams. However, Jacksonville State University is aware that continuous improvement of facilities is necessary. In addition, Jacksonville State University is interested in increasing the participation level of students in women's sports. There are no plans at this time, however, to add additional women's or men's intercollegiate sports, as data indicate that the need for sports is greater at the recreational and intramural levels.

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Since deficiencies are not present, Jacksonville State University plans to continue supporting women's teams at the highest levels, resulting in rewarding experiences for women athletes and coaches. JSU will continue to gather survey and other data on an annual basis to determine student interests in additional NCAA competitive sports.

3. Equipment and supplies. Quality; amount; suitability; maintenance and replacement; availability of equipment and supplies.

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Jacksonville State University ensured a complete study of this priority area by the following:
 Review of expenditures

Equity and Student-Athlete Well-Being

Review of Adidas contract
Interviewing the following individuals to clarify and verify data:
Athletic Director
Senior Woman Administrator
Secretary to the Athletic Director
Student-athletes
Used resources and publications to guide study, including:
The NCAA Achieving Gender Equity Manual
NCAA Sports Medicine Handbook
JSU team budgets and expenditures

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

The following data demonstrates the institution's status/commitment and resource allocation to equipment and supplies.

The Athletic Department provides resources through a contract with Adidas for apparel and shoes ensuring that women's teams receive the same quality, amount, suitability, maintenance, replacement and availability of supplies.

Recent development of and on-going commitment to maintaining a supply inventory within the Athletics Department.

Review of team expenditures indicate that there is a disparity between athletic supply and equipment expenditures in 2006-2007 and 2005-2006. In 2006-2007 men's teams' equipment and supplies expenditures were 67 percent of all team equipment and supply expenditures, while women's teams received 33 percent of the expenditures with a participation rate of 60 percent to 40 percent.

In 2005-2006, men's teams made up 65 percent of the expenditures and women's teams 35 percent. Overall, the average expenditure per participant in 2005-2006 was more than \$70 higher for men's sports.

If the expenditures were equivalent to the participation rate, women's sports would receive more than \$23,000 in additional equipment and supplies.

There was a commitment to increase the Women's Track and Field budget from \$50,000 to \$100,000, but this has not occurred.

Interviews suggest, however, that no team goes without what they need each year in supplies and equipment.

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.

Deficiencies- Yes

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Incorporate in the gender issues plan: The Gender Equity plan suggests the department correct the disparity between supply and equipment expenditures within current budget and encourages the University to increase the Women's Track and Field budget by \$50,000.

4. Scheduling of Games and Practice Time. Number of games; number, length, and time of day of practices; time of day of games; preseason and postseason opportunities.

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Equity and Student-Athlete Well-Being

Jacksonville State University ensured a complete study of this priority area by taking the following steps:

1. Reviewing the Senior Exit Interview
2. Interviewing the following individuals to clarify and verify data:
 - Athletic Director
 - Senior Woman Administrator
 - Secretary to Athletic Director
 - Student-athletes

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Resource allocation-

90 percent of the student-athletes responding to the Exit Interview perceived equality in competitive scheduling between men's and women's sports; however, 48 percent of the student-athletes responding to the Exit Interview said they were required to miss a midterm or final with 32% being because of games/meets.

Interviews with Athletic Department staff (AD, SWA) and Recreation Department Director confirm that the coliseum practice schedule is determined based on the in-season sport of the season. In the fall, volleyball gets primary choice of practice time, and in the spring, men's and women's basketball have primary selection with volleyball opting to practice in the Kennamer gym.

- 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.

Deficiencies- No

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Incorporate in the gender issues plan: The Gender Equity Plan suggests that the Athletic Department Policy and Procedure Manual addresses how the practice system operates in the Coliseum. It also recommends that an investigation of the large proportion of students reporting missing midterms and finals take place, while the Exit Interview is revised to clarify and operationalize this question.

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 13 areas.

Jacksonville State University ensured a complete study of this priority area by following these steps:

1. Reviewing the Senior Exit Interview
2. Interviewing the following individuals to clarify and verify data:
 - Athletic Director
 - Senior woman administrator
 - Secretary to the Athletic Director
 - Student-athletes
 - Internal Auditor

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Resource allocation-

86 percent of respondents to Exit Interviews perceive equality between men's and women's sports related to team travel. Three women and two men did not perceive equality.

The women's indoor and outdoor track and field always compete away from JSU because JSU track and field facilities are not up to competitive codes. Traveling for every meet increases the number of days out of class.

Equity and Student-Athlete Well-Being

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.

Deficiencies- No

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Incorporate in the gender issues plan: Keep annual records and comparisons across teams on per diem and dining arrangements. Continue to follow policy and monitor annually.

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 13 areas.

Jacksonville State University ensured a complete study of this priority area by the following:

1. Reviewing the Senior Exit Interview
2. CHAMPs Survey
3. Interviewing the following individuals to clarify and verify data:
Athletic Director
Senior Woman Administrator
Student-athletes
ACE's Tutoring Services Director

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Records from ACE's Tutoring Services show that, in Spring 2006, 73 athletes from 9 teams in men's and women's sports participated in Study Hall for a total of 3,187 hours. A total of 83 student-athletes from 9 men's and women's teams participated in 1,159 hours of tutoring. Men's football and men's basketball participated solely in tutoring while volleyball and tennis used only study hall. However, other men's and women's teams appear to use both study hall and tutoring as academic support services. Data from previous semesters indicate similar trends.

The number of hours that student-athletes spend in study hall and tutoring has increased more than 150 percent between Spring 2005 and Spring 2006, while the number of tutors has decreased from 28 to 22. This is largely due to the increase in minimum wage and level funding.

Football has a computer lab and dedicated tutor, which is paid for with the football budget.

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.

Deficiencies- No

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Incorporate in the gender issues plan: Continue to find ways to provide student-athletes access to academic support services.

Equity and Student-Athlete Well-Being

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 13 areas.

Jacksonville State University ensured a complete study of this priority area by

1. Reviewing the Senior Exit Interview
2. Reviewing the EADA Reports
3. Reviewing and analyzing the 2007-2008 OVC Budget Survey Report
4. Coaches bios
5. Job Descriptions
6. Interviewing the following individuals to clarify and verify data:
Athletic Director
Senior Woman Administrator
Student-athletes
Assistant Director for Human Resources

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Data and Resource Allocation:

All head coaches have the same university job description; all assistant coaches have the same university job description.

Head coaches have contracts (3 men's teams/1 women's team), 1 (women's team) is in the works; all other coaches at will.

Of the student-athletes participating in the Senior Exit Interview between 2004-2008

94 percent reported that they perceive equality between men's and women's teams among coaching staffs. One male did not perceive equality.

68-76 percent of participants believed their coach's coaching philosophy was effective.

14 percent of respondents felt they were subjected to verbal abuse and 6 percent believed they were subjected to mental abuse from coaches.

86 percent reported that they receive recognition and praise for academic and athletic accomplishments from coaching staff.

The average women's team coach's salaries, both head coaches and assistant coaches, are not comparable to the average men's teams coaches' salaries. Although average salaries have increased over 10 years, the discrepancy between men's and women's teams remains.

Although inequities are visible, Jacksonville State University coaches' salaries are comparable or higher than the OVC average in all sports except women's basketball, softball and men's and women's track/cross country.

Jacksonville State University has 3 (20 percent) female head coaches and 12 (80 percent) male head coaches.

Jacksonville State University has 7 (26 percent) female assistant coaches and 20 (74 percent) male assistant coaches.

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.

Deficiencies- YES

Equity and Student-Athlete Well-Being

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Incorporate in the gender issues plan: Increase women's team coaches' salaries to OVC average. Increase the number of women coaching when possible. Investigate student-athlete reports of verbal abuse and mental abuse and develop plan to address.

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 13 areas.

Jacksonville State University ensured a complete study of this priority area by

1. Maintenance report
2. Capital projects- past and future projects
3. Sports Facilities Master Plan from July 2001
4. Exit Interviews
5. Tour of athletic facilities
6. Jacksonville State University Master Plan for 2025
7. Interviewing the following individuals to clarify and verify data:
8. Athletic Director
9. SWA
10. Director of Recreation
11. VP Business and Administrative Affairs

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Resource allocation:

78 percent of student-athletes participating in the Exit Interview reported that they perceive equality in the men's and women's facilities at Jacksonville State University. Of the 20 percent that said they did not perceive equality, 4 respondents were women, and 6 were male.

Report from Office of the Physical Plant indicates that the following upgrades have been made to athletic fields over the past 10 years:

Softball field- back stop netting; batting cages, laser grade infield, back stop fence replaced with brick wall and netting, outfield fence, and irrigation heads moved.

Baseball field- Batting cages built, bleachers made handicap friendly, replaced back stop netting, replaced scoreboard, and irrigation heads added.

Soccer field- New field constructed, scoreboard replaced, lights installed, and fence replaced after storm damage

Snow Stadium (football)-Natural turf irrigation heads added and sod replaced inside hash marks; Synthetic turf installed, new scoreboard and Jumbo-Tron installed; field goal and extra point netting installed.

Dillon Field- 4 field light poles installed, irrigation system installed, and cement pad constructed for blocking drills.

Track and Field- Track resurfaced 3 times (once for vandalism) and Hammer Throw poles readjusted.

Tennis courts- resurfaced twice.

Rifle- new electronic targets installed in the Military Science building.

Kenamer Hall built.

Locker rooms for softball team provided (Kenamer Hall)

Weight facility provided for all teams (Kenamer Hall)

Additional gym available for all sports (Kenamer Hall)

Upgrades to all locker rooms (amenities chosen by teams)

Offices provided for women's teams sports (Coliseum)

Tour of facilities suggested the following needs for women's sports:

Upgrade of outdoor track and field facilities to competitive code.

Equity and Student-Athlete Well-Being

Replacement of bleachers in women's softball field.

Updating softball facilities to include locker rooms and laundry facilities similar to baseball facilities.

- 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.

Deficiencies- Yes

- d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Incorporate in the gender issues plan: Upgrade outdoor track and field facilities to competitive code. Replace bleachers in women's softball field. Update softball facilities to include locker rooms and laundry facilities similar to baseball facilities. Upgrade soccer field to include bleachers.

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 13 areas.

Jacksonville State University ensured a complete study of this priority area by the following:

NCAA Sports Medicine Handbook

Medical insurance coverage

Exit interviews

Tour of facilities

Interviewing the following individuals to clarify and verify data:

Athletic Director

SWA

Student-athletes

- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Resource allocation:-

Of participants in the Exit Interview:

100 percent reported that participating in intercollegiate sports at JSU improved their physical growth;

82 percent said they were presented an organized, out-of-season workout program by their coaching staff;

70 percent did not have difficulties with sports medicine personnel. Twelve individuals reported difficulties with Sports Medicine personnel including lack of compassion, lack of knowledge in sports medicine, inadequate treatment, and ineffective communication with coaches. JSU has two medical facilities that shift in fall and spring. The Coliseum facility is not open from Jan/Feb through August. Women's teams do not have medical services in the Coliseum when at the track, soccer fields, coliseum or other fields during this timeframe.

Insurance: Jacksonville State University provides the greatest amount of insurance allowable to student-athletes. This insurance serves as secondary insurance if they have a primary coverage and as primary coverage if no other insurance is available.

- 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.

Deficiencies- YES

Equity and Student-Athlete Well-Being

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Incorporate in the gender issues plan: Coordinate with women's teams coaches to provide coverage in Coliseum medical facilities during practice schedules. Investigate and develop a plan to address student reports concerning difficulties with Sports Medicine personnel.

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 13 areas.

Jacksonville State University ensured a complete study of this priority area by

1. Reviewing Exit interviews
2. Interviewing the following individuals to clarify and verify data:

Athletic Director
SWA
Director of Housing and Residence Life
Director of Special Services (Dining Halls)
Student-athletes

- b.** Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Resource allocation:

90 percent of those who participated in the Exit Interview reported that they had time for food, library and tutors.

Special Arrangements: The Department of University Housing and Residence Life assists the athletic department by ensuring housing assignments for student-athletes. Also, all coaches are given the opportunity to make appropriate roommate choices. In conjunction with various coaches, the housing department schedules early move-in dates that accommodates pre-season practice schedules. Additional accommodations are made during official University closings for student-athletes to reside.

Dining hall hours of operation; special arrangements: The Office of Special Services and Jacksonville State University's dining vendor, Sodexho, work very closely with the coaches of each sport to insure dining options and times work well with training and practice schedules. On numerous occasions, the dining hall stayed open late or opened a little early to accommodate teams' practice schedules or travel conflicts for practically all of the teams. The Office of Special Services and Sodexho have also met with the strength and conditioning coaches to discuss menu options and healthy dining.

- 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.

Deficiencies- No

- d.** Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Incorporate in the gender issues plan: Evaluate and monitor support for student-athletes annually.

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 13 areas.

Equity and Student-Athlete Well-Being

Jacksonville State University ensured a complete study of this priority area by

1. Reviewing Exit interviews
2. Interviewing the following individuals to clarify and verify data:
 - Athletic Director
 - SWA
 - Sports Information Director
 - Marketing Director
 - Student-athletes
 - List of travel with women's teams from sport information staff
 - Media guides
 - Marketing materials
 - Team posters
 - Game programs
 - Press releases
 - Athletics Department website
 - Consultant feasibility study
 - NCAA Achieving Gender Equity manual

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Resource allocation:

52 percent of the student-athletes participating in the Exit Interview perceived equality between men's and women's teams related to publicity. Nine women and eleven men did not perceive equality.

The SID schedule for traveling with women's teams did not provide adequate indicators of equality in SIDs traveling schedules

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.

Deficiencies- Yes

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Incorporate in the gender issues plan: Keep records of SID travel. Ensure SID travels with women's teams equitably. Develop marketing and publicity plans for all teams annually. Investigate student-athletes' perceptions of inequality and develop a plan to address any problems.

12. Support Services. Administrative, secretarial, and clerical support; office space.

a. Describe how the institution has ensured a complete study of each of the 13 areas.

Jacksonville State University ensured a complete study of this priority area by

1. Reviewing and analyzing exit interviews
2. Interviewing the following individuals to clarify and verify data:
 - Athletic Director
 - SWA
 - Support staff (Jan Evans)
3. Reviewing Athletic Department PRISM plan
4. Touring Facilities
5. Reviewing JSU personnel database

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Equity and Student-Athlete Well-Being

Resource allocation:

There are a total of 3 secretaries.

88 percent of student-athletes participating in Exit Interviews responded that they perceive equality between men's and women's teams related to support services. One woman and four men did not perceive equality on this topic.

There is one full-time secretary in Kenamer Hall, one full-time secretary in the Coliseum and one part-time at the Field House.

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.

Deficiencies- No

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Incorporate in the gender issues plan- none

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 13 areas.

Jacksonville State University ensured a complete study of this priority area by

1. Reviewing and analyzing EADA reports
2. Reviewing recruiting budgets
3. Reviewing and analyzing exit interviews
4. Interviewing the following individuals to clarify and verify data:
Athletic Director
SWA
Compliance Director
Student-athletes
5. Reviewing the NCAA Achieving Gender Equity Manual

b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the 13 areas.

Resource allocation: Recruitment dollars spent are equitable among men's and women's teams.

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.

Deficiencies- No

d. Explain how the institution's future plan for gender issues addresses each of the 13 areas.

Incorporate in the gender issues plan: systematically review team expenditures for recruitment.

Equity and Student-Athlete Well-Being

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.

Jacksonville State University's 2008 Gender Equity Plan (GEP) was created for the purpose of addressing, monitoring and reporting issues related to gender equity within the Athletics Department. The GEP addresses each of the NCAA's 13 program areas and includes identified deficiencies, if applicable, in bold. For identified deficiencies, the plan offers measurable goal(s), steps to achieve the goal(s), individuals responsible for implementation, and the specific timeframe for achieving each goal. The 2008 GEP extends five years into the future (2013). It was developed using broad-based participation, including members of the Equity and Student-Athlete Well-Being subcommittee and steering committee members.

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.

Subcommittee meetings to discuss data and issues for plan:

Thursday, January 31, 2008 @ 2:00pm
 Thursday, February 14, 2008 @ 2:00pm
 Tuesday, March 4, 2008 @ 2:00pm
 Thursday, March 13, 2008 @ 2:00pm- Tour of Facilities
 Thursday, March 27, 2008 @ 2:00pm

Equity and Student-Athlete Well-Being Subcommittee:

Debby Bishop, SWA
 Jan Wilson, Secondary Education
 Cynthia McCarty, Economics
 Asha Gibson, Student-Athlete
 Kevin Hoult, University Housing and Residence Life
 Tracy Broom, Academic Enhancement
 Red Etheridge, Trustee
 Clint Carlson, Administrative & Business Affairs (Chair, Steering Committee)
 Alicia Simmons, Institutional Research & Assessment (Chair)

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

- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).
- Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**

Equity and Student-Athlete Well-Being

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 Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers/ Responsible for Implementation	Specific Timetable for Completing the Work
Athletics Scholarships.	Monitor annually.	Strive to monitor the distribution of athletic scholarships based on gender and participation rate.	Annual assessment Annual review by Equity and Student Well-being Committee	SWA Compliance Director Director, OIRA	Continuous
Accommodation of Interests and Abilities.	Continue implementation of interest and abilities survey annually. Analyze results annually.	Continually work to accommodate the interests and abilities of JSU students and prospective students.	Annual assessment Annual review by Equity and Student Well-being Committee	SWA Compliance Director Director, OIRA	Continuous
Equipment and supplies.	During the past two years, men's sports have received 67 percent and 65 percent of the equipment and supplies expenditures, although the participation rate is 60 percent to 40 percent. The objective from the last self-study was not accomplished.	Increase women's tennis teams' allocation of equipment and supplies to at least the women's participation rate of 40 percent. Attempt to increase the women's track and field allocation to \$100,000.	Reallocate team budgets to ensure equitable access to equipment and athletic supply dollars. Prioritize among athletic department budget requests in PRISM. Annual review by Equity and Student Well-being Committee.	Athletic Director	2009-2010 202-2013
Scheduling of Games and Practice Time.	System ensures the in season team selects preferred practice times in the Coliseum. Forty-eight percent of student-athletes completing the Exit Interview said they missed midterms or finals.	Ensure Athletic Department Policy and Procedure Manual addresses how this practice operates Investigate and develop plan to address problem	Annual review by Equity and Student Well-being Committee Revise Exit Interview questionnaire to separate out midterms and finals. Most misses are believed to be the midterm examinations, which are not given in a specific time period.	SWA Compliance Director	2009
Travel and Per Diem Allowance.	Compile information from travel allowance forms and purchasing cards to continually assess this practice.	Ensure annual review of travel and per diem allowance of purchases in compliance with athletic department policy.	Annual Review by Equity and Student Well-being Committee	SWA	2009

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Tutors.	The number of tutoring and study hall hours by student-athletes increased more than 150 percent in two years (2005-2006).	Increase athletic department financial support for academic support programs.	Collaborate with academic programs to increase the academic support services available to all students, including student-athletes.	Athletic Director Compliance Director AVP for Academics	2009-2010
Coaches.	Based on the average women's teams' coaches' salaries. women's team head coaches are compensated at less than 70 percent of the average salary for men's team coaches.	Strive to increase women's teams' head coaches' salaries to reach the OVC averages for their respective sports. Increase women's teams' head coaches' salaries to reach the ranking of top 3 among OVC coaches for their respective sports.	Review and analyze OVC Annual Salaries Report. Annual review by Equity and Student Well-being Committee	President Athletic Director SWA Faculty Representative	2012-2013 Longterm goal
Coaches	Jacksonville State University currently has 3 (20 percent) female head coaches and 12 (80 percent) male head coaches. Jacksonville State University has 7 (26 percent) female assistant coaches and 20 (74 percent) male assistant coaches.	Strive to increase the number of head coaches by 100 percent (2) and 43 percent (3) for assistant coaches.	Recruit highly-qualified female coaches when vacancies are identified, following University policies and procedures for recruiting and hiring.	Athletic Department Department of Human Resources	2012-2013
Locker Rooms, Practice and Competitive Facilities.	Women's facilities, practice and competitive facilities require attention, particularly in track and field, and softball. Upgrade outdoor track and facilities to competitive code. Replace bleachers in women's softball field. Update softball facilities to include locker rooms and laundry facilities similar to baseball facilities.	Attempt to increase funding for upgrading outdoor track and field, softball, and soccer facilities.	Prioritize among athletic department budget requests in PRISM. Determine whether softball field is remaining where it is or being moved. Investigate costs of bleachers. Request donorship/sponsorship of field upgrades.	Athletic Director SWA	2009-2013

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Medical and Training Facilities and Services.	Medical and training facilities are not available in the coliseum for most of the year (approximately February through August), so women's sports using the track, coliseum, soccer fields, and other fields must use the medical training facilities in the field house.	Provide year-round medical and training facilities in the coliseum.	Coordinate with women's teams' coaches to staff medical and training facilities in the coliseum during heavy practice times year-round.	Athletic Director SWA Sports Medicine personnel	2009
Housing and Dining Facilities and Services.	Keep annual records and comparisons across teams on per diem and dining arrangements.	Ensure the housing and dining needs of student-athletes are being met despite the lower numbers of student-athletes on housing teams.	Keep regular communication with housing and dining directors to ensure services and dietary needs are being met.	Athletic Director SWA Housing Director and Dining Director	Continuous
Publicity.	Forty-eight percent of the student-athletes participating in the Exit Interview perceived inequality between the men's and women's teams related to publicity. Nine women and eleven men did not perceive equality. Sports Information Directors do not travel with women's teams as often as they do with the men's teams.	Ensure equality among men's and women's teams concerning publicity documents, time frames, etc. Ensure that at least 1 SID travels with women's teams.	1. Investigate student concerns related to inequity in publicity and develop a plan to address this problem if one exists. 2. Require monthly SIDs travel reports and plan for SIDs to travel with women's teams equitably. 3. Develop athletic department policies and procedures to ensure continuous implementation of these goals.	Athletic Director SWA Coaches Sports Information Directors	Continuous
Support Services.	Student interviews and surveys provide important information about student-athlete satisfaction and participation.	Continue to implement an assessment plan for gender equity.	1. Gather data, analyze, and review outcomes annually. 2. Report outcomes in PRISM. 3. Develop and implement methodology to follow-up on issues identified through student surveys and interviews.	Athletic Director SWA Faculty Representative	Continuous

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment of Student-Athletes.	Recruitment dollars spent are equitable between men's and women's sports.	Systematically review recruitment budgets and expenditures.	Analyze team recruitment allocations and expenditures annually.	Athletic Director SWA Director of Compliance Faculty Representative Internal Auditor	Continuous

Equity and Student-Athlete Well-Being

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.

Original Plan: The institution shall complete and submit to the Committee on Athletics Certification a comprehensive institutional plan for addressing minority opportunities in its intercollegiate athletics program that is developed through broad-based campus participation and receives formal institutional approval.

Actions Taken: The plan was developed and approved by the Jacksonville State University Board of Trustees, submitted and accepted by the NCAA.

Dates: 2000

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

1. Original Plan: An Office of Multicultural Services has been created at JSU to coordinate activities for minority students.

All employment decisions must be reviewed and acknowledged by JSU Equal Employment Opportunity Officer.

Actions Taken: The Office of Multicultural Affairs was created at JSU on May 1, 1996. The Director of Multicultural Affairs resigned his position as director on April 1, 2005, and a new position was created June 1, 2005 called Assistant Director of Multicultural Programming, and this position was created under Student Life. JSU's Equal Employment Opportunity Officer is the Associate Vice President for Enrollment Management and Student Affairs.

Dates: May 1, 1996 and June 1, 2005.

2. Original Plan: Minority enrollment at JSU is approximately twenty-three percent of the total student population. The minority population in the counties JSU serves in Alabama is approximately twenty-two percent.

Actions Taken: As of fall 2006, the minority student enrollment at JSU is 25.76 percent. The Ethnic Groups that make up this figure are African Americans, Hispanics, and Asian/Pacific Islanders.

Dates: Annual Review

3. Original Plan: During the term of relevant court order and/or decree, appropriate annual reports and data submissions related to the racial composition of JSU's student body, faculty and staff will be compiled and filed with the Alabama Statewide Monitoring Committee and will be maintained for record at JSU.

Actions Taken: Jacksonville State University complies with Knight vs Alabama settlement agreement filed in October 2006, and posts data relevant to minority students and faculty/staff on its website. Currently, the data can be found

Equity and Student-Athlete Well-Being

on the President's homepage and welcome.

Dates: October 2006/Annual update.

4. Original Plan: Increase the athletic administration and coaching personnel to equal the minority enrollment of the institution. Actions Taken: There are two guiding documents in the recruitment process at Jacksonville State University, the Affirmative Action Plan and the Diversity Strategic Plan. As outlined in JSU's Affirmative Action Plan, the goal of the search process is to recruit, hire and promote without regards to race, color, religion, sex, age, national origin, veteran status or disability. Voluntary self-identifying data is gathered with the employment application but is kept confidential and separate from the application for employment. This data is not sent to the search committee or hiring supervisor in order to shield protected classes listed above. As an Affirmative Action/ Equal Employment Opportunity Employer, the University is required to collect this data and make periodic statistical reports.

Explanations: This goal was not met and has been modified in the new minority equity plan. The original goal was ambitious. Now that more study has been done university-wide, the goal to increase minority administrators, head coaches and assistant coaches is more likely attainable.

5. Original Plan: Hire four additional minority administrators to bring the total to eight additional minority employees to mirror the minority enrollment at JSU.

Actions Taken: Diversity shall be considered in hiring administrators (including Head Coaches) and faculty (to the extent allowed by law). Employment determination will be based upon individual qualification, merit, and professional ability. In order to attract a broad and diverse pool of qualified applicants, the University advertises in a variety of venues. The idea is if the University casts a wide enough net, and it will have a diverse group to select the best candidate for the position. Search committees are appointed by the reviewing supervisor. As a requirement of the Strategic Diversity Plan, at least one African American is required to be on the search committee for administrative positions, including head coaching positions. Assistant Coaching positions are posted continuously, so they are only advertised if a sufficient pool is not currently available.

Explanations: This goal was not met and has been modified in the new minority equity plan. The original goal was ambitious. Now that more study has been done university-wide, the goal to increase minority administrators, head coaches and assistant coaches are more likely attainable.

6. Original Plan: Advertise and post Athletic Department vacancies with the following publications: Black Issues in Higher Education, Chronicle of Higher Education, JSU website, NCAA News, Central Intercollegiate Athletic Conference (CIAA), Mid-Eastern Athletic Conference (MEAC), Southern Intercollegiate Conference (SIA), and Southern Athletic Conference (SWAC).

Actions Taken: Nationally advertised positions including administrative and head coaching positions are posted in all the following: Print Advertising: Chronicle of Higher Education and Choice of discipline specific publication of the department's choice, if requested.

Web Advertising: JSU Website, Diverse Issues in Higher Education (online) formerly Black Issues In HE, Chronicle Careers.com, DiverseJobs.net, HigherEdjobs.com, InsideHigherEd.com, Joblink.Alabama.gov. Listserv or other discipline specific websites at the request of the department. Due to membership requirements, members usually copy the ad from the website to the listserv or other member posting. This would apply to the NCAA and the OVC.

Dates: 2001- HBCU/ Others added over time.

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 Student-Athlete Advisory Committee (SAAC) meets monthly and provides athletic department administrators input concerning student-athletes' concerns. The SAAC consists of two members from each of the 16 varsity teams along with the cheerleaders and athletic trainers. The SAAC's mission statement is to provide a link of communication between JSU student-athletes and athletic department administration and to provide a support system for student-athletes to discuss various issues specific to the rigors of student-athlete life. The SAAC represents the best interests of student-athletes and their experience in higher education while encouraging campus unity and spirit among teams, students, and supporters. The SAAC recognizes that student-athletes are role-models and have responsibility to Jacksonville and the surrounding communities to give of themselves for the greater good.

In the area of student activities, the Office of Student Life provides opportunities for all JSU students, including student-athletes, to enhance their collegiate experience by providing co-curricular programs and activities that promote a better quality of life by assisting students in developing personal leadership skills and community responsibility. The office is student oriented, focused, and willing to serve a diverse student body. The services

Equity and Student-Athlete Well-Being

provided by Student Life are intended to compliment the educational process and contribute to a well-rounded education so that students may develop physically, socially, spiritually, intellectually, and morally. The Office of Student Life is home to over 100 student organizations for JSU students to be involved.

Reinstating the CHAMPS/ Life Skills Class in fall of 2008, the CHAMPS/ Life Skills Class will develop, nurture, and motivate student-athlete excellence by promoting the support services and opportunities available throughout the University's diverse colleges, departments, and organizations.

4. Explain how the institution is organized to further its efforts related to the minority-issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

The SWA, Assistant AD for Compliance, Director of Institutional Research and Assessment and Assessment Coordinator developed a thorough, continuous and systematic assessment plan for equity that involves the following:

Assessment Plan:
 CHAMPS Survey (Fall 2007)
 New Student Survey (annually)
 National Survey of Student Engagement (bi-annually of freshmen and seniors)
 Exit Interview (annually of graduating NCAA athletes)
 Faculty/Staff Diversity Reports (annual- on President's website)
 Faculty Multicultural Competency Survey (Fall 2008)
 Various NCAA Reports

5. For the three most recent academic years, provide the racial or ethnic composition for (a) full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); (b) 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); (c) full- and part-time head coaches; (d) full- and part-time assistant coaches (including graduate assistant and volunteer coaches); (e) faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and (f) 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.]

1= 2006-2007
 2= 2005-2006
 3= 2004-2005

Jacksonville State University noted the following trends of employment:

The percentage of minorities in the athletic department (13.7 percent) exceeds the percentage of minority full-time faculty members (12.5 percent) and the percentage of all JSU faculty and staff (9.1 percent).

The percentage of black staff in the athletic department (11.8 percent) almost doubles the percentage of black full-time faculty members (6 percent) and all faculty and staff (6 percent).

The percentage of black student-athletes (48.5 percent) is far greater than the percentage of black athletic department staff (13.7 percent).

The current representation of minorities on the Athletic Council is only 7 percent.

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 on Page 34) to compile the data requested in this self-study item.]

Equity and Student-Athlete Well-Being

- 1= 2006-2007
- 2= 2005-2006
- 3= 2004-2005

Information on the chart, Part B: Racial or Ethnic Composition:

Students-Athletes on Athletics Aid was compiled by Dr. Alicia Simmons, Director of Institutional Research and Assessment at Jacksonville State University.

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 on Page 35) to compile the data requested in this self-study item.]

- 1= 2006-2007
- 2= 2005-2006
- 3= 2004-2005

Information on the chart, Part C: Men's and Women's Sports Teams was

compiled by Dr. Alicia Simmons, Director of Institutional Research and Assessment at Jacksonville State University.

8. Using the eight program areas for minority issues please:

- a. Describe how the institution has ensured a complete study of each of the eight areas specifically during the time frame of the self-study process;
- 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 written, stand-alone 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 the eight areas.

Study:

Jacksonville State University Mission Statement

Jacksonville State University Vision Statement

Jacksonville State University Strategic Plan

Interviews with the Athletic Director and Senior Women's Administrator

- b. Provide data demonstrating the institution's commitment across each of the eight areas.

Commitment:

The Athletic Department follows the Jacksonville State University mission, adopted in 2001, that states the following:

Jacksonville State University is a public, comprehensive teaching institution that provides educational, cultural, and social experiences for a diverse undergraduate and graduate student population. As a student-centered university, Jacksonville State University strives to balance academic challenges with a range of support services for students' academic, career, and personal goals. As an academic institution,

Equity and Student-Athlete Well-Being

Jacksonville State University seeks to produce broadly educated graduates with skills for employment, citizenship, and life-long learning. As a comprehensive university, Jacksonville State University supports scholarly and service activities consistent with its academic and professional strengths.

Students follow the policies set forth in the Student Handbook, which state the following:

Jacksonville State University has filed with the Federal Government an Assurance of Compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and the Regulation issued thereunder, to the end that no person in the United States shall, on the grounds of age, religion, race, color, sex, handicap, veteran status, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity sponsored by this institution.

Under this Assurance, this institution is committed not to discriminate against any person on the grounds of race, color, sex, handicap, veteran status, or national origin in its admission policies and practices or any other policies and practices of the institution related to the treatment of students and other individuals, including the provision of services, financial aid and other benefits, and including the use of any building, structure, room, space, material, equipment, facility, or other property. Any person who believes himself/herself or any specific class of individuals, to be subjected to discrimination prohibited by Title VI or the Act and Regulation issued thereunder may, by himself/herself or a representative, file with the United States Commissioner of Education or with this institution, or both, a written complaint.

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.

Deficiencies- no

d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

Incorporate in the minority issues plan: Update athletics department policy and procedures manual.

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 the eight areas.

Study:
CHAMPS Life Skills Survey
Senior Exit Survey
NSSE
Interviews with Athletic Director and SWA

b. Provide data demonstrating the institution's commitment across each of the eight areas.

Commitment:
Currently, there is commitment to ensure data collection and review of data. Outcomes are reviewed annually. There is not a record of this commitment over the entire past 10 years, but upon the continuation of the Equity and Student-Athlete Well-Being Committee, this review and use of data will be supported annually. The athletics department has been entering goals and objectives in JSU's PRISM system. Future years' outcomes related to diversity will be documented in the PRISM system.

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.

Equity and Student-Athlete Well-Being

Deficiencies- No

- d.** Explain how the institution's future plan for minority issues addresses each of the eight areas.

Incorporate in the minority issues plan: Continue to implement evaluation plan for ensuring equity in diversity in the athletics department, and review outcomes annually.

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 the eight areas.

Study:
CHAMPS Life Skills Survey
JSU Diversity Plan
JSU Strategic Plan
Interviews with Athletic Director and SWA

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

Commitment:
The Athletics Department has developed programming that supports students in their personal development, including dealing with diversity. The University monitors student, faculty and staff/administration diversity. Programs for students are available through the Office of the Assistant Director for Multicultural Programming. For example, this semester the Student Government Association provided programs on Holocaust Remembrance and Black History Month.

- 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.

Deficiencies- No

- d.** Explain how the institution's future plan for minority issues addresses each of the eight areas.

Incorporate in the minority issues plan: Continue to work with the multicultural programming office to be informed about programs and to inform CHAMPS, orientation, and other supports for student-athletes.

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 the eight areas.

Study-
Fact Book
Jacksonville State University Strategic Plan
Draft Enrollment Management Plan
Interviews with Athletic Director and SWA

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

Equity and Student-Athlete Well-Being

Commitment-

1. Jacksonville State University plans to increase the enrollment of the university by approximately 1000 students to 10,000 by 2010. The plan to increase enrollment includes recruiting students from the northeast Alabama region and beyond. Jacksonville State University is an institution of opportunity, providing a high quality education to students. The university is dedicated to providing academic support to students requiring services to succeed.

2. Diversity among the student body has increased steadily over the years. In fall 2007, the number of black students increased by more than 200 students over fall 2006.

c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Deficiencies- No

d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

Incorporate in the minority issues plan- Work with Associate VP for Enrollment Management and Student Affairs to understand enrollment management plan and athletics department's role in it.

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 the eight areas.

Study:

Fact Book

Jacksonville State University Strategic Plan

JSU Diversity Plan

EADA Report

Self-Study Charts

Interviews with Athletic Director and SWA

b. Provide data demonstrating the institution's commitment across each of the eight areas.

Commitment:

Jacksonville State University provides comparisons of populations on a University-wide basis and through athletic reports submitted to NCAA.

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.

Deficiencies- No

d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

Incorporate in the minority issues plan: JSU will continue to provide these comparisons of students and student-athletes and also conduct some additional analyses either of state-wide or regional diversity among sports teams.

Equity and Student-Athlete Well-Being

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 the eight areas.

Study:

Interviews with the Coordinator of Special Projects
Review of SAAC membership
Interviews with Athletic Director and SWA

b. Provide data demonstrating the institution's commitment across each of the eight areas.

Commitment:

A minority student-athlete participates on the Equity and Student-Athlete Well-Being Subcommittee
SAAC membership in 2007-2008 includes 35 percent minorities of which 5 students (15 percent) are African American and 7 (20 percent) are non-resident aliens. However, in 2006-2007, only 11 percent of the committee were African American.

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.

Deficiencies- No

d. Explain how the institution's future plan for minority issues addresses each of the eight areas.

Incorporate in the minority issues plan: Continue to ensure diversity on the SAAC by encouraging coaches to nominate diverse student-athletes to represent their teams.

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 the eight areas.

Study:

Racial or Ethnic Athletics Staff Composition Report
Interviews with Athletic Director and SWA

b. Provide data demonstrating the institution's commitment across each of the eight areas.

Commitment:

Currently, there are no minority athletic administrators or head coaches.

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.

Deficiencies- Yes

Equity and Student-Athlete Well-Being

- d.** Explain how the institution's future plan for minority issues addresses each of the eight areas.

Incorporate in the minority issues plan: Increase the number of minority head coaches. Provide opportunities for minority assistant coaches to be promoted. Ensure minorities are represented among athletic department administrators.

- 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 the eight areas.

Study:
CHAMPS Life Skills Survey
Interviews with Athletic Director and SWA

- b.** Provide data demonstrating the institution's commitment across each of the eight areas.

Commitment:
JSU appears to meet a great many of the life skills needs of its student-athletes, to the extent that the survey statements reflect such needs. However, the areas that student-athletes reported needing the most support (statement for which less than 50 percent agreed) are personal development areas, with fifty percent of the low scoring statements. In addition, 14 percent pertain to career development, 14 percent pertain to academics, and 7 percent pertain to community service. One item raises a question about the adequacy of the orientation to the University since only one-half of the student-athletes said they agreed or strongly agreed that orientation was adequate. Only 42 percent of the respondents indicated that they had a mentor with whom they could speak openly. Perhaps, improvements in the orientation process and in mentoring student-athletes would address all of the areas of greatest perceived unmet needs.

- c.** Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution's minority-issues plan for the future.

Deficiencies- No

- d.** Explain how the institution's future plan for minority issues addresses each of the eight areas.

Incorporate in the minority issues plan: Improve orientation process and provide mentoring program for all student-athletes (found in well-being plan).

- 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.

Equity and Student-Athlete Well-Being

Jacksonville State University's 2008 Minority Equity Plan (MEP) was created for the purpose of addressing, monitoring and reporting issues related to minority equity within the Athletics Department. The MEP addresses each of the NCAA's 8 program areas and includes identified deficiencies, if applicable. For items with and without deficiencies, the plan offers measurable goals, individuals responsible for implementation and the specific timeframe for achieving each goal. The 2008 MEP extends five years into the future (2013). It was developed using broad-based participation, including members of the Equity and Student-Athlete Well-Being subcommittee and steering committee members.

- 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.

Subcommittee meetings to discuss data and issues for plan:

Thursday, January 31, 2008 @ 2:00pm
 Thursday, February 14, 2008 @ 2:00pm
 Tuesday, March 4, 2008 @ 2:00pm
 Thursday, March 13, 2008 @ 2:00pm- Tour of Facilities
 Thursday, March 27, 2008 @ 2:00pm

Equity and Student-Athlete Well-Being Subcommittee

Debby Bishop, SWA
 Jan Wilson, Secondary Education
 Cynthia McCarty, Economics
 Asha Gibson, Student-Athlete
 Kevin Hoult, University Housing and Residence Life
 Tracy Broom, Academic Enhancement
 Red Etheridge, Trustee
 Clint Carlson, Administrative & Business Affairs (Chair, Steering Committee)
 Alicia Simmons, Institutional Research & Assessment (Chair)

Jacksonville State University's 2008 Minority Equity Plan (MEP) is created for the purpose of addressing, monitoring and reporting issues related to race/ethnicity equity within the Athletics Department. The MEP addresses each of the 8 program areas and includes identified deficiencies, if applicable. For identified deficiencies the plan identifies measurable goal(s), steps to achieve the goal(s), individuals responsible for implementation and the specific timeframe for achieving each goal. The 2008 MEP extends five years into the future (2013). It was developed using broad-based participation, including members of the Equity and Student-Athlete Well-Being subcommittee.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Evaluation.	Consistent assessment plan	Continue to implement assessment plan	Annual review by Equity and Student Well-being Committee	SWA Director of Compliance Director of OIRA	Ongoing
Institutional and Athletics Department Commitment.	Need updated Athletics Policy and Procedures Manual	Complete update of Policy and Procedures Manual	1. Update policies and procedures periodically 2. Review manual every 5 years	SWA	2008 Continuously
Organization and Structure.	Work with University's Assistant Director of Multicultural Programming	Ensure regular dialogues with Assistant Director of Multicultural Programming to ensure student-athletes are aware of programs that are available.	1. Meet with Assistant Director of Multicultural Programming at least once semester. 2. Continue implementation of CHAMPS and SAAC. 3. Ensure AD Policies and Procedures Manual reflects multicultural policies.	SWA Director of Compliance	Ongoing
Enrollment.	Systematic annual review	Work with Associate VP of Enrollment Management and Student Affairs to understand new strategic enrollment management plan.	1. Meet with AVPEMSA when new plan is published. 2. Annual Review by Equity and Student Well-being Committee.	SWA Director of Compliance AVPEMSA	Ongoing
Comparison of Populations.	Systematic annual review	Continue to compare populations of entire University with athletic department using Fact Book and Athletic Department reports	Annual review by Equity and Student Well-being Committee Identify regional or national benchmarks for student-athlete demographics by sport	SWA Director of Compliance Director of OIRA	Ongoing
Participation in Governance and Decision-Making.	Student-Athlete Advisory Committee (SAAC)	Increase diversity on SAAC	Encourage coaches to recommend a diverse student-athlete membership from their teams (at least 2 student-athletes from each team).	Coordinator of Special Projects	2008-2009
Employment Opportunities.	Minority administrative staff and head coaches	Strive to increase the number of minority administrators and head coaches	When vacancies become available, follow University policies for recruiting minorities.	University President Athletic Director Director of Human Resources	Ongoing

Equity and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Programs and Activities.	See Student-Athlete Well-being Plan				

Equity and Student-Athlete Well-Being

Operating Principle

3.3 Student-Athlete Well-Being

Self-Study Items

1. List all "corrective actions", "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

No "corrective actions", "conditions for certification", or "strategies for improvement" were imposed on Jacksonville State University as a result of the first-cycle certification process as they relate to Operating Principle 3.3.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

No plans for improvement/recommendations were developed for Jacksonville State University as a result of the first-cycle certification process as they relate to Operating Principle 3.3.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Well-Being) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Academic Improvements:

In the area of new student orientation, the Office of Student Life offers a two day orientation program for all JSU students, including student-athletes, that takes place during the summer prior to the student beginning classes at JSU. Gamecock Orientation introduces the JSU community to new students from an academic and personal perspective. It provides information and assistance to new students (and their families) so that they may succeed academically and develop socially. Gamecock Orientation allows new students to meet each other and interact in small group settings to develop new relationships. Finally, it provides information on the variety of student services offered on campus so that students will feel comfortable navigating the University on their own.

In 2000, an additional full-time Athletic Academic Advisor was hired. This position helped better student-athletes in the areas of class selection and maintaining NCAA eligibility.

In the Spring of 2007, a computer lab was added in the Field House for "at risk" student-athletes to receive tutoring and also attend study hall.

A Student-Athlete Handbook is available to all JSU Student-Athletes as a reference for athletic and other University guidelines.

Career Development:

In the area of career development, the Career Placement Services Office provides quality career-related services to enable all JSU students, including student-athletes, to reach their academic and career goals. Professional staff

Equity and Student-Athlete Well-Being

members assist students in choosing majors, identifying internship opportunities and cooperative education opportunities, resume building, mock interviews, and etiquette dinners, and Career Placement offers other resources to aid in finding a job after college.

Personal Development:

The JSU athletic department works with the Fellowship of Christian Athletes, a non-denominational organization based on integrity, serving, teamwork, and excellence. FCA weekly meetings are open to all JSU student-athletes

In the area of athletics, the Student-Athlete Advisory Committee (SAAC) meets monthly and provides athletic department administrators input concerning student-athletes' concerns. The SAAC consists of two members from each of the 16 varsity teams along with the cheerleaders and athletic trainers. The SAAC's mission statement is to provide a link of communication between JSU student-athletes and athletic department administration and to provide a support system for student-athletes to discuss various issues specific to the rigors of student-athlete life. The SAAC represents the best interests of student-athletes and their experience in higher education while encouraging campus unity and spirit among teams, students, and supporters. The SAAC recognizes that student-athletes are role-models and have responsibility to Jacksonville and the surrounding communities to give of themselves for the greater good.

In conjunction with the athletic department, the SAAC celebrates National Student-Athlete Day each spring. Events such as a cookout, homerun derby, and student-athlete basketball game have been held.

In the area of counseling services, the Counseling and Career Services Office provides a variety of services for dealing with issues that all JSU students, including student-athletes, encounter throughout their college career. Academic counseling is offered in the areas of study skills, test-taking skills, selecting a major, and time management skills. Services in personal counseling are offered in the areas of stress management, depression, anger control, and test and speech anxiety. Group counseling is offered in the area of drug and alcohol awareness and anger management.

In the area of student activities, the Office of Student Life provides opportunities for all JSU students, including student-athletes, to enhance their collegiate experience by providing co-curricular programs and activities that promote a better quality of life by assisting students in developing personal leadership skills and community responsibility. The office is student-oriented, focused, and willing to serve a diverse student body. The services provided by Student Life are intended to compliment the educational process and contribute to a well-rounded education so that students may develop physically, socially, spiritually, intellectually, and morally. The Office of Student Life is home to over 100 student organizations for JSU students to be involved.

In the Fall of 2006, a Self Defense Seminar was offered to all female student-athletes.

JSU annually nominates student-athletes to attend the annual NCAA Leadership Conference, which provides student-athletes with a forum to openly discuss issues that may affect them on their campuses and in their communities, while providing them with the opportunity to enhance their leadership, communication, decision-making, and problem-solving skills.

Implementation of the NCCA and OVC Special Athlete Opportunity Fund is used to assist student-athletes in meeting financial needs that arise in conjunction with participation in intercollegiate athletics, enrollment in an academic curriculum or that recognize academic achievement.

Implementation of the NCAA and OVC Special Assistance Fund is used to meet the student-athletes' needs of an emergency or essential nature for which financial assistance otherwise is not authorized for an institution to pay due to NCAA bylaws or OVC regulations.

Service:

Student-Athletes are actively encouraged to become involved in community service through the SAAC and their individual teams. Through the Rooster Readers program, student-athletes visit local elementary schools to read to students. In fall of 2006, JSU student-athletes collected items to send to children in Iraq. In fall of 2005 and 2006, JSU student-athletes adopted an underprivileged child to provide Christmas gifts. The SAAC participates in the annual OVC SAAC Canned Food Drive to collect canned and dried foods for the local community outreach center.

Athletic:

In 2001, a Women's Indoor/ Outdoor Track and Field program was added to enhance participation opportunities for women.

In 2001, a full-time Head Women's Indoor/ Outdoor Track and Field Coach was hired.

Equity and Student-Athlete Well-Being

In 2001, a full-time Assistant Women's Indoor/ Outdoor Track and Field Coach was hired.

In 2001, construction began on the Women's Soccer Field, and play began there in the fall of 2003.

In 2001, construction began on a new athletic building which houses athletic administration and offices for men's and women's golf coaches, softball coaches, and baseball coaches. The new athletic building was completed in summer of 2004.

In 2001, renovation began on an existing structure that houses the athletic weight room, strength and conditioning coach's offices, an annex practice gym, and a Women's softball locker room. Renovations were completed in summer of 2004.

In 2002, an official JSU Athletic Website was created to allow student-athletes access to information regarding Gamecock Athletics. Up-to-date information for all 16 sports is provided on the website.

In 2003, an Assistant Sports Medicine personnel member was added which places three full-time staff members in the area of Sports Medicine.

In 2004, expansion and renovation of the Field House training room began which doubled the size of the facility and added a rehabilitation area and private exam rooms. Expansion and renovation was completed in 2005.

In 2001, a full-time Strength and Conditioning Coach was hired. This position helped in training and conditioning of student-athletes to better prepare them for their area of play.

In 2003, a brick backstop and covered batting cage was added to University Field, home of JSU Softball.

In 2004, a permanent outfield fence was added to University Field, home of JSU Softball.

In 2004, renovation of the football coaches' offices and player meeting rooms began with completion in 2005.

In 2006, a full-time Assistant Strength and Conditioning Coach was hired. This added an additional personal to handle the load of 300 plus student-athletes who benefit from the Strength and Conditioning program.

In 2007, a part-time Assistant Strength and Conditioning Coach was hired who assists with the daily operation of the weight room and other strength and conditioning activities.

In 2006, artificial turf was placed in football stadium allowing better access to various sports to use the facility.

In the Spring 2007, a new video score board was added to the football stadium.

In the Spring of 2007, an athletic drug and alcohol policy was written and approved through the University and was implemented beginning in fall of 2007.

In the Spring of 2007, approval was given by the University for random drug testing for student-athletes to take place beginning in the Fall of 2007.

In the Summer of 2007, a Prospective Student-Athlete Interest and Ability Survey was disseminated to 3,736 prospective students who were admitted to JSU for the Fall of 2007. Of the 1,735 prospective students who enrolled in JSU for the Fall of 2007, 22.36 percent completed and submitted the survey.

In the area of academics, tutoring services are available for student-athletes to facilitate and enhance their academic success at the University. The resources of the Academic Center for Excellence (ACE) and tutors are available for all teams. Tutors for student-athletes are paid through the NCAA Academic Enhancement Fund.

The President of the Student-Athlete Advisory Committee serves on the University's Athletic Council Committee.

A student-athlete representative serves on the search committee for all new head coaches.

All home and OVC football and basketball games can be accessed on the internet. Video is available through www.ovcsports.com, and audio is available through www.jsu.edu/92j/. Select baseball and softball games can be accessed through www.jsu.edu/92j/.

Future Plans (Implementation, Fall 2008):

Offer a Student-Athlete Orientation which will better inform JSU Student-Athletes on such topics as Sports Medicine, Compliance, Academics, Sportsmanship/ Citizenship, Sports Information, and other pertinent information. This will be a time for student-athletes to learn more about the JSU Athletic Department and to help build better relationships among JSU Student-Athletes.

Equity and Student-Athlete Well-Being

Reinstating the CHAMPS/ Life Skills Class in the Fall of 2008: the CHAMPS/ Life Skills Class will develop, nurture, and motivate student-athlete excellence by promoting the support services and opportunities available throughout the University's diverse colleges, departments, and organizations.

Add additional computer labs for student-athletes to utilize to better meet their academic needs. Also, purchase lap top computers that will be available for student-athletes to check-out when traveling with their teams. This will allow for academic work to be done more easily while on the road.

4. Explain how the institution is organized to further its efforts related to the student-athlete well-being operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

The SWA, Assistant AD for Compliance, Director of Institutional Research and Assessment and Assessment Coordinator developed a thorough, continuous and systematic assessment plan for well-being that involves the following:

Assessment Plan:

CHAMPS Survey (Fall 2007)

New Student Survey (annually)

National Survey of Student Engagement (bi-annually of freshmen and seniors)

Exit Interview (annually of graduating NCAA athletes)

5. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

Career Guidance and Personal Counseling:

Jacksonville State University is committed to promoting and assisting all student-athletes in the areas of academics, admissions, financial aid, and several types of counseling. The Academic Center for Excellence (ACE) enhances student-athlete academic success and persistence from entrance through graduation. ACE develops student academic skills; student adjustment to college; student/faculty/staff appreciation of cultural diversity; faculty/staff pedagogical and student-centered skills; and intrusive academic advisement.

Counseling and Career Services, available through ACE, offers personal, educational, and career counseling for JSU student-athletes. Personal counseling is conducted in a private setting under the strictest confidence. Counselors are available on an individual or group basis. Counseling and Career Services features a comprehensive career library, on-line computer resources for making vocational and educational decisions, and the registration cite for CLEP, ACT, GRE, MAT, and other examinations. Career Counseling service provides specific information that addresses Resume Writing, Interviewing Skills, Job Search Techniques, Selecting a Career, Career Library, and Free Computerized Career Testing. Computer-Based Career Resources available include the Myers-Briggs Type Indicator, Strong Interest Inventory, and the DISCOVER Career Guidance Program. Counseling and Career Services provides employment assistance to graduating seniors and alumni through on-campus interviews, job listings, career fairs, referrals, computer resources, corporate information, and individual counseling. In addition, Counseling and Career Services coordinates programs for part-time, off-campus internships, and cooperative education experiences.

Health and Safety:

There are several mechanisms in place to assure the health and safety of student-athletes at JSU. All student-athletes must complete a medical information packet as requested by the medical staff before they can receive clearance to participate in their chosen sport each year. These forms are available from each head coach or in the training rooms. JSU requires all incoming freshman and transfer students to undergo a physical examination conducted by their medical staff. Athletes must have medical clearance from the JSU Team Physician prior to beginning of participation. If athletes have previous injuries or medical conditions that might affect their participation, they will be required to secure their records and other documentation of their medical history.

The University has made a commitment to provide excellent insurance coverage for athletically-related injuries to student-athletes. Consistent with other institutions, the Athletic Department first utilizes the parents' or legal guardians' health and accident insurance as primary coverage, then applies its own secondary policy to cover the excess of those personal and/or group policies. The Athletic Department's insurance policy will serve as primary

Equity and Student-Athlete Well-Being

coverage in the event there is no parental insurance coverage. In either, there should be no direct cost to the student-athlete or his/her family for injuries that occur during official practices, competitions, or supervised conditioning sessions provided that the student-athlete is referred to the appropriate medical vendor by a Staff Athletic Trainer.

Alcohol and Other Drug Guidelines:

The Jacksonville State University Athletics Department is committed to an active role in the elimination of non-therapeutic drug usage and alcohol abuse among the participants in athletics programs. This program should be regarded as a preventative measure. It is the University's intent to provide a safe and healthy environment in which the student-athlete can meet the demands of both academic and athletic pursuits. JSU Department of Athletics has secured the endorsement and support of the Administration at Jacksonville State University and has instituted the Drug/Alcohol Abuse Prevention Program as set forth below.

The objectives of the Drug/Alcohol Abuse Prevention Program include, among others:

To protect the health and welfare of the JSU student-athletes by providing a drug free environment;

To deter the abuse of alcohol and performance enhancing supplements;

To assist the student-athlete in avoiding improper involvement with non-therapeutic drugs by providing current, factual information to all participants;

To empower student-athletes with a reason to say "NO" to drug and alcohol abuse;

To identify substance abusers;

To provide counseling and rehabilitation services as deemed necessary;

To promote the role of JSU student-athletes as representatives of the University and positive role models for the youth in the community;

To assure program compliance and eligibility of student-athletes at JSU, the following terms of compliance were developed as a part of the JSU Athletics Department Drug/Alcohol Abuse Prevention Program;

Participation in JSU Athletics is a privilege, not a right.

To become and remain a participant within JSU Athletics, a student-athlete must comply with the terms of this program that encompasses drug education, screening, and counseling and/or treatment that is deemed necessary.

The student-athlete must complete a drug screening authorization and consent form prior to beginning participation each year, agreeing to submit to screening procedures as requested by JSU Athletics to detect unauthorized drug use. The student-athlete will provide written consent to release testing results to the individuals as noted in Section V, E of this program.

Student managers, student coaches, athletic training students and cheerleaders are also subject to the provisions of this policy.

Parents/Guardians of student-athletes who have not attained legal age prior to beginning participation must grant consent for their child's participation in this program.

The student-athlete and parents/guardians of minor student-athletes will provide written consent to release testing results to the individuals as noted in Section V, E of this program.

The basic purpose of Drug/Alcohol Abuse Prevention Program is that of prevention. An essential portion of this program is an ongoing education component. The intent is the increase the student-athlete's awareness of the physiological, psychological, and legal ramifications of substance abuse. The student-athlete will have an opportunity to participate in various educational experiences that will emphasize the damaging effects of drug and alcohol abuse. Every student-athlete at Jacksonville State University will be required to attend the drug education activities. The Program Director will develop an accountability system to ensure compliance.

Outreach program: The University will invite JSU students and local high school students and student-athletes to participate in programs and/or speakers on our campus regarding the common substances of abuse: a. Drugs/Alcohol and b. Performance enhancing substances.

Student-athletes under the age of 21 years cannot legally purchase or consume alcoholic beverages under any circumstances. Student-athletes over the age of 21 years cannot legally purchase or provide alcoholic beverages to anyone under the age of 21 years. The Head Coaches of individual sports have the authority to establish specific alcohol policies for their respective teams. This policy is provided to team members at the beginning of each academic year. The consumption of alcohol by any member of the official travel party on all University-sanctioned travel is prohibited.

Non-academic Component of Life Skills Program:

Learning Services support academic achievement through the Department of Learning Skills, computer-assisted practice on basic and advanced skills, and ExSEL (Experiencing Success in Education and Life), a summer bridge

Equity and Student-Athlete Well-Being

between high school and college. The Department of Learning Skills provides a full range of courses to assist student-athletes with their continued development in non-academic component of life skills. Courses include but are not limited to technical writing skills, career guidance skills, critical thinking skills, peer counselor training, and diversity education. A full list of these courses is available in the JSU Undergraduate Catalog.

JSU is a participating institution in the CHAMPS/Life Skills Program that was created to enhance the quality of the student-athlete experience within the University setting. In the process of achieving that goal, the CHAMPS/Life Skills Program will

1. Support efforts of every student athlete toward intellectual development and graduation;
2. Use athletics as preparation for success in life;
3. Meet the changing needs of student-athletes;
4. Promote respect for diversity among student-athletes;
5. Enhance interpersonal relationships in the lives of student-athletes;
6. Assist student-athletes in building positive self-esteem;
7. Enable student-athletes to make meaningful contributions to their communities;
8. Promote ownership by the student-athletes of their academic, athletic, personal and social responsibilities;
9. Enhance partnerships between the NCAA, member institutions and their communities for the purpose of education, and
10. Encourage the development of leadership skills.

Participating institutions in the CHAMPS/Life Skills Program are provided with instructional materials and supplemental resources that support a student-athlete's development in five areas: academics, athletics, personal development, career development and community service.

Describe practices/procedures in place to encourage and assure student-athletes' access to these programs: Information regarding career guidance counseling and personal counseling available through the JSU ACE is available in the Student Athlete Handbook. The head coaches of each sport discuss these services with all student-athletes at the beginning of each academic semester.

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.

At the conclusion of each semester, exit interviews will be conducted with a random sample of seniors who have exhausted their eligibility and a sample of those who have left the program prior to the loss of their eligibility. The Athletic Director, or more often the Associate AD/Senior Woman Administrator, conducts the interviews.

Each student-athlete will respond to a series of questions regarding the value of the athletic experience, the extent of time demand placed on the student-athlete, proposed changes in intercollegiate athletics, and concerns related to administration.

The interview results will be discussed with the Athletic Director. Relevant coaches are contacted when there is a problem.

Comments:

Questions 2, 7, 12, 13, 22, 23, 24, 26, 27-30, 39 address JSU's commitment to academic success.

Questions 6, 8, 11-18, 20, 21, 25, 38, 41, 42 address the student athlete's well-being.

Number Interviewed:

From Fall 2004 through Fall 2007, 50 seniors (42 percent women, 58 percent men) were interviewed.

In 2004/05, at least one representative from all JSU sports except men's basketball, women's soccer, and women's volleyball did an exit interview.

Note: There were no seniors in men's basketball or volleyball for these years.

In 2005/06, at least one representative from all JSU sports except baseball, women's basketball, rifle, women's softball, women's tennis, and women's cross country/track did an exit interview.

Equity and Student-Athlete Well-Being

In 2006/07, at least one representative from all JSU sports except men's and women's tennis and women's cross country/track did an exit interview. There were no seniors in men's tennis.

In the Fall of 2007, at least one representative from all JSU sports except baseball, basketball, women's cross country/track, golf, rifle, softball, men and women's tennis did an exit interview.

A total of 40 exit interviews were done for 2004/05, 05/06, and 06/07 school years. Ten were done in fall, 2008. The average per full academic year was 13.

Few Problem Areas Noted from Survey:

Q5. 43 percent of women answered that funding was not equitable for men's and women's sports. Fifty percent of women answered that publicity was not equitable.

Q13. 60 percent said they experienced a change in sleeping habits due to academic and athletic requirements

Q27. 48 percent had to miss a midterm or final exam.

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 athletics department staff members.

The University provides each student registered at Jacksonville State University a student handbook. The Athletic Department publishes a Student-Athlete Handbook and distributes copies to student-athletes during the fall orientation and compliance meetings. Both handbooks are available on the JSU webpage and are updated annually.

The Department of Athletics at JSU is committed to resolving all complaints or grievances brought to its attention in the most equitable fashion possible for all persons concerned. It is the expectation of the department that attempts be made to resolve any complaints or grievances through the informal procedures outlined in the Student Athlete Handbook under Student Grievance Procedures. However, if a satisfactory resolution of the problem proves impossible through the informal procedure, formal grievance procedures may be employed.

All student-athletes on grants-in-aid will be notified in writing by July 1 each year as to renewal or change in award. Athletics scholarships may be reduced or cancelled during the period of the award if the student-athlete

1. renders him/herself ineligible for intercollegiate competition;
2. fraudulently misrepresents any information on an application, letter of intent or financial aid application;
3. engages in serious misconduct warranting substantial disciplinary penalty;
4. voluntarily withdraws from his/her sport for financial reasons;
5. violates team policy; and/or
6. is absent excessively from class or mandatory study halls.

In situations where the scholarship of a student-athlete is going to be reduced or cancelled, the student-athlete is notified in writing. The Institution is required to inform the student-athlete in writing that, upon the request of the student-athlete, the student-athlete shall be provided the opportunity for a hearing. The hearing will be conducted by the Financial Aid Appeals Committee. The FIAC members are individuals outside the Athletics Department. The Financial Aid Director is the contact for all appeals. All appeals must be requested within seven days of notification of cancellation or reduction of aid.

Transfer Appeals Process: A student-athlete who wishes to transfer from JSU must first request permission from his/her coach. If permission is granted, the student-athlete is free to contact other institutions in accordance with NCAA Bylaw 13.1.1.3. If permission is not granted, the student-athlete has the right to a hearing. The hearing will be conducted by the Financial Aid Appeals Committee.

If permission to contact has been granted, and a second institution sends a transfer release to the Athletics Department, JSU has the right to object to the use of the one-time transfer exception under NCAA Bylaw 14.5.5.2.10(d), if applicable. If JSU objects to the use of the one-time transfer exception, the student-athlete has a right to request a hearing from the Financial Aid Appeals Committee. All hearings are to be held within a reasonable timeframe from the time in which a student-athlete has been denied transfer opportunities.

The Assistant Athletic Director for Compliance oversees the administration of grievance and/or appeals procedures.

Equity and Student-Athlete Well-Being

The Athletic Department applies the University's Student Handbook for discipline and grievance procedures related to claims of non-discrimination on the Title IX, Disability, hazing and sexual harassment basis. The Associate Vice President for Student Affairs is responsible for overseeing the appeal and/or grievance procedures.

8. Describe the institution's educational and support programs in the area of sexual orientation. Also, describe the institution's structure and/or policies that ensure the provision of a safe environment for all students, including student-athletes with diverse sexual orientations.

Jacksonville State University has not yet addressed developing educational and support programs in sexual orientation or policies that ensure a safe environment for all students with diverse sexual orientations at this time. As a result of this self-study, the Student-Athlete Well-Being Plan suggests that a broad-based committee, headed by Dr. Tim King, Associate Vice President for Enrollment Management and Student Affairs, convene to address this opportunity.

9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

Identify the mechanisms in place to ensure the health and safety of student-athletes:

The Sports Medicine Program (SMP) is responsible for the health and safety of all student-athletes while participating in intercollegiate athletics at Jacksonville State University. Responsibilities of the SMP include, but are not limited to, prevention of athletic injuries, assessment, treatment, rehabilitation, and safe return to participation following injury or illness sustained during practice or competition. Mechanisms in place to assure the health and safety of student-athletes include

1. Sports Medicine Emergency Action Plan,
2. Training Room Procedures & Protocols
3. Policy Statement on the Use of Tobacco Products
4. JSU Athletic Department Lightening Protocol, Crisis Management Plan, and
5. Sports Medicine Program Handbook.

Education is a key component in the prevention of many non-athletically related conditions that can affect the general well-being of student-athletes. JSU Sports Medicine will pursue an active role in the presentation of information concerning drug and alcohol use and abuse, tobacco usage, nutrition and other health-related issues to the participants in athletic programs.

There are several mechanisms in place to assure the health and safety of student-athletes at JSU. All student-athletes must complete a medical information packet as requested by the medical staff before they can receive clearance to participate in their chosen sport each year. Those forms are available from each head coach or in the training rooms. JSU requires all incoming freshman and transfer students to undergo a physical examination conducted by their medical staff. Athletes must have medical clearance from the JSU Team Physician prior to beginning of participation. If athletes have previous injuries or medical conditions that might affect their participation, they will be required to secure their records and other documentation of their medical history.

The University has made a commitment to provide excellent insurance coverage for athletically-related injuries to student-athletes. Consistent with other institutions, the Athletic Department first utilizes the parents' or legal guardians' health and accident insurance as primary coverage, then applies its own secondary policy to cover the excess of those personal and/or group policies. The Athletic Department's insurance policy will serve as primary coverage in the event there is no parental insurance coverage. In either, there should be no direct cost to the student-athlete or his/her family for injuries that occur during official practices, competitions, or supervised conditioning sessions provided that the student-athlete is referred to the appropriate medical vendor by a Staff Athletic Trainer.

(B) Administrator(s) responsible for the institutional awareness of health, safety, travel and sports medicine policies: The Assistant Athletic Director for Sports Medicine and the Staff Athletic Trainers bear responsibility, as advised by the Team Physicians, for the conduct of the Sports Medicine Program. They have medical authority over any injured student-athlete and oversee the performance of all personnel under their direction. Sports Medicine Personnel are expected to follow the laws as set forth by the State of Alabama Licensure procedures and the guidelines set forth by the National Athletic Trainers Association.

Equity and Student-Athlete Well-Being

Each individual Head Coach, or his/her designee, is responsible for the team's travel. This responsibility includes, but is not limited to, itineraries, mode of travel, hotel accommodations, and meals. Each Head Coach makes his/her team's individual air travel reservations. The University has completed a bid to secure travel that will be completed via commercial bus transport. Federal guidelines will be followed when determining the time or distance each bus driver can transport travel parties. Federal guidelines will also govern airline safety procedures, travel times, departures and destinations.

Each Head Coach must submit a travel roster of those making each trip to the Assistant AD for Compliance and to the Assistant AD for Sports Medicine in advance of each trip. In those sports where more than two vehicles are utilized, travel assignments that record vehicle assignments for each student-athlete will also be included.

Emergency contact information on all members of each athletics team is on file in the Athletic Director's office, so this information can be accessed as necessary. In addition, the Head Coach, or his/her designee, will have in his/her possession a travel roster and emergency contact list on each trip.

No personal vehicle of any student-athlete may be used for travel away from home competition sites. A student-athlete may be released to travel home from an away competition site if a release is submitted to the Head Coach, or his/her designee, by the student-athlete's parent or guardian.

(C) Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes:

The policy was developed by Mr. Jim Skidmore, Assistant AD for JSU Athletics, then reviewed and approved by UPD and Jacksonville City EMS. All coaches have a copy of this policy, and it will be posted in digital form on the JSU web site via the athletics link.

(D) In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness:

The policy has recently been revised (summer 2007) by Mr. Skidmore, Head Athletic Trainer, and his staff (Eric Johnson and Jen Torgerson). For every incident that occurs, the committee reviews the policy, and changes for improvement of care are added.

10. Describe the institution's written emergency medical plan for practices and games. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

Describe the institution's written emergency medical plan for practices and games:

The Jacksonville State University's Sports Medicine developed for emergency action plan both practices and games consists of the following basic components:

1. Emergency personnel:

- a) NATA Certified and Alabama Licensed Athletic Trainers and Athletic Training Students are on site for official and supervised practices and competitions.
- b) Additional Athletic Training Personnel are accessible from the athletic training rooms. Team physicians are on site or on call.
- c) The athletic training staff is certified by the American Heart Association for the BLS for Healthcare Providers (CPR & AED) Program on a yearly basis.

2. Emergency communication: Activating the EMS System by making the call to 9-911 and notification to the JSU University Police Department @ (256) 782-5050/5051. Then, providing the following information:

- a) Name and title of caller
- b) Location of emergency
- c) Nature of emergency, whether medical or non-medical
- d) Condition of Student-Athlete
- e) First Aid treatment initiated by first responder
- f) Specific directions as needed to respond to the emergency scene ("come to NW ground level entrance to PETE")
- g) Other information as requested by dispatcher.

3. Emergency equipment: Appropriate emergency equipment will be on site at all athletic practices and competitive events. All assigned emergency care personnel should be aware of the location and function of all emergency equipment. Training and update on the proper use of said equipment is conducted annually prior to the beginning of the fall academic year for all emergency personnel. A means of communication with senior Sports Medicine

Equity and Student-Athlete Well-Being

Personnel and/or EMS will likewise be on site at all venues. Also, the senior sports medicine person on site will request EMS transport of cervical injuries and moderate to severe head injuries to Gadsden Regional Medical Center in Gadsden, AL., and the senior sports medicine person on site will request EMS transport of significant orthopedic emergencies to St. Vincent's Hospital in Birmingham, AL.

4. Role of first responder:

- a) Check ABCs, severe bleeding, and level of consciousness.
- b) Activate EMS if necessary.
- c) Begin Rescue Breathing/CPR if needed or necessary, and continue until EMS arrives.
- d) Maintain cervical stability if cervical injury is suspected.
- e) Calm and reassure the stricken individual if conscious.

5. Venue directions with map: Specific directions for EMS entry into practice field and games sites are outlined in the Emergency Action Plan.

6. Notification of specific individuals includes but is not limited to Parents/Guardians, Student-athletes Head Coach, Sports Medicine Staff member, AD or SWA, and the President of the University.

7. Review of the incident and preparation of a written incident report is completed by the Sports Medicine Personnel who directed or assisted in the completion of emergency action plan. Sports Medicine personnel should gather at their earliest convenience and complete a written incident report for review of the protocols and procedures.

Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes:

The policy was developed by Mr. Jim Skidmore, Assistant AD for JSU Athletics, then reviewed and approved by UPD and Jacksonville City EMS. All coaches have a copy of this policy, and it will be posted in digital form online the JSU web site via the athletics link.

In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness:

The policy has recently been revised (summer 2007) by Mr. Skidmore, Head Athletic Trainer, and his staff (Eric Johnson and Jen Torgerson). For every incident that occurs, the committee reviews the policy and changes for improvement of care are added.

11. Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

The Jacksonville State University's Sports Medicine emergency action plan developed for both practices and games consists of the following basic components:

1. Emergency personnel: NATA Certified and Alabama Licensed Athletic Trainers and Athletic Training Students are on site for official and supervised practices and competitions. Additional Athletic Training Personnel are accessible from the athletic training rooms. Team physicians are on site or on call. The athletic training staff is certified by the American Heart Association for the BLS for Healthcare Providers (CPR & AED) Program on a yearly basis.

2. Emergency communication: Activating the EMS System by making the call to 9-911 and notification to the JSU University Police Department @ (256) 782-5050/5051. Then, providing the following information during the call;

- a) Name and title of caller
- b) Location of emergency
- c) Nature of emergency, whether medical or non-medical
- d) Condition of Student-Athlete
- e) First Aid treatment initiated by first responder
- f) Specific directions as needed to respond to the emergency scene ("come to NW ground level entrance to PETE")
- g) Other information as requested by dispatcher.

3. Emergency equipment: Appropriate emergency equipment will be on site at all athletic practices and competitive events. All assigned emergency care personnel should be aware of the location and function of all emergency equipment. Training and update on the proper use of said equipment is conducted annually prior to the beginning of

Equity and Student-Athlete Well-Being

the fall academic year for all emergency personnel. A means of communication with the senior Sports Medicine Personnel and/or EMS will likewise be on site at all venues. Also, the senior sports medicine person on site will request EMS transport of cervical injuries and moderate to severe head injuries to Gadsden Regional Medical Center in Gadsden, AL., and the senior sports medicine person on site will request EMS transport of significant orthopedic emergencies to St. Vincent's Hospital in Birmingham, AL.

4. Role of first responder:

- a) Check ABCs, severe bleeding, and level of consciousness.
- b) Activate EMS if necessary.
- c) Begin Rescue Breathing/CPR if needed or necessary, and continue until EMS arrives.
- d) Maintain cervical stability if cervical injury is suspected.
- e) Calm and reassure the stricken individual if conscious.

5. Venue directions with map provide specific directions for EMS entry into practice field and games cites are outlined in the Emergency Action Plan.

6. Notification of specific individuals includes but is not limited to Parents/Guardians, Student-athlete's head coach, Sports Medicine Staff member, Athletic Director/SWA, the Sports Medicine Staff, and President of the University.

7. Review of incident and preparation of written incident report is completed by Sports Medicine Personnel who directed or assisted in the completion of emergency action plan. They should gather at their earliest convenience and complete a written incident report for review of the protocols and procedures.

Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes ;

The policy was developed by Mr. Jim Skidmore, Assistant AD for JSU Athletics, then reviewed and approved by UPD and Jacksonville City EMS. All coaches have a copy of this policy, and it will be posted in digital form online the JSU web cite, athletics link.

In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness :

The policy has recently been revised (summer 2007) by Mr. Skidmore and his staff. (Eric Johnson and Jen Torgerson). For every incident that occurs, the committee reviews the policy and changes for improvement of care are added.

12. Using the four program areas for student-athlete well-being issues please:

- a. Describe how the institution has ensured a complete study of each of the four areas;
- b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

1. Evaluation. Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

a. Describe how the institution has ensured a complete study of each of the four areas.

Study:

Review of Student-Athlete Handbook

Review of Sports Medicine Drug and Alcohol Abuse prevention program

Review of Sports medicine Policy and Procedures

CHAMPS/Life Skills program

Review of CHAMPS Survey

Equity and Student-Athlete Well-Being

Review of Exit Interview Report
Athletic Department Policy and Procedures manual
Organizational chart of the Athletic Department
Interviews with the Athletic Director, SWA, Sports Medicine Personnel, Compliance Director, Coordinator for Special Projects, and Student-athletes

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

Commitment:

The Athletic Department and institution are committed to ensure the health, safety and well-being of the student-athlete. The CHAMPS/Life Skills class reinstated for the fall semester will provide an avenue for feedback from the student-athlete to the athletic administration to help identify issues related to health, safety and well-being.

The Athletics Department mission and goals state the commitment to the well-being of the student-athlete.

The Athletic Department personnel and outside University committees review programs and services provided to the student-athlete ensure the health and safety of the student-athlete.

Student-athlete senior exit interviews conducted with student-athletes who exhausted their eligibility are excellent feedback for student- athlete well being issues.

The Student-Athlete Advisory Committee meets monthly, and the Athletic Director meets with the SAAC committee to provide opportunities for student-athletes to express their concerns to an athletic administrator regarding any student-athlete's well-being issue.

The Institution and Athletic Department's commitment to the student-athlete's health and safety is confirmed by the approval and implementation of the Drug and Alcohol Abuse Prevention Policy.

Since the first cycle JSU has demonstrated a strong commitment to student-athlete well-being by increasing staffing in the following areas: sports medicine, academic advisors, strength and conditioning, coaching and facilities.

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

The Student-Athlete Advisory Committee, CHAMPS/Life Skills Coordinator, Senior Woman Administrator and Assistant Athletic Director for Sports Medicine will continue to monitor the student-athlete's well-being and when appropriate provide recommendations to the Athletic Director. A Student-Athlete Well-Being Plan is presented at the end of this section. It includes reviewing the methodology and instrument used in the Exit Interviews and ensuring procedures are in place to investigate and develop plans to address issues that arise from interviews and surveys.

2. Organization and Structure. Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete well-being.

a. Describe how the institution has ensured a complete study of each of the four areas.

Study:

Review of Student-Athlete Handbook
Review of Sports Medicine Drug and Alcohol Abuse prevention program
Review of Sports medicine Policy and Procedures
CHAMPS/Life Skills program
Review of CHAMPS Survey
Review of Exit Interview Report
Athletic Department Policy and Procedures manual
Organizational chart of the Athletic Department
Interviews with Athletic Director, SWA, Sports Medicine Personnel, Compliance Director, Coordinator for Special Projects, and Student-Athletes

Equity and Student-Athlete Well-Being

- b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.**

Commitment:

A strong commitment to the student-athlete well-being is in place in the athletics department.

Each student-athlete receives a copy of the student-athlete handbook that includes policies and procedures and grievance procedures.

Health and safety issues are reviewed and evaluated by the Sports medicine personnel, strength and conditioning personnel and team physicians.

The Athletic Department continues to work toward funding positions to allow for the maximum number of coaches to provide the opportunity for student-athletes to receive coaching.

The Athletic Department receives feedback on student-athlete well-being directly through communication with SAAC, senior exit interviews, and through CHAMPS survey, abilities and interest surveys and other surveys conducted through the Office of Institutional Research and Assessment.

- c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.**

The Athletic Department will continue to review and evaluate its programs and services addressing the welfare of its student-athletes through the SAAC, exit interviews, CHAMPS/Life Skills, and abilities and interest surveys. A Student-Athlete Well-Being Plan is presented at the end of this section. It includes continuing the services and programs available to students with the current athletics department staff.

3. Participation in Governance and Decision-Making. Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

- a. Describe how the institution has ensured a complete study of each of the four areas.**

Study:

Review of Student-Athlete Handbook

Review of Sports Medicine Drug and Alcohol Abuse prevention program

Review of Sports medicine Policy and Procedures

CHAMPS/Life Skills program

Review of CHAMPS Survey

Review of Exit Interview Report

Athletic Department Policy and Procedures manual

Organizational chart of the Athletic Department

Interviews with Athletic Director, SWA, Sports Medicine Personnel, Compliance Director, Coordinator for Special Projects, and Student-Athletes

- b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.**

The SAAC mission statement is to provide a link of communication between JSU student-athletes and athletic department administration and to provide support system for student-athletes to discuss various issues specific to the rigors of student-athletes' lives.

The SAAC has three representatives serving on the NCAA athletics certification sub-committees.

SAAC meets monthly and provides athletic department administration input concerning student-athletes' concerns for well-being.

SAAC has a representative who serves on the Athletic Council. The president of SAAC serves as the representative on this committee and is appointed annually to serve as a member.

SAAC has a representative who serves on search committees for head coaching vacancies.

Equity and Student-Athlete Well-Being

The SAAC president serves as a member of the OVC Student-Athlete Advisory Committee.

The Athletic Director and SWA will continue to monitor the student-athletes' involvement and participation in governance and decision-making.

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

The Athletic Director and SWA will continue to monitor the student-athletes involvement and participation in governance and decision-making to ensure the involvement of student-athletes in the governance and decision-making process of the athletic department. A Student-Athlete Well-Being Plan is presented at the end of this section. It includes continuing making leadership opportunities available to student-athletes on the various committees and advisory councils.

4. Programs and Activities. Establishment of programs that address the needs and issues affecting student-athletes.

a. Describe how the institution has ensured a complete study of each of the four areas.

Study:

Review of Student-Athlete Handbook

Review of Sports Medicine Drug and Alcohol Abuse prevention program

Review of Sports medicine Policy and Procedures

CHAMPS/Life Skills program

Review of CHAMPS Survey

Review of Exit Interview Report

Athletic Department Policy and Procedures manual

Organizational chart of the Athletic Department

Academic Center for Excellence program.

Interviews with Athletic Director, SWA, Sports Medicine Personnel, Compliance Director, Coordinator for Special Projects, and Student-Athletes

b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes.

Commitment:

Jacksonville State University is a participating institution in the CHAMPS/Life Skills program.

In the Summer of 2007, approval was given to reinstate the CHAMPS/Life skills course to be taught in the Fall 2008.

The Academic Center for Excellence enhances the student-athlete's academic success and persistence from entrance through graduation.

Counseling and Career Services provides employment assistance to graduating seniors and alumni through on-campus interviews, job listings, career fairs, referrals, computer resources, corporate information and individual counseling to help the transition from student-athlete career to careers outside of athletics.

In the Fall of 2008, the athletic department will offer a student-athlete orientation which will better inform JSU student-athletes on such topics as sports medicine, compliance, academics, sportsmanship/citizenship, sports information, and other pertinent information. This will be a time for student-athletes to learn more about the JSU athletic department and help build better relationships amount JSU student-athletes.

The athletic department purchased 20 laptops to be used on the road for student-athletes to complete class assignments in a timely manner.

Rooster Readers is a program that allows the student-athlete to visit local elementary schools to read to the students.

Equity and Student-Athlete Well-Being

SAAC participates in the annual OVC SAAC Canned Food Drive to collect canned and dried foods for a local community outreach center.

The CHAMPS survey indicates that student-athletes' greatest unmet needs would be addressed through an expanded orientation program and a mentoring program that focuses on personal development.

The Self-Study found that there are no University-wide policies and programs addressing services and support for students with sexual orientation issues.

c. Explain how the institution will address these topics in the future for the well-being of all student-athletes.

The Athletic Director, SWA and CHAMPS/Life Skills Coordinator will continue to monitor the programs offered to address the needs and well-being of the student-athlete. A Student-Athlete Well-Being Plan is presented at the end of this section. It includes expanding orientation for student-athletes, developing a mentoring program, and developing university-wide policies and programs addressing sexual orientation.

Evaluation

1. Does the institution provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

Equity and Student-Athlete Well-Being

Elements	Goals	Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/ Officers Responsible for Implementation	Specific Timetable for Completing the Work
Student Exit Interviews	Develop methodology for collecting Student Exit Interview data, analyzing the results, and documenting any follow-up as a result of issues identified on an annual basis.	Develop written methodology Report outcomes to Equity and Student-Athlete Well-being Committee	SWA	Annually
Thirty percent of student-athletes reported having difficulties with sports medicine personnel. Twelve individuals reported difficulties with sports medicine personnel including lack of compassion, lack of knowledge of sports medicine, inadequate treatment, and ineffective communication with coaches.	Develop an appropriate plan for addressing this concern once the issue has been investigated.	Follow-up on this concern. Develop methodology for following up on concerns raised by surveys and other evaluation methods. Annual review by Equity and Student-Athlete Well-being Committee	Athletic Director SWA Sports Medicine Personnel	2009-2010
The University and Athletic Department assigns individuals to support student-athletes' well-being.	Continue to ensure the University and department meet the well-being needs of student-athletes.	Continue assessment plan (evaluate needs) Continue CHAMPS Continue the support meetings of the Athletic Advisory Council, Student-Athlete Advisory Committee, Athletic Academic Support Committee, and the Equity and Well-Being Sub-committee	Athletic Director SWA Compliance Director Special Projects Coordinator	Continuous
More than 25 student-athletes participate in advisory committees each year	Continue to involve student-athletes in advisory committees	Continue student-athlete participation in Student-Athlete Advisory Committee, Athletic Advisory Council, Equity and Student-Athlete Well-being Sub-committee	Athletic Director SWA Special Projects Coordinator	Continuous
Orientation	Develop orientation supplement program in Fall and Spring	Develop and orientation program	Special projects coordinator	Fall 2008
Mentor Program — Personal Development	Institute a mentor program for all student-athletes	Edit step to input the step to achieve goal.	Edit step to input responsibility.	Edit step to input step's timetable.

Equity and Student-Athlete Well-Being

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

Equity and Student-Athlete Well-Being

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	0	0	0	0	0	0	6	6	8	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	0	0	0	1	1	1	0	0	0	11	9	9	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Head Coaches	F	0	0	0	0	0	0	0	0	0	0	0	0	11	11	11	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Coaches	F	0	0	0	0	0	0	5	6	5	0	0	0	19	17	17	0	0	1
	P	0	0	0	0	0	0	0	0	0	0	0	0	2	3	1	1	0	0
Totals (for Athletics Dept. Personnel)	F	0	0	0	0	0	0	6	7	6	0	0	0	47	43	45	0	0	1
	P	0	0	0	0	0	0	0	0	0	0	0	0	3	3	1	1	0	0
Faculty-Based Athletics Board or Committee Members		0	0	0	0	0	0	1	1	0	0	0	0	13	13	14	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	0	0	0	0	3	3	0	0	0	0	20	26	0	1	0

Name of person completing this chart: Alicia Simmons, PhD

Title: Director, Institutional Research and Assessment

Equity and Student-Athlete Well-Being

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	55	64	62	118	85	90	2083	2047	1948	97	98	84	6137	6408	6381	467	408	359
Student-Athletes	0	0	0	1	1	1	90	83	82	5	2	3	136	124	126	32	42	34

Name of person completing this chart: Alicia Simmons, PhD

Title: Director, Institutional Research and Assessment

Equity and Student-Athlete Well-Being

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	0	0	0	0	28	30	27	1	1	1
Men's Basketball		0	0	0	0	0	0	10	11	10	0	0	0	2	1	1	1	1	1
Football		0	0	0	0	0	0	45	50	50	0	0	0	32	27	22	0	0	0
Men's Track / Cross Country		0	0	0	0	0	0	0	1	1	0	0	0	4	4	6	1	3	4
Men's Other Sports and Mixed Sports		0	0	0	0	0	0	0	0	0	3	0	0	12	9	11	12	12	10
Women's Basketball		0	0	0	1	0	0	8	4	7	0	0	0	5	3	4	2	6	4
Women's Track / Cross Country		0	0	0	0	0	0	20	11	12	0	0	0	5	7	8	2	3	0
Women's Other Sports		0	0	0	0	1	1	4	3	2	2	2	3	48	43	47	13	16	14
Total		0	0	0	1	1	1	90	83	82	5	2	3	136	124	126	32	42	34

Name of person completing this chart: Alicia Simmons, PhD

Title: Director, Institutional Research and Assessment