

INSTRUMENT

2009-2010
DIVISION I
ATHLETICS
CERTIFICATION
SELF-STUDY
INSTRUMENT

Introduction to Self-Study Report

Introduction to Self-Study Report

Institutional Information

1. Type of Institution: Private
2. Year institution was founded: 1869
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time equivalency (FTE) basis]: 24964
6. Number of Faculty [using a full-time equivalency (FTE) basis]: 3240
7. Highest level of academic degree offered: Ph.D.
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: New England Association of Schools and Colleges
9. b. Date of most recent regional accreditation self-study: January 2009
9. c. Current accreditation status: accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2010): Division I (without football)
2. Conference affiliation(s) or independent status (Academic Year 2010):

Field Hockey	America East Conference
Men's Basketball	America East Conference
Men's Crew	Eastern College Athletic Conference
Men's Cross Country	America East Conference
Men's Ice Hockey	Hockey East Association
Men's Soccer	America East Conference
Men's Swimming	America East Conference
Men's Tennis	America East Conference
Men's Track, Indoor	America East Conference
Men's Track, Outdoor	America East Conference
Men's Wrestling	Colonial Athletic Association
Softball	America East Conference
Women's Basketball	America East Conference
Women's Cross Country	America East Conference
Women's Golf	Metro Atlantic Athletic Conference

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Women's Ice Hockey	Hockey East Association
Women's Lacrosse	America East Conference
Women's Rowing	Eastern College Athletic Conference
Women's Soccer	America East Conference
Women's Swimming	America East Conference
Women's Tennis	America East Conference
Women's Track, Indoor	America East Conference
Women's Track, Outdoor	America East 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 self-study, respond to the question based on the last 10 years.

There have been none.

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 self-study, respond to the question based on the last 10 years.

January 2007: The Office for Civil Rights concluded that the University's athletic program is in compliance with Title IX of the Educational Amendments of 1972.

July 2004: Michael Lynch appointed Athletic Director

September 2005: Women's Ice Hockey was added as a varsity sport.

2006/2007: Last year of varsity competition in Men's Golf

New Athletic Facilities Opened:

September 2002: Track and Tennis Center

January 2005: Agganis Arena

April 2005: Fitness and Recreation Center
(includes Ryan Center for Sports
Medicine and Rehabilitation)

Previous Certification Self-Study

1. Date of second cycle orientation visit and evaluation visit (if applicable):

Boston University's Cycle 2 NCAA Certification evaluation visit occurred March 25-March 28, 2001.

2. Second cycle certification status decision and date rendered by the NCAA Division I Committee on Athletics Certification (if applicable):

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The NCAA Division I Committee on Athletic Certification granted Boston University recertification in its letter dated April 25, 2002.

3. Subsequent actions or changes and date(s) in certification status (if any) made by the committee (if applicable):

There were no subsequent actions or changes in Boston University's certification status made by the committee.

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.

Aram Chobanian was President ad interim, and then President, from 2003 to 2005.

Robert A. Brown was appointed President in 2005.

In 2002, the Athletics Department was moved to report to the Executive Vice President, Joseph P. Mercurio. It had previously reported to the University Provost.

Michael Lynch was appointed Athletic Director in July 2004.

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.

Boston University added Women's Ice Hockey as a varsity sport in 2005. The University eliminated Men's Golf following the 2006/2007 season.

Three new athletic and Fitness facilities were added: the Track and Tennis Center (September 2002), the Agganis Arena and Jack Parker Rink (January 2005), and the Fitness and Recreation Center and Ryan Center for Sports Medicine and Rehabilitation (April 2005).

Certification Self-Study Information

1. Steering Committee Chair: Dean Linda Wells

2. Chief report writer/editor of self-study report: Mrs. Anne W. Shea

3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that 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 copy of the University's written plan for the self-study which includes a list identifying the members of the Steering Committee and the self-study subcommittees are attached by file upload in the response to Item #4. These lists show the broad base of those involved in the self-study: The President and Executive Vice President, the Faculty Athletics Representative, the Athletics Director, the Senior Woman Administrator, members of the Athletics Advisory Board, senior members of the university administration, student-athletes, and faculty members. Together, they developed the plan for the self-study and conducted the self-study through research, interviews, and group discussion in the Boston University community. The draft self-study was posted online on _____ and students, faculty, and staff were invited by email to offer comments and suggestion prior to the completion of the final draft of the self-study and its submission.

President Brown is a member of the Steering Committee and has authorized the members to speak on behalf of Boston University on matters relating to the NCAA recertification process.

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4. Provide a copy of the institution's written plan for conducting the self-study. [Please use the file upload link contained within this question to submit a copy of the institution's written plan.]

Boston University's written plan for conducting the Cycle 3 Certification Self-study is attached, via file upload.

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.

On February 10, 2009, the Board of Trustees of Boston University voted to approve the following mission statement:

"Boston University is an international, comprehensive, private research university, committed to educating students to be reflective, resourceful individuals ready to live, adapt, and lead in an interconnected world. Boston University is committed to generating new knowledge to benefit society.

We remain dedicated to our founding principles: that higher education should be accessible to all and that research, scholarship, artistic creation, and professional practice should be conducted in the service of the wider community - local and international. These principles endure in the University's insistence on the value of diversity, in its tradition and standards of excellence, and its dynamic engagement with the City of Boston and the world.

Boston University comprises a remarkable range of undergraduate, graduate, and professional programs built on a strong foundation of the liberal arts and sciences. With the support and oversight of the Board of Trustees, the University, through our faculty, continually innovates in education and research to ensure that we meet the needs of students in an ever-changing world."

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Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 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 "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

There were no conditions imposed by the committee for Boston University's Cycle 2 certification.

Action

Because there were no conditions, no actions were required.

Action Date

Not applicable

Explanation for partial or non-completion

Not applicable

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 Cycle 2 certification process for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide:
 - a. The original plan;
 - 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 plans.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

1. Original Plan

There were no plans for improvement or recommendations developed by the institution during its Cycle 2 certification decision relating to NCAA Operating Principle 1.1.

Action

There were none.

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Action Date

Not applicable

Explanation for partial or non-completion

Not applicable

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

Boston University has not developed any additional plans for improvement since the Cycle 2 certification decision relating to NCAA Operating Principle 1.1.

4. Describe how the institution's chancellor or president maintains clear and direct oversight of the athletics program, including a description of reporting lines from the athletics director to the chancellor or president.

Both the Executive Director of Athletics and the Athletic Director/Assistant Vice President report to the Executive Vice President who is a direct report to the President. The President meets at least weekly with the Executive Vice President, who is the highest-ranking non-academic officer at Boston University.

The Athletic Director oversees the day-to-day operations of the Athletic Department. The Executive Director of Athletics oversees the strategic direction of the Athletics Department and is also the head coach of the men's ice hockey team.

The Executive Vice President has approval authority for hiring and budgetary decisions made within the Athletic Department. Departmental expenditures exceeding \$10,000 and all travel expense reports of the Executive Director and of the Director of Athletics require the approval of the Executive Vice President. The Executive Vice President must also approve the hiring of any staff within the Department of Athletics. The Director of Athletics has a standing monthly meeting with the Executive Vice President to discuss Athletics operations and developments. They meet more frequently as necessary.

The President meets both regularly and as circumstances require with the Executive Director of Athletics and the Director of Athletics/Assistant Vice President to discuss current issues as well as the strategic direction of the Department of Athletics. The President and the Director of Athletics also regularly attend America East conference meetings and meet to discuss conference issues and other strategic initiatives.

5. Since the institution's previous self-study, list the major decisions made related to intercollegiate athletics. For each decision, explain the role and involvement (if any) of the:

- a. Chancellor or president;
- b. Athletics board or committee;
- c. Faculty senate (or other faculty governing body);
- d. Student-athlete advisory committee;
- e. Director of athletics;
- f. Faculty athletics representative;
- g. Senior woman administrator; and/or
- h. Other individual(s) or campus constituencies.

I. Hiring of Mike Lynch as Director of Athletics (2004)

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A new Director of Athletics was identified and hired with the retirement of the former Director in 2004.

a. The President and Executive Vice President were involved in developing a succession plan to fill the position of Director of Athletics when the former Director was approaching retirement age in 2004. The President and Executive Vice President identified a highly qualified internal candidate who had been actively involved in fundraising activities for the then-planned new athletic arena. The President and Executive Vice President interviewed the candidate and subsequently he was hired as Director of Athletics.

b. The Athletics Advisory Board was informed by the President and the Executive Vice President during the process of hiring a new Director of Athletics.

c. The Faculty Senate was informed of the decision to hire a new Director of Athletics.

d. The Student-Athlete Advisory Committee was informed during the process of hiring a new Director of Athletics.

e. The Director of Athletics was the position being filled.

f. The Faculty Athletics Representative was kept informed by the President and Executive Vice President on the hiring of the new Director of Athletics.

g. All senior Athletics administration members, including the Senior Woman Administrator, were able to provide comments to the President and Executive Vice President on the hiring of a new Athletics Director.

h. There were no other individual(s) or campus constituencies involved in this decision.

II. Construction and major renovation to campus athletic facilities including the Track & Tennis Center (2002), the Agganis Arena (2005), the Fitness & Recreation Center (2005), and Nickerson Field turf replacement (2008) & track construction (2009).

Boston University has in place an on-going master planning process which involves multiple constituencies across campus. The current master plan was completed in 2003. Recent master plans have included the planned construction of the Track & Tennis Center (completed in 2002), the Agganis Arena (completed in 2005) and the Fitness & Recreation Center (completed in 2005). In addition, Boston University replaced the turf and constructed a new track at Nickerson Field in 2008 and 2009, respectively. All of these projects were presented to, and approved, by the Finance and Budget Committee of the Board of Trustees as well as the full Board of Trustees as part of Boston University's capital planning process. This is the same process which the construction of any Boston University building must follow.

Details of roles and involvement:

a. The President and Executive Vice President take leading roles in the development of both the campus master plan as well as the capital planning process which all Boston University construction projects must follow. The decision-making process for the construction and major renovation to campus athletics facilities is approved in the context of the campus master plan and the capital planning process.

b. The Athletics Advisory Board reviewed and provided comments to the Director of Athletics on construction and major renovation to campus athletic facilities.

c. The Faculty Senate was kept informed of decisions related to construction and major renovation to campus athletics facilities.

d. The Student-Athlete Advisory Committee was kept informed of decisions related to construction and major renovation to campus athletics facilities.

e. The Director of Athletics was directly involved in the campus-wide master planning process related to construction and major renovation to campus athletic facilities.

f. The Faculty Athletics Representative provided comments to the Director of Athletics on decisions related to construction and major renovation to campus athletics facilities.

g. All senior athletics administration members, including the Senior Woman Administrator, were included in the decision-making process within the Department of Athletics related to the construction and major renovation to campus athletics facilities.

h. Other individual(s) or campus constituencies were kept informed by the President and the Executive Vice President of decisions relating to construction and major renovation to campus athletics facilities.

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III. Addition of Women's Ice Hockey as a varsity sport

A strategic plan for the addition of Women's Ice Hockey as a varsity sport at Boston University was approved in Fall 2004. This strategic plan was reviewed by the Board of Trustees Athletics Committee and presented to the full Board of Trustees for approval.

Details of roles and involvement:

- a. The President and Executive Vice President worked with the Executive Director of Athletics and the Director of Athletics to evaluate the current athletics programs and developed a strategic plan to include Women's Ice Hockey as a varsity sport.
- b. The Athletics Advisory Board provided comments to the Director of Athletics on the evaluation of current athletics programs and the development of the strategic plan to include Women's Ice Hockey as a varsity sport.
- c. The Faculty Senate was kept informed of decisions made related to Athletics strategic planning and the addition of Women's Ice Hockey as a varsity sport.
- d. The Student-Athlete Advisory Committee was kept informed of decisions made related to Athletics strategic planning and the addition of Women's Ice Hockey as a varsity sport.
- e. The Director of Athletics and the Executive Director of Athletics led the Department of Athletics evaluation of current athletics programs and the development of a strategic plan to add Women's Ice Hockey as a varsity sport.
- f. The Faculty Athletics Representative provided comments to the Director of Athletics on the evaluation of current athletics programs and the development of the strategic plan to include Women's Ice Hockey as a varsity sport.
- g. All senior athletics administration members, including the Senior Woman Administrator, were included in the evaluation of current athletics programs and the development of the strategic plan to include Women's Ice Hockey as a varsity sport. In addition, the Senior Woman Administrator oversees Women's Ice Hockey as the sports administrator for the program.
- h. Other individual(s) or campus constituencies were kept informed of decisions made related to strategic planning for Athletics and the addition of Women's Ice Hockey as a varsity sport.

IV. The hiring of a new Men's Basketball Head Coach.

Boston University began a search for a new Men's Basketball Head Coach in the spring of 2009. The new Men's Basketball Head Coach was selected following a nation-wide search, and the hiring was reviewed and approved by the Executive Compensation Committee and the Executive Committee of the Board of Trustees.

Details of roles and involvement:

- a. The President, Executive Vice President, and the Executive Director of Athletics were all actively involved in the national search that resulted in the hiring of the new Men's Basketball Head Coach.
- b. The Athletics Advisory Board was kept informed of the decision to hire a new Men's Basketball Head Coach.
- c. The Faculty Senate was kept informed of the decision to hire a new Men's Basketball Head Coach.
- d. The Student-Athlete Advisory Committee was informed of the decision to hire a new Men's Basketball Head Coach.
- e. The Director of Athletics was actively involved in the national search that resulted in the hiring of the new Men's Basketball Head Coach.
- f. The Faculty Athletics Representative was kept informed of the decision to hire a new Men's Basketball Head Coach.
- g. All senior Athletics administration members, including the Senior Woman Administrator, were kept informed of the decision to hire a new Men's Basketball Head Coach.
- h. Other individual(s) or campus constituencies were kept informed of the decision to hire a new Men's Basketball Head Coach.

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6. Describe the institution's written governance policies regarding the administration and oversight of the athletics program, including the specific role and responsibilities of the institution's governing board. Describe how the written athletics governance policies and/or other written communication is provided to the governing board on an annual basis.

a. The President has approved the following policy regarding the administration and oversight of the Department of Athletics, and will bring the policy to the University's Board of Trustees for review and ratification. Thereafter, the policy will be reviewed periodically with the Athletics Committee of the Board of Trustees.

"The Board of Trustees of Boston University, through its Athletics Committee, oversees the University's intercollegiate athletics program and seeks ways to increase external support for that program. The Committee should understand the University's expectations for the Department of Athletics and its role within the University's overall mission; this includes the impact of intercollegiate athletics on campus life, the academic profile of athletes compared with other students, the University's financial commitment to athletics, the University's relationship to the athletic conference to which it belongs, and the NCAA rules that apply to boards and trustees. The Committee meets its responsibilities through periodic meetings at which it receives reports from the Executive Vice President and the Director of Athletics, who serve as the University administration's primary liaisons to the Committee. The Athletics Committee, in turn, reports regularly to the full Board of Trustees.

As the University's chief academic and administrative officer, the President, acting through the Executive Vice President, is responsible for exercising ultimate responsibility for and authority over the Department of Athletics. This includes setting appropriate standards of accountability for and benchmarks against which to measure the success of the intercollegiate athletics program, and for communicating with the Board of Trustees regarding the same.

The Department of Athletics reports to the Executive Vice President and is responsible for developing and implementing a strategic plan for the University's intercollegiate athletics program, for the day-to-day operation of the program, and for the program's compliance with all NCAA and other applicable regulations as well as the University's academic and other standards, policies, and procedures. The department is also responsible for providing information concerning standards of accountability and benchmarks, and its success in meeting those standards, to the Executive Vice President, the President, and the Board of Trustees."

b. The Charter of the Boston University Board of Trustees' Athletics Committee states that the "Committee oversees the intercollegiate, non-varsity, and recreational athletic programs of Boston University and seeks ways to increase external support for those programs. The Committee reviews the athletic program to ensure that it conforms to the academic standards of Boston University and to NCAA and other applicable regulations. The Committee is made up of between seven and nine Trustees and should include Trustees who are interested in and are committed to the University's athletics program."

c. The Athletics Committee of the Boston University Board of Trustees meets two or three times annually. Relevant athletics updates, performance indicators, proposals, and governance policies are distributed to the committee before each meeting. Committee reports and recommendations are presented to the full Board of Trustees.

7. Since the institution's previous self-study, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been involved and describe the extent of the governing board's involvement with those decisions.

Boston University has in place an on-going master planning process which involves multiple constituencies across campus including the President, the Executive Vice President, the Executive Director of Athletics and the Director of Athletics. Decisions on major construction and renovation are made in the context of the master planning process: They are presented to and approved by the Trustee Finance and Budget Committee, as well as by the full Board of Trustees as part of Boston University's capital planning process. This process is the same for all major construction and renovation projects at Boston University. Decisions related to athletics facilities since the last self-study include: construction of the Track & Tennis Center (completed in 2002), the Agganis Arena (completed in 2005), and construction of the Fitness & Recreation Center (completed in 2005). In addition, Boston University replaced the turf and constructed a new track at Nickerson Field in 2008 and 2009, respectively. Decisions to proceed with these projects followed the University established process including approval of the Board of Trustees.

Specific strategic planning for the Department of Athletics was conducted for the addition of Women's Ice Hockey as a varsity sport. This plan was reviewed by the Board of Trustees Athletics Committee and presented to the full Board of Trustees for approval.

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Following a nation-wide search, the decision to hire a Men's Basketball Head Coach was made in the spring of 2009. The decision was reviewed and approved by the Board of Trustees' Executive Compensation Committee as well as the Executive Committee of the Board of Trustees.

8. Describe how the institution's governing board decisions regarding the athletics program are consistent with those of other on-campus units.

Decisions made by the Board of Trustees regarding the Department of Athletics are consistent with those regarding other on-campus units. Department of Athletics matters are first presented by the administration to a committee of the Board of Trustees---in this case the Athletics Committee---for discussion and consideration. The Athletics Committee then presents recommendations to the full Board for review and approval. All other decisions by the Boston University Board of Trustees follow the same model of being first considered by the appropriate committee of the Board and then presented to the full Board of Trustees for a decision. The Board strives to align decisions related to its athletics program with those of other on-campus units, overall University operations, and the goals of the University's strategic plan.

9. For each of the following individuals or groups:

- a. Explain the role and authority of the individual or group as it relates to intercollegiate athletics;
- b. Describe how the individual or group has the opportunity (if any) to provide meaningful input into the formulation of athletics department policies (e.g., review admissions data, review academic performance data, receive periodic reports from athletics department); and
- c. Describe how the individual or group has the opportunity (if any) to periodically review policy implementation related to athletics.
 1. Athletics board or committee;
 2. Faculty senate (or other faculty governing body);
 3. Faculty athletics representative;
 4. Student-athlete advisory committee; and/or
 5. Other individual(s) or campus group(s).

1. Athletics board or committee:

The Athletic Advisory Board (AAB) meets every semester to be informed about matters relating to Department of Athletics policies and strategies. These include the introduction of new personnel, such as coaches, and the sharing of information about new programs. The members of the AAB are drawn from the faculty and administration and serve on a volunteer basis.

2. Faculty senate (or other faculty governing body):

The Faculty Assembly at Boston University includes all faculty members and meets twice a year. When the Faculty Assembly is not in session, the faculty is represented by the Faculty Council, which meets monthly during the academic year. Except for major announcements concerning athletics, such as the discontinuation of football as a varsity sport, there is no regular agenda item for reporting on athletics in session of the Faculty Assembly or the Faculty Council.

3. Faculty athletics representative:

The Faculty Athletics Representative (FAR) serves on a volunteer basis. The FAR is appointed by the Director of Athletics and serves at the pleasure of the President. The current FAR is a member of the AAB and the Faculty Council. Each semester the FAR reviews academic transcripts for all student athletes as well as the status reports on eligibility furnished by the Director of Student-Athlete Support Services. Generally, the FAR attends America East Conference meetings.

4. Student-Athlete advisory committee (SAAC):

The Student-Athlete Advisory Committee serves as the liaison between Boston University's student-athletes and the administration of the Department of Athletics. SAAC is the voice of the student-athletes and shares their

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concerns, opinions, appreciation, and insight with the department's administrators. SAAC also coordinates department-wide community-service events in which student-athletes and the Department of Athletics staff participate, and helps to raise awareness about the department and its achievements.

Administrators and staff members from the Department of Athletics attend SAAC meetings on a regular basis and the President and Vice President of SAAC meet monthly with the Director of Athletics. During this time, information and comments are exchanged. In recent years, SAAC has provided valuable information and thoughts on topics such as the Department's strategic-planning process.

Opportunities to review departmental policies are provided to SAAC at their meetings; the staff liaison to SAAC will coordinate an agenda in conjunction with the department's administrators. In addition, the department encourages its SAAC leadership to be active, through SAAC, in the America East Conference and the NCAA, and to share any regional or national trends or ideas that are discussed at those levels.

5. Other individual(s) or campus group(s).

There are no other individuals or campus groups significantly involved in athletic department policies.

10. 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 Boston University Department of Athletics does not maintain any independent fundraising organizations to benefit BU Athletics. The Athletic Development Office reports directly to the University's central Development and Alumni Relations Office.

The Development and Alumni Relations Office oversees gift accounts (commonly referred to as "Friends funds") for each sport and athletic program. These funds are used to ensure that 100% of a gift is deposited according to the donor's intentions: For example, a gift to the women's golf team is deposited into the Friends of Women's Golf Fund. Each gift account also has a corresponding expense account, which is managed by the Athletics Business Office (ABO). The ABO uses these accounts for team-specific expenses following standard University financial operating procedures.

The Department of Athletics and Athletics Development Office provide administrative support and meeting space for three volunteer alumni boards: the Director of Athletics' Advisory Council, the Hall of Fame Board, and Friends of BU Hockey Board of Directors. Each of these boards serves solely in an advisory capacity to the Department of Athletics. None of these boards has authority over decisions made within the Department of Athletics.

The Director of Athletics' Advisory Council is a group of donors selected for their high levels of interest and insight or expertise by the Director of Athletics in consultation with the Development Office. The board meets twice annually with the Director of Athletics to discuss fundraising priorities and develop action plans to achieve the department's strategic vision.

The Hall of Fame Board consists of Hall of Fame inductees selected by fellow members of the Hall of Fame, to steward the mission of the BU Athletics Hall of Fame. These responsibilities include nominating new members for induction and working with the Athletics Business Office and the University Development Office to raise funds for the Irv Heller Hall of Fame Scholarship. Board meetings are run by the board's chairperson in coordination with the Deputy Director of Athletics.

Friends of BU Hockey Board of Directors is a volunteer group that assists the Development Office and Hockey Office to coordinate events and develop fundraising initiatives to engage alumni, parents, and fans for the benefit of the Men's Ice Hockey program. All board meetings and activities are coordinated by the Friends of BU Hockey Board Chairperson and the Executive Director of Athletics and Men's Ice Hockey Head Coach, in close communication with the Athletics Development Office.

The University maintains control of fundraising efforts by coordinating all solicitations and fundraising events with the Athletics Development Office. Athletics Development works closely with coaches for each team to target solicitations specifically tailored to each team's alumni, parents, and past donors. These solicitations are scheduled as part of a communications stream that includes direct mail, email communications, phone-a-thons, personal visits, consultation dinners, pre-game events, and reunion events.

11. Provide the composition of the athletics board or committee (including titles and positions).

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Florence Bergeron, University Registrar

Sara Brown, Clinical Associate Professor, Sargent College of Health and Rehabilitation Sciences

Theo de Winter, Associate Professor, College of Engineering

Kenneth Elmore, Dean of Students

Larry Elswit, Associate General Counsel

Christine McGuire, Executive Director of Financial Assistance

Kim Randall, Director of Equal Opportunity

Marc Robillard, Director of Housing

Kelly Walter, Executive Director of Admissions

Linda Wells, Dean of the College of General Studies

12. Describe how the institution's chancellor or president and his or her designee(s) maintain control with respect to each of the following areas of the athletics program:

1. budget;
2. accounting;
3. purchasing; and
4. debt management.

In addition, identify key individuals, other than the chancellor or president, with responsibilities in these areas.

BUDGET:

On an annual basis the Department of Athletics is required to submit a written budget proposal for the coming year to the Executive Vice President. Departmental budget hearings begin in mid-October with the goal of having them completed by the beginning of December. The Department of Athletics budget hearing is conducted by the Executive Vice President.

During the month of January, the President, Executive Vice President, Provost, and the central administration assess requests and initiatives presented by all academic and administrative units, prioritizing those that align with Boston University's strategic plan. The final budget recommendations of the central administration are forwarded to the full Board of Trustees for review at its annual spring meeting in April. After the Board approves the University's budget, approved individual unit budgets are issued to deans, vice presidents, and other unit directors, thus completing the budget process for that fiscal year.

ACCOUNTING:

Accounting control occurs at several levels of the University through the use of monthly statements of actual revenues and expenditures versus budgeted amounts and a series of quarterly budget confirmation reports. Primary budgetary and accounting control for the Department of Athletics occurs at the level of the Athletics Business Office. All Athletics business transactions are entered into the University's financial system, through which central Financial Affairs staff are able to monitor transactions. In addition, all requisitions for payments are processed through the central Accounts Payable Office to ensure proper accounting. The Athletics administrative budgets and actual expenditures are monitored by the Director of Athletics, who has overall responsibility for his assigned unit or department budgets, and the Executive Vice President. Certain expenses are centrally controlled to assure conformity with the University's fiscal policies and procedures, contractual obligations, and the designated wishes of donors. Boston University's Vice President for Financial Affairs & Treasurer issues a monthly Treasurer's Report to the University's senior administration which provides detail on the University's total revenue, expenditures, assets, and liabilities. This report is also provided to the Board of Trustees.

PURCHASING:

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The Athletics Business Office is responsible for coordinating and processing all purchases within the Athletics Department. Expenditures larger than \$10,000 must be reviewed and approved by the Executive Vice President. In addition, all travel expense reports of the Executive Director of Athletics and the Director of Athletics must be reviewed by the Executive Vice President.

DEBT:

The Department of Athletics has no authority to incur debt. Any University debt related to the Department of Athletics would be issued solely in conjunction with capital projects, and only as a result of a central planning process identical to that involved in any other University capital project. Campus planning is guided by both the University's Master Plan and the University's Strategic Plan, both of which were developed, reviewed, and approved by the Executive Vice President, President, and Board of Trustees. Depending on the complexity and cost of the particular project, capital projects are reviewed and approved at one or more levels within the University, from the joint academic and administrative Space Planning and Capital Expenditures (SPACE) committee to the President and Board of Trustees.

- 13.** Describe how the institution's chancellor or president and his or her designated authority review the budget of the athletics program to at least the same extent that they do for other on-campus programs and departments. In addition, identify the authority (e.g., president's cabinet, finance committee) designated with this responsibility.

The budget of Boston University's Department of Athletics is reviewed in exactly the same manner as every other academic and administrative unit at Boston University.

Boston University's annual budget process begins in August of the preceding fiscal year. The University's Fiscal Year runs from July 1 through June 30 of the following calendar year. For example, the Fiscal Year 2010 budget development process began in August 2008.

During the annual budget planning process each academic and administrative unit is required to submit a written budget proposal for the coming fiscal year. Departmental budget hearings begin in mid-October with the goal to complete them by the beginning of December. These hearings are conducted by the President, Executive Vice President, and/or University Provost.

During the month of January, the President, Executive Vice President, Provost, and central administration assess requests and initiatives presented by all academic and administrative units, prioritizing those that align with Boston University's strategic plan. In April the full Board of Trustees approves the final budget at its annual spring meeting. After the Board approves the University's budget, approved individual unit budgets are issued to deans, vice presidents, and other unit directors, thus completing the budget process for that fiscal year.

This budget process is applicable to every Boston University academic and administrative unit.

- 14.** Describe the process by which the institution's chancellor or president and his or her designee(s) conduct an administrative review of the NCAA comparative data (i.e., dashboard indicators) on an annual basis. In addition, specify the individual(s), other than the chancellor or president, involved in this administrative review.

The President annually receives the NCAA Financial Dashboard and shares it with both the Executive Vice President and the Director of Athletics. The Executive Vice President and the Director of Athletics review the comparative data contained within the Dashboard and discuss the results with the President. In addition, data comparing Boston University Athletics to its peers is shared annually with the Athletics Committee of the Board of Trustees at its spring meeting.

- 15.** If the institution has developed a plan for improvement(s) during the current self-study process for Operating Principle 1.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

No plan for improvement under Operating Principle 1.1 is necessary.

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 1.2 (Rules Compliance). In each case, provide:
 - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

There were no conditions for Boston University's certification imposed by the committee in its Cycle 2 certification decision.

Action

There being no condition imposed, no action was required.

Action Date

Not applicable

Explanation for partial or non-completion

None required

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 Cycle 2 certification process for Operating Principle 1.2 (Rules Compliance). In each case, provide::
 - a. The original plan;
 - 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 plans.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

1. Original Plan

There were no plans for improvement or recommendations developed by Boston University during the Cycle 2 certification process relating to NCAA Operating Principle 1.2.

Action

There being no plans for improvement or recommendations, no action was necessary.

Action Date

Governance and Commitment to Rules Compliance

Not applicable

Explanation for partial or non-completion

None required

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 1.2 (Rules Compliance). In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

Boston University has developed no additional plans for improvement or recommendations since the Cycle 2 certification decision relating to NCAA Operating Principle 1.2.

4. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals within the athletics department. Specifically, the institution must provide written evidence that all individuals inside the athletics department (e.g., coaches, staff) have statements regarding the importance of rules compliance in all of the following documents:

- a. Contracts or letters of appointment;
- b. Job descriptions; and
- c. Performance evaluations.

Please note, if the institution does not use one or more of the documents (listed in a-c above), please provide an explanation.

Every new Department of Athletics staff member receives a formal department orientation which includes a particular emphasis on rules compliance. All new staff members meet with the Senior Associate Director of Athletics, the Director of Compliance, or both for an initial orientation to the department's commitment to rules compliance and an extensive overview of the department's specific compliance policies and procedures. In addition, as part of the department's orientation, all new staff members are required to sign a statement that explains the responsibility of all staff members to report violations of NCAA rules, and stipulates that it is the responsibility of all staff members to abide by all applicable NCAA rules.

a) Letters of appointment and contracts (if applicable) for all Department of Athletics staff members include specific language that directly addresses the importance of rules compliance. The letter of appointment states that as a condition of employment in the Department of Athletics, staff members must comply with all University, affiliate conference, and NCAA rules and regulations and that violations of these regulations are subject to disciplinary or corrective action, and may result in suspension or termination of employment. Any contracts for Department of Athletics staff members include language that states the staff member shall recognize and comply with employee rules and regulations of Boston University, the rules of the NCAA as now constituted or as the same may be amended during the term hereof, and the rules of the conference(s) of which the University is a member.

b) All Department of Athletics job descriptions include a statement of the importance of rules compliance. All Department of Athletics job descriptions state that an essential function of the job is to act in accord with all University and NCAA rules and regulations.

c) All annual performance evaluations of Department of Athletics staff include a written portion that emphasizes and evaluates the importance of and commitment to rules compliance as a central element of job performance. The annual performance evaluations for head coaches, assistant coaches, and administrative staff members each have specific sub-sections that evaluate the staff member's job performance with regard to University, Conference, and NCAA rules compliance.

Governance and Commitment to Rules Compliance

5. 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 written evidence that all individuals outside the athletics department who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents:
- a. Contracts or letters of appointment;
 - b. Job descriptions; and
 - c. Performance evaluations.

Please note, if the institution does not use one or more of the documents (listed in a-c above), please provide an explanation.

The Executive Director of Admissions is responsible for admission to the University. She does not serve under contract or letter of appointment. The job description for the Executive Director of Admissions includes statements regarding the importance of rules compliance.

The University Registrar is responsible for the certification of academic standing. She does not serve under contract or letter of appointment. The job description for the University Registrar includes statements regarding the importance of rules compliance.

The Executive Director of Financial Assistance is responsible for the administration of financial aid. She does not serve under contract or letter of appointment. The job description for the Executive Director of Financial Assistance includes statements regarding the importance of rules compliance.

Performance evaluations at Boston University use the job responsibilities outlined in the job description as the basis of measuring a staff member's performance and adherence to all rules compliance. The Executive Director of Admissions, the University Registrar, and the Executive Director of Financial Assistance's performance is measured with this standard during the annual performance evaluation.

The Dean of each Boston University School or College is the school's or college's chief executive and administrative officer. The Dean provides overall strategic and operating leadership for the school and will have overall responsibility for supporting and enhancing the teaching, service, and research activities of the school. The Dean is responsible for the academic integrity of the programs offered as well as the academic evaluation of student progress toward degree attainment. The Dean reports directly to one of the University's two Provosts and, as a member of the President's leadership team, serves at the pleasure of the President. Deans do not generally serve under contract or letters of appointment that address specific job responsibilities. As the chief executive and administrative officer of the school or college, the Dean is evaluated on compliance with all applicable rules, laws and regulations, including those of the NCAA. Boston University Deans are evaluated by their respective Provost, through an annual process of self-evaluation and verbal conversation. In the event of an NCAA compliance concern regarding a student-athlete, the Dean of the school or college in which the student-athlete is enrolled would be held accountable, as appropriate.

6. Provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athlete's admission to the institution, certification of academic standing, and evaluation of academic performance.

Kelly Walter, Executive Director of Admissions, has ultimate responsibility in determining student-athletes' admissibility to the University.

Florence Bergeron, University Registrar, has ultimate responsibility for the certification of the academic standing of the student-athletes at the University.

The individual deans of each of the University's undergraduate Schools and Colleges have responsibility for the evaluation of the academic performance of student-athletes.

The undergraduate Deans and their respective Schools and Colleges are:

Governance and Commitment to Rules Compliance

Virginia Sapiro, College and Graduate School of Arts & Sciences

Tom Fiedler, College of Communication

Hardin L. K. Coleman, School of Education

Kenneth R. Lutchen, College of Engineering

Walt C. Meissner, College of Fine Arts

Linda S. Wells, College of General Studies

Gloria S. Waters, College of Health & Rehabilitation Sciences:
Sargent College

James T. Stamas, School of Hospitality Administration

Louis Lataif, School of Management

Jay Halfond, Metropolitan College & Extended Education

7. Provide the name(s) and title(s) of the individual(s) (other than the institution's compliance officer/director) who the chancellor or president designates as having final authority for the institution's rules compliance.

Michael P. Lynch, Assistant Vice President and Director of Athletics

8. Identify the individuals inside and outside the athletics department who have rules compliance responsibilities. Describe the reporting lines for and responsibilities assigned to these individuals, including but not limited to:

- a. Faculty athletics representative;
- b. Director of athletics;
- c. Compliance officer/director;
- d. Coaches; and
- e. Other key individuals (e.g., admissions director, financial aid personnel, registrar) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to:
 1. Eligibility certification;
 2. Investigation and self-reporting of violations;
 3. Monitoring of financial aid; and
 4. APP.

Inside the Department of Athletics:

The Director of Athletics has ultimate oversight and responsibility for the Department's compliance with all applicable NCAA rules. The Director of Athletics reports directly to the Executive Vice President, who reports directly to the President. The Director of Athletics supports the Senior Associate Director of Athletics for Compliance and Student Services and the Director of Compliance with daily rules compliance monitoring, reporting of possible infractions, rules education efforts, and rules interpretations.

The Senior Associate Director of Athletics has primary oversight of the Department's rules compliance efforts and reports directly to the Director of Athletics. The Senior Associate Director of Athletics supports the Director of Compliance with rules interpretations, rules education efforts, daily rules compliance monitoring, certification of eligibility and all NCAA, conference and University reporting, including the reporting of potential infractions.

The Director of Compliance is responsible for the day-to-day tasks related to the Department's commitment to rules compliance with all applicable NCAA regulations. The Director of Compliance reports directly to the Senior Associate Director of Athletics for Compliance and Student Services and has the day-to-day responsibility for rules

Governance and Commitment to Rules Compliance

compliance monitoring, rules education, initial and continuing eligibility certification, reporting of possible infractions, rules interpretations and communication with the NCAA National Office, the Conference Office, and various on-campus departments related to rules compliance. The Director of Compliance works directly with the Senior Assistant Director of Financial Assistance to allocate and monitor all athletically-related financial aid awarded to student-athletes, to ensure individual and team limits are not exceeded and the administration of athletically-related aid abides by all applicable NCAA rules. The Director of Compliance, with oversight from the Senior Associate Director of Athletics for Compliance and Student-Services and support from all Coaches and Department staff members, is responsible for the investigation and reporting of all potential NCAA, conference, and University infractions.

The Director of Student-Athlete Support Services is responsible for the daily operations of the Academic Support Center and reports directly to the Senior Associate Director of Athletics for Compliance and Student Services. The Director of Student-Athlete Support Services and the two Assistant Directors of Student-Athlete Support Services work directly with the deans and academic advisors of all Boston University undergraduate Schools and Colleges to monitor and certify continuing eligibility of all student-athletes. The Director of Student-Athlete Support Services works directly with the Director of Compliance to ensure the continuing academic eligibility of all student-athletes. In addition, the Director of Student-Athlete Support Services works directly with the Senior Associate Director of Athletics and the Director of Compliance to compile and submit all academic eligibility information to the NCAA and Conference offices regarding the Academic Performance Program for Academic Performance Rate (APR) reporting, Graduation Success Rate (GSR) reporting, and Graduations Rates data.

All Coaches and Department of Athletics staff members report directly to the Director of Athletics and are expected to understand and abide by all the rules and regulations set forth by the NCAA. Coaches are expected to work directly with the Director of Compliance for all NCAA, Conference, and University rules interpretations and rules education efforts and are expected to report any potential rules violations immediately. Coaches and all Department staff members have a shared responsibility to communicate the rules to their student-athletes, alumni, boosters, parents, and friends.

Outside the Department of Athletics:

The Faculty Athletics Representative reports directly to the President and the Provost in his role as the liaison to the Department of Athletics. The Faculty Athletics Representative assists with the investigation and reporting of rules violations and is involved with the reporting and filing of eligibility reports and legislative waiver applications to the NCAA and Conference offices. The Faculty Athletics Representative works with the Senior Associate Director of Athletics for Compliance and Student-Services and the Director of Compliance on NCAA reporting and eligibility certification.

The University Registrar reports directly to the Vice President for Enrollment and Student Affairs and is ultimately responsible for the academic records of the institution, including certification of academic standing and academic status as determined by the Deans, Academic Advisors, and faculty of the various Schools and Colleges.

The Executive Director of Financial Assistance reports directly to the Vice President for Enrollment and Student Affairs and assists in the monitoring and administration of financial assistance to student-athletes. The Senior Associate Director of Athletics is responsible for the daily communication with the Director of Compliance regarding the administration and monitoring of all athletically-related financial aid to student-athletes, to ensure individual and team limits are not exceeded and the administration of athletically-related aid abides by all applicable NCAA rules. The Executive Director of Financial Assistance is also responsible for the administration of changes to athletically-related financial aid and the non-renewal of athletically-related financial aid consistent with NCAA rules.

The Executive Director of Admissions reports directly to the Vice President for Enrollment and Student Affairs. The Executive Director of Admissions and the Assistant Directors of Admissions make admissions decisions for prospective student-athletes that apply for admission to the University.

The Associate Vice President for Internal Audit reports to the Vice President for Financial Affairs & Treasurer. The Department of Internal Audit completes annual compliance reviews of the Department of Athletics to monitor compliance with NCAA, Conference, and University rules.

The Dean of each School and College reports directly to one of the University's two Provosts. The Dean is responsible for the academic integrity of the programs offered as well as the academic evaluation of student progress toward degree attainment.

Governance and Commitment to Rules Compliance

9. Indicate by clicking "yes" or "no" in the Athletics Certification System (ACS), whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance. Please note, all policies and procedures must be available during the evaluation visit. If an institution indicates that a specific written policy and step-by-step procedure is not applicable (N/A), the institution must provide an explanation. Please use the file upload link embedded within this question to upload an explanation if the institution selects N/A.

	Yes	No	N/A
Initial eligibility.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP	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 sessions.	X		
Student-athlete employment.	X		
Amateurism.	X		

10. Describe how the institution's written compliance policies and procedures are communicated on an annual basis to athletics department staff and individuals outside the athletics department with rules compliance responsibilities.

Every member of the Department of Athletics is responsible for compliance with all applicable NCAA rules. Coaches and department staff members receive a Division I NCAA Manual and are expected to rely upon this manual and the guidance of the Senior Associate Director of Athletics for Compliance and Student Services and the Director of Compliance to learn and understand all applicable NCAA rules. Coaches are required to annually take the NCAA certification test, which certifies them to recruit off-campus and certifies their knowledge of and commitment to all applicable NCAA rules. NCAA rule changes, interpretations, and pertinent reminders are frequently circulated to all staff members and applicable constituent groups by both the Director of Compliance and the Senior Associate Director of Athletics for Compliance and Student Services by means of memoranda and email reminders. In addition, Department of Athletics staff members and coaches frequently submit written interpretive requests and requests for rules clarification by email to both the Senior Associate Director of Athletics for Compliance and Student Services and the Director of Compliance.

11. Describe the institution's rules-education efforts for all individuals associated with the athletics department, including the frequency and topics reviewed with each of the following groups:
- a. Boosters;
 - b. Student-athletes;
 - c. Athletics department staff;
 - d. Coaches;
 - e. Faculty; and
 - f. Institutional staff outside the athletics department.

Governance and Commitment to Rules Compliance

Boosters:

The Department of Athletics maintains a webpage and paper brochure, "Playing by the Rules." These publications are designed to educate all "representatives of athletics interests," which include boosters, alumni, friends of BU athletics, and donors. The Director of Athletics annually sends an email message about rules compliance to all donors, boosters, and active alumni that includes a link to these documents.

Student-athletes:

At the beginning of each academic year, prior to being certified as eligible to practice and/or compete, every team is required to meet with the Director of Compliance to complete all required NCAA paperwork. At the beginning of these annual team meetings, the Director of Compliance gives each student-athlete a copy of the NCAA Summary of Regulations, which outlines rules and regulations that student-athletes are subject to under NCAA legislation. In addition to distributing this document, the Director of Compliance explains, in detail, many of the rules and regulations governing eligibility, amateurism, playing and practice seasons, student-athlete employment, financial aid, awards, and extra benefits. Student-athletes are encouraged during these meetings to "ask before they act" and are instructed to always check with the Director of Compliance, the Senior Associate Director of Athletics for Compliance and Student Services, or their coaches before engaging in any activity, accepting anything, or going anywhere if they are uncertain whether it is permissible under NCAA regulations.

Department of Athletics Staff:

All Department of Athletics staff members are responsible for compliance with all applicable NCAA rules. NCAA rule changes, interpretations, and pertinent reminders are circulated to all staff members and applicable constituent groups frequently by both the Director of Compliance and the Senior Associate Director of Athletics for Compliance and Student Services by memoranda and email. In addition, staff members and coaches frequently submit written interpretive requests and requests for rules clarifications by email to both the Senior Associate Director of Athletics for Compliance and Student Services and the Director of Compliance. At monthly Department of Athletics staff meetings, staff members are given pertinent reminders by the Director of Compliance and are encouraged to check with the Athletic Compliance office with any questions, concerns or issues.

Coaches:

All coaches receive a Division I NCAA Manual and are expected to rely upon this manual and the guidance of the Senior Associate Director of Athletics and Director of Compliance to learn and understand all applicable NCAA rules. Coaches are required annually to take the NCAA certification test, which certifies them to recruit off-campus. NCAA rule changes, interpretations, and pertinent reminders are circulated to all staff members and applicable constituent groups frequently by both the Director of Compliance and the Senior Associate Director of Athletics by both memoranda and email. In addition, staff members and coaches frequently submit written interpretive requests and requests for rules clarifications by email to both the Senior Associate Director of Athletics for Compliance and Student Services and the Director of Compliance.

Faculty:

The Department of Athletics maintains a webpage and paper brochure, "Playing by the Rules." These publications are designed to educate all "representatives of athletics interests," which include boosters, alumni, friends of BU athletics, donors, faculty, and staff. The Executive Vice President and Provost annually send an email to all faculty and staff including a link to these documents and a request that all faculty and staff review them carefully.

Institutional Staff Outside the Department of Athletics:

The Director of Compliance acts as the main liaison with the Office of Undergraduate Admissions, the Office of Financial Assistance, and the Office of International Students and Scholars. During frequent communication with these offices, the Director of Compliance and the primary contacts in those offices are educated on various NCAA rules and regulations as they pertain to the nature of the relationship between the Department of Athletics and the respective offices. In addition, the Deans and Academic Advisors of each of the Schools and Colleges have direct and regular communication with the Department of Athletics' Student-Athlete Support Services staff and discuss the continuing eligibility of all student-athletes and other NCAA compliance rules and regulations as they pertain to a student-athlete's eligibility for intercollegiate athletics. The Athletic Compliance Office frequently receives inquiries from various offices on campus regarding how NCAA rules may affect the nature of their respective potential relationships with student-athletes, to ensure NCAA rules compliance and maintain continuing student-athlete eligibility. The Department of Athletics maintains a webpage and paper brochure, "Playing by the Rules." These publications are designed to educate all "representatives of athletics interests," which include boosters, alumni, "Friends" of BU athletics, donors, faculty, and staff. The Executive Vice President and Provost annually send an email to all faculty and staff including a link to these documents and a request that all faculty and staff review them

Governance and Commitment to Rules Compliance

carefully.

12. In regard to the institution's most recent rules-compliance evaluation:

- a. Provide the name(s) and affiliation(s) of the individual(s) responsible for conducting the institution's rules-compliance evaluation;
- b. Describe the process used in selecting this authority outside the athletics department to ensure the individual(s) does not have day-to-day compliance responsibilities for the institution's athletics department and is knowledgeable of NCAA legislation and rules compliance practices; and
- c. Provide the date of the institution's most recent rules-compliance evaluation.

Boston University's most recent rules-compliance audit was conducted by William Long, Associate Vice President for Internal Audit, and by Marcy Smolow, Senior Staff Auditor, Department of Internal Audit.

The Boston University Department of Internal Audit reports to the Vice President for Financial Affairs & Treasurer. The Office of Internal Audit has no compliance responsibility with regard to intercollegiate athletics. The Boston University Office of Internal Audit has established a review process to ensure all required areas of compliance are audited within the required four year timeframe.

Compliance audits were conducted and evaluations issued on the following dates in the current four year cycle: July 24, 2006; January 12, 2007; March 17, 2009; and March 18, 2010.

13. The rules compliance evaluation must determine that the institution's compliance practices are engaged and functioning and must include the required areas listed below. Indicate by clicking "yes" or "no" in the ACS which areas were included in the institution's most recent rules compliance evaluation. If the institution indicates that a specific area is not applicable (N/A), the institution must provide an explanation. Please use the file upload link embedded within this question to upload an explanation if the institution selects N/A.

	Yes	No	N/A
Governance and organization.	X		
Initial-eligibility certification.	X		
Continuing-eligibility certification.	X		
Transfer-eligibility certification.	X		
APP.		X	
Financial aid administration, including individual and team limits.	X		
Recruiting (e.g., contacts and evaluations, official and unofficial visits).	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		
Amateurism.	X		
Commitment of personnel to rules compliance activities.	X		

Governance and Commitment to Rules Compliance

- 14.** Describe the process used by the institution during the development of the self-study to review the most recent rules compliance evaluation to determine any necessary corrective actions. In addition, identify the individuals involved with this review.

The most recent rules compliance evaluation was reviewed in conjunction with the current Cycle 3 NCAA certification self-study by the subcommittee for Governance and Commitment to Rules Compliance to determine any necessary corrective actions. The members of that subcommittee are:

Christine McGuire (Chair), Executive Director, Office of Financial Assistance

Joseph Mercurio, Executive Vice President

Theo de Winter, Faculty Athletics Representative, Associate Professor of Mechanical Engineering, College of Engineering

Florence Bergeron, University Registrar

Christopher Goss, Assistant to the Executive Vice President

Stephen Williams, Associate General Counsel

Joseph Nicastro, Compliance Coordinator, Athletics Administration

Dan Satter, Associate Athletics Director for Marketing and Communication, Department of Athletics

Stacey Rippetoe, Women's Rowing Coach, Department of Athletics

Emily Pallota, Student-Athlete, School of Management (2010), Women's Soccer

- 15.** Identify relevant corrective action(s) planned as a result of the process described in Self-Study Item No. 14 or actions previously planned or implemented from the most recent rules compliance evaluation. Provide:

- a. The plan or actions implemented; and
- b. The date(s) of action(s) taken or specific timetable(s) for completion of the plan(s).

Most recent compliance evaluation items identified over the prior four year cycle:

1) a. The Department of Athletics will add an additional section to the complimentary ticket list for ticket office personnel to acknowledge that photo identification of the individual receiving the complimentary ticket was reviewed prior to transfer of tickets.

b. The form was revised prior to March 1, 2007.

2) a. The Department of Athletics will retain a copy of the student-athlete award letters provided by the Office of Financial Assistance for each student who receives athletically-related aid. Furthermore, the Department will ensure that such documentation is retained for a period of at least seven years.

b. The Department of Athletics obtained copies of the award letters and implemented the retention schedule prior to March 1, 2007.

3) a. The Department of Athletics will ensure that all contracts and agreements involving the Department are categorized by contract type (e.g. event contract, vendor contract) and executed with the proper approval.

b. The Department implemented changes to the categorization of contracts and revision of the approval process during the 2009-2010 academic year.

Governance and Commitment to Rules Compliance

4) a. The Department of Athletics will ensure that disclosures of income by athletics staff include a more detailed explanation of the nature of income, dates of receipt, and benefit sources. The Department will implement a new form for athletic staff to annually disclose income. Compliance personnel will review annual disclosure forms.

b. The Department of Athletics developed a new annual income disclosure form and implemented its use and review during the 2009-2010 academic year.

5) a. The Department of Athletics will expand upon existing policies and procedures for summer sports camps and clinics to incorporate guidelines for setting annual institutional fees and the communication of those fees to coaching staff.

b. The Department updated the policies and procedures for summer sports camps under the revised guidelines on April 1, 2010.

6) a. The Department of Athletics will develop a more uniform process for tracking official visits of prospective student athletes.

b. The Department will implement a revised process during the 2010-2011 academic year.

16. Submit a copy of the report from the institution's most recent rules compliance evaluation. [Please use the file upload link contained within this question to submit a copy of the institution's most recent rules compliance evaluation.]

A copy of Boston University's most recent rules compliance evaluation dated March 18, 2010 is attached by means of file upload.

17. If the institution has developed a plan(s) for improvement(s) during the current self-study process for Operating Principle 1.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

Boston University has not developed a plan for improvement during the current self-study process for Operating Principle 1.2.

Academic Integrity

Operating Principle

2.1 Academic Standards.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.1 (Academic Standards). In each case, provide:
 - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted as by the committee.

1. Condition

There were no conditions for certification relating to Operating Principle 2.1 imposed by the committee on Boston University in the Cycle 2 certification decision.

Action

Because there were no conditions for certification, no action was necessary.

Action Date

Not applicable

Explanation for partial or non-completion

Not applicable

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 Cycle 2 certification process as they relate to Operating Principle 2.1 (Academic Standards). Specifically include:
 - a. The original plan;
 - 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 plans.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

1. Original Plan

As no conditions for certification were imposed during Cycle 2 relating to Operating Principle 2.1, no plans for improvement or recommendations for improvement were developed or acted upon.

Action

Not applicable

Action Date

Academic Integrity

Not applicable

Explanation for partial or non-completion

Not applicable

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.1 (Academic Standards), including any plans or recommendations developed through the institution's involvement in the NCAA Division I Academic Performance Program (APP) Data Review process, if applicable. In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

No additional plans for improvement or recommendations relating to Operating Principle 2.1 were made as a result of the Cycle 2 certification process.

4. Describe the process by which student-athletes are admitted to the 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 in general? Be specific and give careful attention to key decision points (e.g., second-level or subsequent review process, appeals procedure) 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.

In contrast to the process used for most other students, Admissions completes an early read of student-athletes' admissibility, prior to their submission of a formal application. Once coaches have done an initial vetting of prospective athletes to ensure they meet NCAA standards, the coaches provide those names to Joseph Nicastro, Compliance Director for the Department of Athletics. Mr. Nicastro in turn provides Senior Associate Director of Admissions Patrick McNally (or Associate Director Anne Corriveau, in the case of international athletes) with a packet of information which includes a copy of each candidate's high school transcript and test scores, and a cover sheet which provides background information about the student, his or her sport, disciplinary status, and whether or not the student is a potential scholarship candidate. Admissions reviews that data and advises Athletics whether or not the student appears to be admissible and if so, to which undergraduate School or College. Typically this early read takes place before the prospective athlete is invited to visit campus.

If the student is deemed inadmissible by Mr. McNally or Ms. Corriveau, Athletics may choose to appeal the decision to Executive Director of Admissions Kelly Walter. Appeals typically include a letter from the coach explaining the importance of the student to the team. Ms. Walter reviews each case and either affirms her staff's decision or determines that the student's profile is indeed within a range which makes the student admissible.

In a handful of cases, Mr. Nicastro may request that an exception be granted. Such requests, which are rare, are based on the prospective student-athlete's potential contributions to the team, demonstration of interest in Boston University, and his or her ability to succeed academically. Ms. Walter then reviews the student-athlete's academic profile once more, to consider his or her ability to be academically successful at Boston University; some student-athletes are deemed admissible at this stage of reconsideration, others are not. On rare occasions, Assistant Vice President and Director of Athletics Michael Lynch may ask Vice President for Enrollment and Student Affairs Laurie Pohl, who oversees Admissions, to do a final review, which may or may not result in a determination that the student is admissible.

Although this initial screening on admissibility is performed, all student-athletes must ultimately submit a complete and timely application for admission. If any new information is identified when the full application is submitted -- such as disciplinary or academic integrity issues, or felony convictions -- the student will not be admitted.

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While a student-athlete's candidacy may be reviewed at several levels before a final determination of admissibility is made, ultimately it is Admissions -- not Athletics -- personnel who make that decision.

5. Describe the process by which students who do not meet the institutions standard or normal entrance requirements may be admitted, 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.

Athletes:

The process is described in detail in paragraphs 2 and 3 of item #4.

College of Fine Arts applicants:

Senior Assistant Dean Patricia Mitro at the College of Fine Arts meets annually with Executive Director of Admissions Kelly Walter to review the applications of a handful of applicants to the College who do not meet the "standard or normal entrance requirements" for admission but whose artistic talent makes them particularly high priority candidates for the School of Music or the School of Theatre Arts. On behalf of the College, Ms. Mitro elaborates on the artistic qualities of these students. Ms. Walter considers that information and makes a final determination on each student's admissibility.

Children of Boston University employees:

All decisions to deny admission to sons or daughters of Boston University faculty and staff receive a second-level review by Executive Director of Admissions Kelly Walter. Ms. Walter makes the final decision regarding admissibility.

6. Compare and explain any differences between the percentage of first-year student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item No. 5 and the percentage of first-year students in general who were so admitted. Provide these comparative data for the four most recent academic years.

The charts cannot be completed because the Office of Admissions does not retain data on the numbers of applicants to the College of Fine Arts or the children of Boston University employees who have been admitted through a second-level review process.

7. Compare and explain any differences in the admissions profiles of student-athletes who received athletics aid with the profiles of students in general by submitting the following information for the four most recent academic years: average standardized test scores for first-year student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups) and for all entering first-year students (by gender and by racial or ethnic group).

If any of the institution's sports teams had student-athletes certified through the pilot early academic certification program from August 1, 2007, through July 31, 2008, provide an explanation regarding how the inclusion of these average core-course grade-point averages affects the data provided.

The admission profile of student-athletes receiving athletics aid may be lower, on average, than that of the overall freshman student population, but all admitted student-athletes are judged to have unique qualities which will make them valuable contributors to a diverse and vibrant University community. Most important, admitted student-athletes have been judged capable of academic success at Boston University -- a capability that is enhanced by the various support structures available for students in general, and for athletes in particular. The University's Graduation Success Rate and Federal Graduation Rate data, and the contributions our student-athletes make to an exciting and robust athletics program, attest to the appropriateness of those admissions decisions.

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8. Describe the institution's specific academic support programs to ensure acclimation, academic success and retention of first-year student-athletes with special academic needs and first-year student-athletes admitted through any of the processes described in Self-Study Item Number 5.

Although the services provided by the Student-Athlete Support Services Center are available to all student-athletes, use of certain services is mandatory for student-athletes with special academic needs and those admitted through the special review process. All admitted student-athletes have been judged capable of academic success at Boston University, and support and services are provided to ensure that they will be.

Prior to the beginning of the Fall semester, staff members from Student-Athlete Support Services meet individually with the head coaches of each sport. Student-Athlete Support Services staff are advised of any student-athletes who were admitted through the special admissions process, or who may be otherwise at-risk academically. As a result of these initial discussions, individual plans are formulated which may include a range of services and requirements, such as mandatory weekly tutoring sessions, mandatory meetings with a coach, scheduled study hall attendance, mandatory attendance at academic workshops, and mandatory use of an organization system and daily planner. Attendance at tutorials or review sessions conducted by instructors may be required as well. Contact between faculty and the Director/Assistant Director occurs more regularly regarding these student-athletes, and meetings between these student-athletes and the Student-Athlete Support Services staff are more structured and more in depth. Student-Athlete Support Services staff may also assess the student-athlete's writing skills and identify areas for improvement.

The coaches communicate this plan to the student-athletes along with overall expectations. Student-Athlete Support Services staff update coaches on student-athletes' progress on a weekly or daily basis as necessary.

9. For the four most recent academic years, assess and evaluate acclimation, retention and the academic success of student-athletes with special academic needs [as defined by the institution (e.g. at-risk, education-impacting disability)] and those student-athletes admitted through any of the processes described in Self-Study Item No 5. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

If the institution does not employ a special, or alternate, admissions process, the institution must assess and evaluate acclimation, retention and the academic success of student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution. If necessary, the institution must develop plans for improvement to ensure acclimation, retention and academic success for these student-athletes.

During the four most recent academic years the number of student-athletes admitted to Boston University through a special admissions process, who were defined as at-risk, or had an education-impacting disability was 110. Within these 110 student-athletes, 50 are classified as admitted through a special admissions process. The remaining 60 student-athletes have been placed into the category of at-risk.

The acclimation, retention, and academic success of these two groups have been assessed. Of the 50 student-athletes who were admitted through a special admission process, 44 have been retained and are in good academic standing as defined by both Boston University and the NCAA. We have evaluated the 6 student-athletes who were not retained at the University: All 6 of these student-athletes left the University in good academic standing as defined by Boston University and the NCAA and, had they been retained, would have been eligible to compete the subsequent semester. Of the 60 student-athletes who were placed into the category of at-risk, 48 have been retained and are in good academic standing as defined by both Boston University and the NCAA. We have evaluated the 12 student-athletes who were not retained at the University. 10 of these student-athletes left the University in good academic standing as defined by both Boston University and the NCAA and, had they been retained, would have been eligible to compete the subsequent semester. The final 2 student-athletes who were not retained left the University not in good academic standing and would not have been academically eligible to compete, had they been retained at Boston University the subsequent semester.

After reviewing the retention and academic success of these student-athletes, and observing the leadership roles many have within the campus community -- as Resident Assistants, Deans' Hosts, officers in student organizations,

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and many other capacities -- we are satisfied that our student-athletes have acclimated and continue to acclimate extremely well to Boston University.

- 10.** List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify initial eligibility for student-athletes. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' initial eligibility.

Athletic Staff Involved in Process:

Senior Associate Director of Athletics, Compliance & Student Services - Nancy Lyons
 Director of Compliance - Joe Nicastro
 Director, Student-Athlete Support Services - Phil DeCarlo
 Assistant Director, Student-Athlete Support Services - Kim Cochrane
 Assistant Director, Student-Athlete Support Services - Logan Seward

School/College/NCAA Staff Involved in Process:

NCAA Eligibility Center Staff

Sequence of Actions:

- * Prospective student-athletes must be registered with the NCAA Eligibility Center and activated on the institution's Institutional Request List (IRL) prior to being offered an Official Visit to Boston University's campus and prior to being issued a National Letter of Intent and/or Official Offer of Athletic Aid.
- * Prospective student-athletes must register with the NCAA Eligibility Center and provide the Eligibility Center with official copies of all high school transcripts, official proof of high school graduation (actual date of graduation must be indicated) and official SAT/ACT scores (sent directly from the testing agency) prior to being certified as a qualifier per initial-eligibility requirements for intercollegiate competition.
- * Prospective student-athletes must complete and electronically sign the Amateurism Questionnaire on the NCAA Eligibility Center website to confirm amateur status prior to being certified for initial-eligibility for intercollegiate competition.
- * During the summer prior to initial-enrollment, the Director of Compliance informs each coaching staff via e-mail of the NCAA Eligibility Center statuses of their incoming freshmen and/or transfer student-athletes.
- * Prior to each sport's first date of outside competition during the academic year, the Director of Compliance confirms that each student-athlete has (1) been certified as a qualifier by the NCAA Eligibility Center and (2) has received Final Certified Amateurism status by the NCAA Eligibility Center prior to certifying the student-athlete as eligible for intercollegiate competition.
- * Director of Compliance prints NCAA Initial-Eligibility Final Qualifier status (formerly 48-C) and NCAA Eligibility Center Final Amateurism Certification status and files in each student-athlete's compliance folder.
- * Director of Compliance enters the NCAA Core-GPA and the Final Certification date into NCAA Compliance Assistant database and confirms initial-eligibility on NCAA Eligibility Checklist, NCAA Squad List and NCAA Affirmation of Eligibility prior to the individual student-athlete's first date of outside competition.
- * Senior Associate Director of Athletics signs NCAA Eligibility Checklist and NCAA Squad List and Director of Compliance faxes this information to the America East Conference prior to the first date of outside competition.

- 11.** List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify transfer eligibility for student-athletes. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' transfer eligibility.

Athletic Staff Involved in Process:

Director of Compliance - Joe Nicastro
 Director, Student-Athlete Support Services - Phil DeCarlo

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Assistant Director, Student-Athlete Support Services - Kim Cochrane
Assistant Director, Student-Athlete Support Services - Logan Seward

School/College Staff Involved in Process:
(Dictated by transfer student's School or College of Admission)

College of Arts and Sciences - Individual Academic Departments

College of Communication- Office of Student Services
Bill Taylor, Academic Counselor

College of Engineering - Undergraduate Programs Office
Ruth Jean, Associate Director

College of Fine Arts - Office of Student Services
Alyssa Baker, Academic Counselor

Sargent College - Melanie Matthies, Associate Dean
Debra Claar, Academic Counselor

Debra Claar, Academic Counselor

School of Education - Office of Student Services
Jackie Boyle, Director

School of Hospitality Administration - Office of Academic Advising
Treci Bonime, Academic Counselor

School of Management- Undergraduate Programs Office
Sally Ward- Assistant Director

Sequence of Actions

- * Recruited transfer student-athlete must receive a written release from his or her previous institution prior to University coaching staff having any communication with the student about a potential transfer to Boston University.
- * The previous institution must provide appropriate written transfer documentation indicating seasons of competition, years in which athletically-related aid was received, years of attendance, and approval of the one-time transfer exception (or other applicable exception to the one-year residency requirement).
- * Director of Compliance reviews transfer documentation to determine if the student-athlete qualifies for an exception to the one-year residency requirement.
- * Once the above criteria have been determined the student-athlete's academic transcript is forwarded to the Director of Compliance.
- * Director of Compliance then distributes a copy of transfer student-athlete's transcript to the appropriate member of the Student-Athlete Support Services staff who completes a preliminary transfer credit evaluation (see attached form).
- * If it is determined from the transfer credit evaluation that the student-athlete meets the applicable NCAA progress towards degree requirements, the student-athlete is then instructed to officially apply to Boston University if he or she has not already done so.
- * Once admitted, the student-athlete's transfer credits will be officially evaluated for acceptance by the Office of Admissions and the individual School/College to which the student has been admitted.
- * After the transfer credits have been evaluated and applied to the student-athlete's academic record at Boston University, the Director or Assistant Director of Student-Athlete Support Services forwards a copy of the student-athlete's transfer credits and a continuing eligibility form (see attached) to the appropriate School/College official.
- * The School/College official then completes and signs the continuing eligibility form stating that the student-athlete has met all NCAA and School/College requirements and is in good academic standing.
- * A copy of this form is kept on file in the Compliance Office as well as at Student-Athlete Support Services.

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PRELIMINARY TRANSFER ELIGIBILITY EVALUATION

Student Name: _____

Sport: _____

Previous Institution: _____

Permission to Contact? Yes No N/A

Degree Program (at previous institution): _____

FT terms (at previous institution): _____

Progress toward Degree requirement at BU?

_____ 6 credit hours (1 FT term) _____ 40% of degree requirements (4-5 FT terms)

_____ 24 credit hours (2 FT terms) _____ 60% of degree requirements (6-7 FT terms)

_____ 30 credit hours (3 FT terms) _____ 80% of degree requirements (8-9 FT terms)

Degree Program at BU: _____

of Credits Required for Graduation: _____

Preliminary Transferable Credit Evaluation

TERM COURSE CREDIT BU CREDIT

TOTAL _____

% OF DEGREE _____

Academic Integrity

12. List the step-by-step sequence of actions taken by particular individuals on the institution's campus to certify continuing eligibility for student-athletes. In addition, provide the name(s) and title(s) of the individual(s) who has ultimate responsibility in determining student-athletes' continuing eligibility.

Athletic Staff Involved in Process:

Director of Compliance - Joe Nicastro
Director, Student-Athlete Support Services - Phil DeCarlo
Assistant Director, Student-Athlete Support Services - Kim Cochrane
Assistant Director, Student-Athlete Support Services - Logan Seward

School/College Staff Involved in Process:
(Dictated by student-athlete's College of enrollment)

College of Arts and Sciences - Office of Academic Advising
Kerry Buglio, Director

College of Communication - Office of Student Services
Bill Taylor, Academic Counselor

College of Engineering - Undergraduate Programs Office
Ruth Jean, Associate Director

College of Fine Arts - Office of Student Services
Alyssa Baker, Academic Counselor

College of General Studies - Office of the Dean
Stacy Godnick, Assistant Dean

Metropolitan College - Office of Student Services
Lenora Shatkin, Academic Counselor

Metropolitan College/Science & Engineering Program - Cathy Lysy
Academic Counselor

Sargent College - Melanie Matthies, Associate Dean

School of Education - Office of Student Services
Jackie Boyle, Director

School of Hospitality Administration - Office of Academic Advising
Treci Bonime, Academic Counselor

School of Management - Undergraduate Programs Office
Sally Ward- Assistant Director

Mid-year Academic Eligibility Certification (January):

At the conclusion of each Fall semester, the Director of Compliance provides "Good Academic Standing" list of all student-athletes sorted by School and College to the Director of Student-Athlete Support Services.

The Director of Student-Athlete Support Services is responsible for mailing the "Good Academic Standing" forms to the appropriate individual in the School/College requesting confirmation of each student-athlete's academic standing.

In addition, for those student-athletes who began their collegiate enrollment during the Spring semester and are now on a different continuing eligibility cycle than those who entered in the Fall, a separate individual "Certification of Academic Eligibility" form will be sent.

These forms are returned to the Director of Student-Athlete Support Services who in turn provides copies of the completed "Good Academic Standing" forms to the Director of Compliance

The Director of Compliance notifies the coaches of any student-athlete who is not academically eligible to compete in the Spring semester due to his or her academic standing and/or failure to meet NCAA academic eligibility requirements or who may have become academically eligible to compete during the spring semester.

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Fall Academic Eligibility Certification:

At the conclusion of each Spring semester the Director of Compliance provides a "Good Academic Standing" list of all student-athletes sorted by School and College to the Director of Student-Athlete Support Services.

The Director of Student-Athlete Support Services is responsible for mailing the "Good Academic Standing" forms to the appropriate individual in the School or College requesting confirmation of each student-athlete's academic standing.

In addition, for each student-athlete an individual "Certification of Academic Eligibility" form along with a copy of the student-athlete's transcript and degree audit are sent to the appropriate individual in the School or College.

These forms are returned to the Director of Student-Athlete Support Services who, in turn, provides copies of the completed "Good Academic Standing" forms and the "Certification of Academic Eligibility" forms to the Director of Compliance.

The Director of Compliance notifies the coaches of any student-athlete who is not academically eligible to compete in the Fall semester due to his or her academic standing and/or failure to meet NCAA academic eligibility requirements, or who may have become academically eligible to compete during the fall semester.

- 13. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid and the most recent four-class average Federal Graduation Rate of all students.**

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate for student-athletes and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The most recent four-class average Federal Graduation Rate for student-athletes who received athletics aid at Boston University is 82%. This is compared to the most recent four-class average Federal Graduation rate for all students of 79%. Since the student-athlete four class average is higher than the all-student four-class average, there is no need to address any differences.

- 14. Analyze, explain and address any differences between the most recent four-class average Federal Graduation Rate for all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average Federal Graduation Rate for all students, including comparable student-body subgroups (i.e., gender, ethnicity).**

If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and the most recent four-class average Federal Graduation Rate for all students or comparable student-body subgroup, the institution must develop a plan for improvement to address the issue.

Men's Basketball (Black) Federal Graduation Rate (FGR):

The Men's Basketball team and student-athlete data for these years has been analyzed. From 1998-2001 the number of black first-time, full-time degree-seeking freshmen MBB players receiving athletically-related aid was 5. Of these, 3 graduated within 6 years of initial enrollment, accounting for a 60% Federal Graduation Rate for that cohort. 2 players did not graduate from Boston University within 6 years of initial enrollment. Both of these student-athletes left the University in good academic standing, would have been eligible to compete had they remained at Boston University, and transferred directly to another institution.

After reviewing the data it is clear that the small size of the cohort and the impact of two student-athletes leaving the university play a significant role in determining the Federal Graduation Rate for this subgroup. Since the student-athletes left the University in good academic standing and eligible to compete, a plan for improvement is not warranted at this time.

Men's Other Sports (Black) Federal Graduation Rate (FGR):

Academic Integrity

The Men's Other Sports team and student-athlete data for these years has been analyzed. From 1998-2001 the number of black first-time, full-time degree-seeking freshmen Men's Other Sports student-athletes receiving athletically-related aid was 1. The fact that 1 Male Black Student-Athlete did not graduate from Boston University within 6 years of initial enrollment accounts for the 0% Federal Graduation Rate for that cohort. This student-athlete left the University in good academic standing, would have been eligible to compete had he remained at Boston University, and transferred directly to another institution.

After reviewing the data it is clear that the size of the cohort and the impact of one student-athlete leaving the university played a significant role in determining the Federal Graduation Rate for this subgroup. Since the student-athlete left the University in good academic standing and eligible to compete, a plan for improvement is not warranted at this time.

All Male Student-Athlete-(Black) Federal Graduation Rate (FGR):

The All Male Student-Athlete Federal Graduation Rate for the Black subgroup in the cohort years 1998-2001 is 50%. With a total of only 6 first-time, full-time degree-seeking black male freshmen Student-Athletes entering during the cohort years 1998-2001 the sample size for this subgroup population is very small. Three of these student-athletes graduated within 6 years of their initial enrollment, while the remaining 3 student-athletes transferred from the University in good academic standing and eligible to compete. For these reasons we feel that a plan for improvement is not warranted at this time.

Men's Other Sports (White) Federal Graduation Rate (FGR):

The Men's Other Sports team and student-athlete data for these years has been analyzed. From 1998-2001 the number of white first-time, full-time degree-seeking freshmen Men's Other Sports student-athletes receiving athletically-related aid was 37. Of these, 25 graduated within 6 years of initial enrollment, accounting for the 68% Federal Graduation Rate for that cohort. The 12 student-athletes who did not graduate from Boston University within 6 years of initial enrollment can be placed into one of four different categories. 4 of these student-athletes transferred from the University in good academic standing and would have been eligible to compete had they remained at the University. 4 others left the University in good academic standing and eligible to compete, in order to pursue careers in professional athletics. 3 student-athletes left the University not in good academic standing and would they have been ineligible to compete had they returned to the University for the subsequent semester. Finally, 1 student-athlete graduated in 7 years of initial enrollment at Boston University.

After reviewing the data it is apparent that of the 12 student-athletes who did not graduate within 6 years of their initial enrollment only 3 of them (all from different teams) left the University not in good academic standing and not eligible to compete. Since this figure is so low and the student-athletes were from three different athletic teams, we believe that the development of a plan for improvement is unwarranted at this time.

All Male Student-Athlete (White) Federal Graduation Rate (FGR):

The All Male Student-Athlete Federal Graduation Rate for the White racial subgroup in the cohort years 1998-2001 is 72%. This figure falls below the All Male Student-Athlete FGR of 78%, the All Male Student Body FGR of 77%, the All Student-Athlete rate of 82%, and also below the White Male Student-Body FGR of 78%.

From 1998-2001 the number of white first-time, full-time degree-seeking freshmen male student-athletes receiving athletically-related aid was 50. Of these, 37 student-athletes were members of the Men's Other Sports. Of those 37 Male White Student-Athletes, 25 graduated within 6 years of initial enrollment, accounting for the 68% Federal Graduation Rate for that cohort. The 12 student-athletes who did not graduate from Boston University within 6 years of initial enrollment can be placed into one of four different categories. 4 of these student-athletes transferred from the University in good academic standing and would have been eligible to compete had they remained at the University. 4 others left the University in good academic standing and eligible to compete, in order to pursue a career in professional athletics. 3 student-athletes left the University not in good academic standing nor would they have been eligible to compete had they returned to the University for the subsequent semester. Finally, 1 student-athlete graduated in 7 years of initial enrollment at Boston University.

In addition to the above analysis of the Men's Other Sports FGR, the White Men's Basketball FGR (88%) and the White Men's CC/Track FGR (80%) affect the overall All White Male Student-Athlete FGR. From 1998-2001 the number of white first-time, full-time degree-seeking freshmen Men's Basketball student-athletes receiving athletically-related aid was 8. Of those 8 student-athletes, 7 graduated within 6 years of initial enrollment. The 1 student-athlete who did not graduate quit the team after the fall of his sophomore year. He quit the team eligible to compete and remained enrolled at the University but never graduated from Boston University. From 1998-2001 the number of white first-time, full-time degree-seeking freshmen Men's CC/Track student-athletes receiving athletically related aid was 5. Of these, 4 of them graduated within 6 years of initial enrollment.

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After reviewing the data, 25 of the 37 Men's Other Sports student-athletes graduated within 6 years of initial enrollment. Of the 13 Men's Basketball and Men's CC/Track student-athletes, 11 graduated within 6 years of initial enrollment. From 1998-2001, 50 Male White Student-Athletes entered the University, 36 of whom graduated within 6 years of initial enrollment. Of the remaining student-athletes who did not graduate within 6 years of initial enrollment all but 6 (1 member of the Men's Basketball team, 1 member of the Men's CC/Track team, 4 other student-athletes) either graduated after 6 years of enrollment, left in good academic standing, or were eligible to compete when they left. That figure is 44 of 50 student-athletes. Based on this analysis we feel that it is not necessary to develop a plan for improvement at this time.

Women's Cross-Country/Track (Black) Federal Graduation Rate (FGR):

The Women's CC/Track team and student-athlete data for these years has been analyzed. From 1998-2001 the number of black first-time, full-time degree-seeking freshmen Women's CC/Track student-athletes receiving athletically-related aid was 3. Of those 3 student-athletes, 2 graduated within 6 years of initial enrollment, accounting for a 67% Federal Graduation Rate for that cohort.

After reviewing the data it is apparent that the size of the cohort and the impact of 1 student-athlete leaving the university played a significant role in determining the Federal Graduation Rate for this subgroup. Due to these factors we feel there is no reason to develop a plan for improvement at this time.

Women's Cross-Country/Track (NR Alien) Federal Graduation Rate (FGR):

The Women's CC/Track team and student-athlete data for these years has been analyzed. From 1998-2001 the number of NR Alien first-time, full-time degree-seeking freshmen Women's CC/Track student-athletes receiving athletically related aid was 3. Of those 3 student-athletes, 1 graduated within 6 years of initial enrollment, for a 33% Federal Graduation Rate for that cohort. 2 student-athletes did not graduate from Boston University within 6 years of initial enrollment. Both student-athletes left the University in good academic standing and would have been eligible to compete had they remained at the University.

The small size of the cohort and the impact of 2 student-athletes leaving the University played a significant role in determining the Federal Graduation Rate for this subgroup. Since both student-athletes left the University in good academic standing and eligible to compete we feel there is no reason to develop a plan for improvement at this time.

Women's Other Sports (Non-resident Alien) Federal Graduation Rate (FGR):

The Women's Other Sports team and student-athlete data for these years has been analyzed. From 1998-2001 the number of Non-resident Alien first-time, full-time degree-seeking freshmen Women's Other Sports student-athletes receiving athletically-related aid was 9. Of these, 7 graduated within 6 years of initial enrollment, accounting for the 78% Federal Graduation Rate for that cohort. 2 student-athletes did not graduate from Boston University within 6 years of initial enrollment. Both student-athletes left the University in good academic standing and would have been eligible to compete the subsequent fall semester had they returned to Boston University.

Our analysis of the data indicates that the small size of the cohort and the impact of two student-athletes leaving the university played a significant role in determining the Federal Graduation Rate for this subgroup. Since both the student-athletes who left the University in good academic standing and eligible to compete we feel there is no reason to develop a plan for improvement.

15. Analyze, explain and address any differences between the corresponding Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate (APR) for each sports team and the most recent multiyear four-class average Federal Graduation Rate for all students.

If there is a difference that cannot be adequately explained between a sports team's projected Federal Graduation Rate and the most recent four-class average Federal Graduation Rate for all students, the institution must develop a plan for improvement to address the issue.

The Federal Graduation Rate projected by the most recent NCAA Division I Academic Progress Rate for all Boston University sports teams is greater than or equal to 50%. As a result, no data analysis is required.

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16. Analyze, explain and address any differences between the most recent four-cohort average Graduation Success Rate (GSR) for each sports team and the most recent four-cohort GSR for all student-athletes.

If there is a difference that cannot be adequately explained between the most recent four-cohort GSR for any sports team and the GSR for all student-athletes, the institution must develop a plan for improvement to address the issue.

If the data in the charts include sports that are not used by the institution for NCAA sports sponsorship and/or sports in which the NCAA does not conduct a championship, the institution may provide an explanation of how the inclusion/exclusion of the sport(s) affects the analysis of the data.

Men's Cross-Country/Track Graduation Success Rate (GSR):

The Men's CC/Track Graduation Success Rate for the cohort years 1998-2001 is 90%. This is lower than the overall student-athlete GSR of 95%. From 1998-2001 the number of first-time, full-time degree-seeking freshmen Men's CC/Track student-athletes receiving athletically-related aid was 8. Of those 8 student-athletes 7 graduated within 6 years of initial enrollment. In addition, 2 transfer student-athletes, who received athletically related aid, joined the Men's CC/Track team. Both of those student-athletes graduated within 6 years of initial enrollment. Of those 8 student-athletes during this period there was one student-athlete who exhausted his eligibility but did not graduate from Boston University.

The small size of the cohort and the impact of one student-athlete not graduating within 6 years of initial enrollment played a significant role in determining the Federal Graduation Rate for this subgroup. Based on our analysis we feel a plan for improvement is not warranted at this time.

Men's Ice Hockey Graduation Success Rate (GSR):

The Men's Ice Hockey Graduation Success Rate for the cohort years 1998-2001 is 80%. This is lower than the overall student-athlete GSR of 95%. From 1998-2001 the number of first-time, full-time degree-seeking freshmen Men's Ice Hockey student-athletes receiving athletically-related aid was 19. Of those 19 student-athletes 12 graduated within 6 years of initial enrollment. Four student-athletes left the University to pursue a career in professional ice hockey. These student-athletes left the University in good academic standing and would have been eligible to compete had they returned to Boston University.

Of the remaining three student-athletes, one ultimately graduated from Boston University, although not within 6 years. In light of these small numbers we do not feel that a plan for improvement is warranted.

Men's Soccer Graduation Success Rate (GSR):

The Men's Soccer Graduation Success Rate for the cohort years 1998-2001 is 83%. This is lower than the overall student-athlete GSR of 95%. From 1998-2001 the number of first-time, full-time degree-seeking freshmen Men's Soccer student-athletes receiving athletically-related aid was 12. Of those 12 student-athletes 9 graduated within 6 years of initial enrollment. In addition 1 transfer student-athlete joined the Men's Soccer team and received athletically-related aid. He graduated within 6 years of his initial enrollment. Three student-athletes did not graduate from Boston University within 6 years of initial enrollment; one of them left the University in good academic standing and would have been eligible to compete the following spring semester if he had remained. Another did not graduate within the required 6 years of initial enrollment, but has since graduated from Boston University.

After reviewing the data we feel a plan for improvement is not necessary at this time. Of the 12 first-time, full-time degree-seeking freshmen and the 1 transfer student-athlete in this cohort, only 2 have negatively affected the GSR and one has since graduated from the University.

Men's Wrestling Graduation Success Rate (GSR):

The Men's Wrestling Graduation Success Rate for the cohort years 1998-2001 is 90%. This is lower than the overall student-athlete GSR of 95%. From 1998-2001 the number of first-time, full-time degree-seeking freshmen Men's Wrestling student-athletes receiving athletically-related aid was 12. Of those 12 student-athletes 8 graduated within 6 years of initial enrollment. In addition 2 transfer student-athletes joined the Men's Wrestling team and received

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athletically related aid. One graduated within 6 years of his initial enrollment. The second withdrew from the University in good academic standing and would have been eligible to compete the following Fall semester if he had remained at Boston University. Four freshmen student-athletes did not graduate from Boston University within 6 years of initial enrollment. Three student-athletes left the University in good academic standing and if they had remained at Boston University would have been eligible to compete the subsequent semester.

Of the 12 first-time, full-time degree-seeking freshmen and the 2 transfer student-athletes in this cohort only 1 has negatively impacted the GSR. We do not believe that a plan for improvement is warranted at this time.

Women's Cross-Country/Track Graduation Success Rate (GSR):

The Women's CC/Track Graduation Success Rate for the cohort years 1998-2001 is 94%. This is lower than the overall student-athlete GSR of 95%. From 1998-2001 the number of first-time, full-time degree-seeking freshmen Women's CC/Track student-athletes receiving athletically-related aid was 16. Of those 16 student-athletes, 11 graduated within 6 years of initial enrollment. In addition, 5 transfer student-athletes joined the Women's CC/Track team and received athletically related aid. Four of those student-athletes graduated within 6 years of initial enrollment. The 1 student-athlete who did not graduate within 6 years of initial enrollment left the University in good academic standing and would have been eligible to compete the subsequent Fall semester if she had remained. Five freshmen student-athletes did not graduate from Boston University within 6 years of initial enrollment. Four student-athletes left the University in good academic standing and would have been eligible to compete the following semester if they had remained.

Of the 16 first-time, full-time degree seeking freshmen and the 5 transfer student-athletes in this cohort only 1 student-athlete left the University not in good academic standing during this four year period. Based on our analysis, a plan for improvement is not warranted at this time.

Women's Lacrosse Graduation Success Rate (GSR):

The Women's Lacrosse Graduation Success Rate for the cohort years 1998-2001 is 93%. This is lower than the overall student-athlete GSR of 95%. From 1998-2001 the number of first-time, full-time degree-seeking freshmen Women's Lacrosse student-athletes receiving athletically-related aid was 16. Of those 16 student-athletes 13 graduated within 6 years of initial enrollment. Three student-athletes did not graduate from Boston University within 6 years of initial enrollment. Of these, 2 left the University in good academic standing and if they had remained at Boston University would have been eligible to compete the subsequent semester. The third student-athlete did not graduate within the required 6 years of initial enrollment. This student-athlete has since graduated from Boston University.

After reviewing the data we feel a plan for improvement is not necessary at this time. Of the 16 first-time, full-time degree-seeking freshmen, only 1 student-athlete did not graduate within 6 years of initial enrollment during this four year period.

- 17. Analyze, explain and address any differences between the most recent four-class retention rate for student-athlete subgroups (i.e., sport, gender, ethnicity, ethnicity within teams) and the most recent four-class retention rate for all student-athletes, including comparable student-athlete subgroups (i.e., gender, ethnicity).**

If there is a difference that cannot be adequately explained between the most recent four-class retention rate for any student-athlete subgroup and the retention rate for all student-athletes or comparable student-athlete subgroup, the institution must develop a plan for improvement to address the issue.

Men's Basketball White Subgroup Retention Rate:

The Men's Basketball team and student-athlete data for these years has been analyzed. From 2004-2008 the number of White Men's Basketball student-athletes included in the Academic Progress Rate data for this sport was 19. Of these 19 student-athletes 6 student-athletes were not retained at the University. All of these student-athletes left the University in good academic standing, would have been eligible to compete had they been retained, and transferred to another institution where they continued or are continuing their basketball and academic career. Also, none of these lost retention points were due to a student-athlete exhausting his athletic eligibility and not graduating.

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It has been determined that the Men's Basketball White subgroup Retention Rate for these years is low due to student-athletes transferring out of the University rather than student-athletes exhausting eligibility and not continuing on to graduate. All these student-athletes left in good academic standing and would have been eligible to compete had they remained at the University. It should be noted that there was a coaching staff change for the 2009-10 academic year, a transition that we anticipate may impact the number of student-athletes who transfer. We do not believe a plan for improvement is necessary at this time.

Men's Basketball Other Subgroup Retention Rate:

The Men's Basketball team and student-athlete data for these years has been analyzed. From 2004-2008 the number of Other Men's Basketball student-athletes included in the Academic Progress Rate data for this sport was 2. Of these 2 student-athletes 1 student-athlete was not retained at the University; this student-athlete withdrew from the University in good academic standing, would have been eligible to compete had he been retained, and transferred to another institution where he continued his basketball and academic career.

After reviewing the data it is apparent that the size of the cohort and the impact of one student-athlete leaving the University played a significant role in determining the Retention Rate for this subgroup. Due to the small size of the cohort and the fact that only 1 student-athlete left the University in good academic standing and eligible to compete, we feel there is no reason to develop a plan for improvement.

Men's Ice Hockey White Subgroup Retention Rate:

The Men's Ice Hockey team and student-athlete data for these years has been analyzed. From 2004-2008 the number of White Men's Ice Hockey student-athletes included in the Academic Progress Rate data for this sport was 67. Of these 67 student-athletes, 6 student-athletes lost a retention point during those years. Through conversations with the Men's Ice Hockey Coaching Staff it was discovered that Retention points for these student-athletes were lost for varying reasons. 1 student-athlete who lost a retention point withdrew from Boston University in good academic standing, would have been eligible to compete had he been retained, and transferred to another institution where he is continuing his Ice Hockey and academic career. 4 student-athletes who lost a retention point were seniors and did not graduate after their final semester of eligibility, nor were they enrolled as full-time students the subsequent Fall semester. 3 of these student-athletes have since graduated from Boston University and the Men's Ice Hockey team Academic Progress Rate has earned a delayed graduation point for each of them. The fourth student-athlete is currently one course short of completing the requirements for his degree. Through correspondence with this former student-athlete his intention is to complete the final requirement for graduation during Summer 2010. The final student-athlete took a leave of absence from the University in order to pursue a career in professional ice hockey. Since he did not complete the final Spring semester he was enrolled and did not return to the University for the subsequent Fall semester, he was not considered a retained student-athlete.

Based on our analysis we do not believe that a plan for improvement for the Men's Ice Hockey team White subgroup Retention Rate is necessary at this time. Three of the 4 student-athletes who lost retention points in their final semester of enrollment have since graduated and the fourth is on track to complete his degree during the Summer 2010. The one student-athlete who left after the spring of 2008 did so in good academic standing/eligible to compete and is currently continuing his ice hockey and academic career at another institution. The final student-athlete left the University to pursue a career in professional ice hockey and is currently playing in the National Hockey League.

Men's Soccer White Subgroup Retention Rate:

The Men's Soccer team and student-athlete data for these years has been analyzed. From 2004-2008 the number of White Men's Soccer student-athletes included in the Academic Progress Rate data for this sport was 44. Of these 44 student-athletes, 8 student-athletes lost a retention point during those years. Through conversations with the Men's Soccer Head Coach we learned that the reasons for these lost retention points were specific to each individual student-athlete's personal circumstances. 7 of the 8 student-athletes who lost a retention point left Boston University in good academic standing, would have been eligible to compete had they been retained, and transferred to another institution where they are continuing their academic and/or Soccer career. The final student-athlete withdrew from the University and did not complete the Spring semester he was neither enrolled and did not return to the University for the subsequent Fall semester.

Since 7 of 8 the student-athletes who lost a retention point left the University in good academic standing, would have been eligible to compete had they been retained, and transferred directly to another institution, we feel that a plan for improvement is not warranted at this time.

Men's Soccer Non-resident Alien Subgroup Retention Rate:

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The Men's Soccer team and student-athlete data for these years has been analyzed. From 2004-2008 the number of NR Alien Men's Soccer student-athletes included in the Academic Progress Rate data for this sport was 10. Of these 10 student-athletes, 1 student-athlete lost a retention point during those years. The student-athlete who lost a retention point was a senior, did not graduate after his final semester of eligibility, and did not enroll as a full-time student the subsequent Fall semester. This student-athlete has since graduated from Boston University. The Men's Soccer team Academic Progress Rate will earn a delayed graduation point for 2008-09 due to this student-athlete graduating.

Because only 1 out of 10 student-athletes in this cohort did not graduate after the Spring semester of his senior year but has since graduated from Boston University, we feel that a plan for improvement is not warranted at this time.

Men's Swimming White Subgroup Retention Rate:

The Men's Swimming team and student-athlete data for these years has been analyzed. From 2004-2008 the number of White Men's Swimming student-athletes included in the Academic Progress Rate data for this sport was 32. Of these 32 student-athletes 3 student-athletes lost a retention point during those years. Of these 3, 1 student-athlete withdrew from the University in good academic standing, would have been eligible to compete had he been retained, and transferred directly to another institution. The 2 other student-athletes who did not earn a retention point were seniors, did not graduate after their final semester of eligibility, and were not enrolled as full-time students the subsequent Fall semester. These 2 student-athletes have since graduated from Boston University and the Men's Swimming team Academic Progress Rate has earned a delayed graduation point for each of them.

Based on this analysis, we do not feel that it is necessary to develop a plan for improvement at this time.

Men's Indoor Track White Subgroup Retention Rate:

The Men's Indoor Track team and student-athlete data for these years has been analyzed. From 2004-2008 the number of White Men's Indoor Track student-athletes included in the Academic Progress Rate data for this sport was 44. Of these 44, 3 student-athletes lost a retention point during those years. Of those 3, 1 student-athlete took a leave of absence but is currently re-enrolled; a second dropped to part-time but re-enrolled as a full-time student the following semester and has since graduated. Given these numbers, we do not feel that it is necessary to develop a plan of improvement.

Men's Wrestling Black Subgroup Retention Rate:

The Men's Wrestling team and student-athlete data for these years has been analyzed. From 2004-2008 the number of Black Men's Wrestling student-athletes included in the Academic Progress Rate data for this sport was 5. Of these 5 student-athletes, 2 student-athletes lost a retention point during those years, one of whom withdrew from the University in good academic standing, would have been eligible to compete had he been retained, and transferred directly to another institution.

The small size of the cohort and the impact of 2 student-athletes leaving the University played a significant role in determining the Retention Rate for this subgroup. Since one of the student-athletes left the University in good academic standing and eligible to compete, we feel there is no reason to develop a plan for improvement at this time.

Men's Wrestling Hispanic Subgroup Retention Rate:

The Men's Wrestling team and student-athlete data for these years has been analyzed. From 2004-2008 the number of Hispanic Men's Wrestling student-athletes included in the Academic Progress Rate data for this sport was 4. Of these 4 student-athletes, 1 student-athlete lost a retention point; this student-athlete was a senior who did not graduate after his final semester of eligibility and was not enrolled as a full-time student the subsequent semester. This student-athlete has since graduated from Boston University. The Men's Wrestling team Academic Progress Rate earned a delayed graduation point due to this student graduating.

After reviewing the data it is apparent that the small size of the cohort and the impact of one student-athlete losing a retention point played a significant role in determining the Retention Rate for this subgroup. Because this student-athlete has since graduated from Boston University, we feel there is no need to develop a plan for improvement at this time.

Women's Basketball White Subgroup Retention Rate:

The Women's Basketball team and student-athlete data for these years has been analyzed. From 2004-2008 the number of White Women's Basketball student-athletes included in the Academic Progress Rate data for this sport

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was 35. Of these 35, 3 student-athletes were not retained at the University. All of these student-athletes left the University in good academic standing, would have been eligible to compete had they been retained, and transferred directly to another institution where they continued or are continuing their basketball and academic careers.

The Retention Rate of the Women's Basketball White subgroup for the years 2004-2008 is low due to student-athletes transferring from the University rather than exhausting their eligibility and not continuing on to graduate. All these student-athletes left in good academic standing and would have been eligible to compete had they remained at Boston University. For these reasons, we feel there is no need to develop a plan for improvement at this time.

Women's Basketball Non-resident Alien Subgroup Retention Rate:

The Women's Basketball team and student-athlete data for these years has been analyzed. From 2004-2008 the number of NR Alien Women's Basketball student-athletes included in the Academic Progress Rate data for this sport was 7. Of these 7, 1 student-athlete was not retained at the University and lost a retention point. This student-athlete withdrew from the University in good academic standing and would have been eligible to compete had she been retained.

Given the small size of the cohort, the fact that 1 student-athlete left the University had a significant impact in determining the Retention Rate for this subgroup. Because the student-athlete left the University in good academic standing and eligible to compete, we feel there is no need to develop a plan for improvement at this time.

Women's Cross Country Non-resident Alien Subgroup Retention Rate:

The Women's Cross Country team and student-athlete data for these years has been analyzed. From 2004-2008 the number of NR Alien Women's Cross Country student-athletes included in the Academic Progress Rate data for this sport was 8. Of these 8, 1 student-athlete was not retained at the University and lost a retention point. This student-athlete withdrew from the University in good academic standing, would have been eligible to compete had she been retained, and transferred directly to another institution where she is continuing her athletic and academic careers.

Given the small size of the cohort, the fact that 1 student-athlete left the University had a significant impact in determining the Retention Rate for this subgroup. Because the student-athlete left the University in good academic standing and eligible to compete, we feel there is no need to develop a plan for improvement at this time.

Women's Rowing White Subgroup Retention Rate:

The Women's Rowing team and student-athlete data for these years has been analyzed. From 2004-2008 the number of White Women's Rowing student-athletes included in the Academic Progress Rate data for this sport was 65. Of these 65, 2 student-athletes were not retained at the University and each lost a retention point; one of them withdrew from the University in good academic standing and would have been eligible to compete had she been retained. We do not believe that a plan for improvement is warranted at this time.

Women's Ice Hockey Non-Resident Alien Subgroup Retention Rate:

It should be noted that the Women's Ice Hockey team did not field a varsity team until the 2005-06 academic year. Therefore, there are only three years of data to be evaluated.

The Women's Ice hockey team and student-athlete data for these years has been analyzed. From 2004-2008 the number of NR Alien Women's Ice Hockey student-athletes included in the Academic Progress Rate data for this sport was 8. Of these 8, 2 student-athletes lost a retention point during these years. The first student-athlete who lost a retention point was a senior who did not graduate after her final semester of eligibility, and was not enrolled as a full-time student the subsequent semester. This student-athlete has since graduated from Boston University and the Women's Ice Hockey team Academic Progress Rate will earn a delayed graduation point for the 2008-09 academic year. The second student-athlete who lost a retention point withdrew from the University in good academic standing, would have been eligible to compete had she been retained, and transferred directly to another institution where she is continuing her athletic and academic careers.

It is apparent that the small size of the cohort and the impact of two lost retention points played a significant role in determining the Retention Rate for this subgroup. Because the one student-athlete has since graduated from Boston University and the second left the University in good academic standing and eligible to compete, we feel there is no need to develop a plan for improvement at this time.

Women's Lacrosse White Subgroup Retention Rate:

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The Women's Lacrosse team and student-athlete data for these years has been analyzed. From 2004-2008 the number of White Women's Lacrosse student-athletes included in the Academic Progress Rate data for this sport was 92. Of these 92, 7 student-athletes lost a retention point during those years. 3 of those who lost retention points were seniors and did not graduate after their final semester of eligibility, nor were they enrolled as full-time students the subsequent semester. These student-athletes have since graduated from Boston University and The Women's Lacrosse team Academic Progress Rate has earned a delayed graduation point for each of their graduations. The 4 others who lost retention points were student-athletes who withdrew from the University. 3 of these student-athletes withdrew from the University in good academic standing, would have been eligible to compete had they been retained, and transferred directly to another institution where they are continuing their athletic and academic careers. The final student-athlete withdrew from the University; however, she would not have been academically eligible to compete had she been retained because she had been placed on academic probation.

Since the 3 student-athletes who lost a retention point for not graduating have since graduated from Boston University and 3 of the 4 student-athletes who left the University did so in good academic standing, would have been eligible to compete had they been retained, and transferred directly to another institution, we feel there is no need to develop a plan for improvement at this time.

Women's Softball White Subgroup Retention Rate:

The Women's Softball team and student-athlete data for these years has been analyzed. From 2004-2008 the number of White Women's Softball student-athletes included in the Academic Progress Rate data for this sport was 39. Of these 39, 3 student-athletes lost a retention point during those years. Through conversations with the Women's Softball Head Coach it was learned that 2 of these student-athletes withdrew from the University in good academic standing, would have been eligible to compete had they been retained, and transferred directly to another institution.

Since 2 of the 3 student-athletes who lost a retention point left the University did so in good academic standing, would have been eligible to compete had they been retained, and transferred directly to another institution, we believe there is no need to develop a plan for improvement at this time.

Women's Soccer White Subgroup Retention Rate:

The Women's Soccer team and student-athlete data for these years has been analyzed. From 2004-2008 the number of White Women's Soccer student-athletes included in the Academic Progress Rate data for this sport was 63. Of these 63, 3 student-athletes lost a retention point during those years. 1 student-athlete who lost a retention point was a senior, did not graduate after her final semester of eligibility, and was not enrolled as a full-time student the subsequent semester. This student-athlete has since graduated from Boston University and the Women's Soccer team Academic Progress Rate earned a delayed graduation point. The 2 other student-athletes lost retention points because they withdrew from the University; one left the University in good academic standing, would have been eligible to compete had she been retained, and transferred directly to another institution.

Since the student-athlete who lost a retention point for not graduating has since graduated from Boston University and 1 of the 2 student-athletes who left the University did so in good academic standing, would have been eligible to compete had she been retained, and transferred directly to another institution, we feel there is no need to develop a plan for improvement at this time.

Women's Swimming White Subgroup Retention Rate:

The Women's Swimming team and student-athlete data for these years has been analyzed. From 2004-2008 the number of White Women's Swimming student-athletes included in the Academic Progress Rate data for this sport was 48. Of these 48, 4 student-athletes lost a retention point during those years. 2 of these student-athletes withdrew from the University in good academic standing, would have been eligible to compete had they been retained, and transferred directly to another institution. 1 student-athlete lost a retention point because she was a senior who did not graduate after her final semester of eligibility and was not enrolled as a full-time student the subsequent semester. This student-athlete has since graduated from Boston University and the Women's Swimming team Academic Progress Rate earned a delayed graduation point for this student's graduation. The final student-athlete took a leave of absence from the University: She returned to the University and has since graduated from Boston University. The Women's Swimming team Academic Progress Rate earned a delayed graduation point for this student's graduation.

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Based on our analysis, we believe there is no reason to develop a plan for improvement at this time. 2 of the student-athletes have since graduated from Boston University, and the 2 other student-athletes left the University in good academic standing, would have been eligible to compete had they been retained, and transferred directly to another institution.

Women's Indoor Track Non-resident Alien Subgroup Retention Rate:

The Women's Indoor Track team and student-athlete data for these years has been analyzed. From 2004-2008 the number of NR Alien Women's Indoor Track student-athletes included in the Academic Progress Rate data for this sport was 10. Of these 10, 1 student-athlete was not retained at the University. This student-athlete withdrew from the University in good academic standing, would have been eligible to compete had she been retained, and transferred directly to another institution where she is continuing her athletic and academic careers.

The size of the cohort and the impact of 1 student-athlete leaving the University played a significant role in determining the Retention Rate for this subgroup. Because the student-athlete left the University in good academic standing and eligible to compete, we believe there is no need to develop a plan for improvement at this time.

Women's Outdoor Track Non-resident Alien Subgroup Retention Rate:

The Women's Outdoor Track team and student-athlete data for these years has been analyzed. From 2004-2008 the number of NR Alien Women's Indoor Track student-athletes included in the Academic Progress Rate data for this sport was 9. Of these 9, 1 student-athlete was not retained at the University and lost a retention point. This student-athlete withdrew from the University in good academic standing, would have been eligible to compete had she been retained, and transferred directly to another institution where she is continuing her athletic and academic careers.

The small size of the cohort and the impact of 1 student-athlete leaving the University played a significant role in determining the Retention Rate for this subgroup. Because the student-athlete left the University in good academic standing and eligible to compete, we believe there is no need to develop a plan for improvement at this time.

18. Describe the athletics department's written policies and procedures related to scheduling competitions and practices to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, including how the institution monitors this area.

Boston University's affiliated Conferences (America East, Hockey East, Colonial Athletic Association, and Metro Atlantic Athletic Conference) have sole responsibility for scheduling regular season and Conference Championship dates for competition. The Department of Athletics attempts to schedule non-conference competition and team practices in a way that minimizes absences from classes. Every effort is made to schedule competition -- especially that which requires travel -- on weekends rather than during the week. Each coach, staff member, and administrator within the Department of Athletics is provided a Department of Athletics Staff Manual. Incorporated within this manual are departmental policies and procedures regarding the scheduling of athletics competition, including the importance of minimizing student-athletes' conflicts with class time and final examination periods, and the Department's means for monitoring this. The scheduling information and seasons of playing and practice policies outlined below are taken directly from the Athletics Staff Manual.

SCHEDULING

1. The schedule of all contests in all sports is the ultimate responsibility of the Athletic Director. All contracts must be approved by the Deputy Director of Athletics for Internal Affairs, or the Assistant Athletic Director for Facilities, who serves as the Scheduling Coordinator.
2. The Scheduling Coordinator will coordinate all scheduling, processing of contracts, compiling and distributing team schedules for each sport, and working with the Facilities Office to schedule the use of the facilities for home contests. All attempts will be made to minimize overlapping, or concurrent, contests even if these are occurring in different home venues.
3. Coaches are encouraged to assist in the scheduling process, but are not to make final decisions concerning opponents, playing dates, or guarantees to be given or received.
4. All scheduling must comply with NCAA regulations relative to the number of contests allowed and the allowable dates of competition (see NCAA Manual Figures 17-1 and 17-2).

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5. Scheduling should be done with a view to minimizing absences from class. No games may be scheduled during exam periods.
6. The Scheduling Coordinator will notify officials, coaches, support staff, and all other affected parties of any schedule changes.
7. Schedules should include contests in the non-traditional season and possible post-season competition.

Standard practice for the majority of teams occurs during the week somewhere between 2:30 p.m. and 7:00 p.m., depending on the availability of facilities, weather conditions, and student-athlete class schedules. Some teams (Women's Rowing and Men's Soccer) schedule practices in the morning somewhere between 6:00 a.m. and 9:30 a.m. in an effort to allow student-athletes the option of enrolling in afternoon science and engineering labs. Student-athletes and Student-Athlete Support Services are made aware of practice times prior to the scheduling and registration for classes, and work together to develop a schedule that accommodates both the team's practice schedule and the student-athlete's desired and required courses.

SEASONS - PLAYING AND PRACTICE

Prior to the first practice each year, each head coach must file a written declaration of the playing and practice season. Each sport's minimum contest requirements for Division I sponsorship as provided in NCAA Bylaw 20.9.4.3, as well as maximums and other provisions of NCAA Bylaw 17, must be met. Once this has been declared, changes must be made in writing.

In order to document that countable athletically-related activities for each student-athlete remain within the limitations defined in NCAA Bylaw 17.02 and 17.1, the coaches are required to submit actual hours of participation to the Compliance Office on a weekly basis. Student-athletes may be randomly surveyed during the year to verify these reports.

19. Describe the institution's written missed-class policies for all students, including any exceptions or differences that exist for student-athletes.

The University attendance policies below are taken from the Boston University Undergraduate Programs Bulletin. The Bulletin is available to all members of the Boston University community and is located online at www.bu.edu/bulletins/und. These guidelines apply to all students; there is no alternate written missed-class policy for student-athletes.

Attendance:

Students are expected to attend each class session unless they have a valid reason for being absent. Students may be required at any time to account for undue irregularity in attendance, either by personal explanation to their faculty advisor or Dean, or by written statement from a parent or another authority. Any student who has been excessively absent from a course may be required to withdraw from that course without credit. A student who expects to be absent from class for more than five days should notify his or her Dean promptly.

Students absent from classes for more than two days for illness should be under a doctor's care. Students who are absent five days or more for illness should present to Student Health Services a certificate of fitness from their physician or be examined at the University Clinic.

Absence for Religious Reasons:

According to Chapter 151C of the General Laws, Commonwealth of Massachusetts, "any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day, shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement that may have been missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said students such opportunity. No adverse or prejudicial effects shall result to students because of their availing themselves of the provisions of this section."

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20. Using supporting data, analyze, explain and address missed class time for the last two years for each sports team.

Outlined below are the days of class missed due to team travel and competition for each of our individual teams for the past two years (2007-08 and 2008-09). The overwhelming majority of Boston University's student-athletes have a class day that begins at 9:00 a.m. and ends by 2:00 p.m.; as a result, for the purposes of this report, it was considered a full day of missed classes if a team departed from campus prior to 12:00 p.m. If a team departed at 12:00 or 1:00 p.m., it was considered a half day of missed classes. If a team departed at or after 2:00 p.m., it was not considered a missed-class day.

Many variables affect the number of missed classes. As noted in Self Study item 18, Boston University's affiliated conferences are responsible for the scheduling of conference regular season and post-season competition. Geographic location and distance between member institutions play a significant part in determining travel requirements, as do the length of the playing season and dates for conference and NCAA tournament competition. Boston University's student-athlete Graduation Success Rate, however, as well as our strong Academic Progress Rates, support the conclusion that the policies and procedures designed to minimize missed class time have been effective.

Women's Soccer:

During the Fall 2007 semester, the Women's Soccer team missed a total of 7 full days and 1 half day of class. This includes conference, non-conference, and post-season competition.

The team missed no class days during the Spring 2008 semester.

Total 2007-2008: 7 Full Days & 1 Half Day

During the Fall 2008, semester the Women's Soccer team missed a total of 8 full days and 1 half day of class. This included conference, non-conference, and post-season competition.

The team missed no class days during the Spring 2009 semester.

Total 2008-2009: 8 Full Days & 1 Half Day

Women's Ice Hockey:

During the Fall 2007 semester, the Women's Ice Hockey team missed a total of 5 full days of class. This included conference, non-conference, and post-season competition.

During the Spring 2008 semester, the Women's Ice Hockey team missed a total of 2 full days of class. This included conference, non-conference, and post-season competition.

Total 2007-2008: 7 Full Days

During the Fall 2008 semester, the Women's Ice Hockey team missed a total of 3 full days and 1 half day of class. This included conference, non-conference, and post-season competition.

During the Spring 2009 semester, the Women's Ice Hockey team missed a total of 1 full day and 2 half days of class. This included conference, non-conference, and post-season competition.

Total 2008-2009: 4 Full Days & 3 Half Days

Women's Tennis:

During the Fall 2007 semester, the Women's Tennis team missed a total of 2 full days of class. This included conference, non-conference, and post-season competition.

During the Spring 2008 semester, the Women's Tennis team missed a total of 3 full days and 2 half days of class. This included conference, non-conference, and post-season competition.

Total 2007-2008: 5 Full Days & 2 Half Days

During the Fall 2008 semester, the Women's Tennis team missed a total of 2 full days and 1 half day of class. This included conference, non-conference, and post-season competition.

During the Spring 2009 semester, the Women's Tennis team missed a total of 3 full days and 4 half days of class. This included conference, non-conference, and post-season competition.

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Total 2008-2009: 5 Full Days & 5 Half Days

Women's Lacrosse:

The team missed no class days during the Fall 2007 semester.

During the Spring 2008 semester, the Women's Lacrosse team missed a total of 5 full days and 1 half day of class. This included conference, non-conference, and post-season competition.

Total 2007-2008: 5 Full Days & 1 Half Day

The team missed no class days during the Fall 2008 semester.

During the Spring 2009 semester, the Women's Lacrosse team missed a total of 6 full days and 1 half day of class. This included conference, non-conference, and post-season competition.

Total 2008-2009: 6 Full Days & 1 Half Day

Men's Ice Hockey:

During the Fall 2007 semester, the Men's Ice Hockey team missed a total of 8 full days of class. This included conference, non-conference, and post-season competition.

During the Spring 2008 semester, the Men's Ice Hockey team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

Total 2007-2008: 9 Full Days

The team missed no class days during the Fall 2008 semester.

During the Spring 2009 semester, the Men's Ice Hockey team missed a total of 6 full days and 2 half days of class. This included conference, non-conference, and post-season competition.

Total 2008-2009: 6 Full Days & 2 Half Days

Field Hockey:

During the Fall 2007 semester, the Field Hockey team missed a total of 5 full days and 2 half days of class. This included conference, non-conference, and post-season competition.

The team missed no class days during the Spring 2008 semester.

Total 2007-2008: 5 Full Days & 2 Half Days

During the Fall 2008 semester, the Field Hockey team missed a total of 6 full days and 2 half days of class. This included conference, non-conference, and post-season competition.

The team missed no class days during the Spring 2009 semester.

Total 2008-2009: 6 Full Days & 2 Half Days

Women's Basketball:

During the Fall 2007 semester, the Women's Basketball team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

During the Spring 2008 semester, the Women's Basketball team missed a total of 8 full days of class. This included conference, non-conference, and post-season competition.

Total 2007-2008: 9 Full Days

During the Fall 2008 semester, the Women's Basketball team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

During the Spring 2009 semester, the Women's Basketball team missed a total of 6 full days and 1 half day of class. This included conference, non-conference, and post-season competition.

Total 2008-2009: 7 Full Days & 1 Half Day

Academic Integrity

Men's Soccer:

During the Fall 2007 semester, the Men's Soccer team missed a total of 4 full days and 3 half days of class. This included conference, non-conference, and post-season competition.

The team missed no class days during the Spring 2008 semester.

Total 2007-2008: 4 Full Days & 3 Half Days

During the Fall 2008 semester, the Men's Soccer team missed a total of 10 full days and 1 half day of class. This included conference, non-conference, and post-season competition.

The team missed no class days during the Spring 2009 semester.

Total 2008-2009: 10 Full Days & 1 Half Day

Men's Tennis:

During the Fall 2007 semester, the Men's Tennis team missed a total of 1 full day and 1 half day of class. This included conference, non-conference, and post-season competition.

During the Spring 2008 semester, the Men's Tennis team missed a total of 2 full days and 4 half days of class. This included conference, non-conference, and post-season competition.

Total 2007-2008: 2 Full Days & 5 Half Days

During the Fall 2008 semester, the Men's Tennis team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

During the Spring 2009 semester, the Men's Tennis team missed a total of 2 full days and 1 half day of class. This included conference, non-conference, and post-season competition.

Total 2008-2009: 3 Full Days & 1 Half Day

Men's Cross Country:

During the Fall 2007 semester, the Men's Cross Country team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

The team did not lose any class days during the Spring 2008 semester.

Total 2007-2008: 1 Full Day

During the Fall 2008 semester, the Men's Cross Country team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

The team did not lose any class days during the Spring 2009 semester.

Total 2008-2009: 1 Full Day

Women's Cross Country:

During the Fall 2007 semester, the Women's Cross Country team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

Total 2007-2008: 1 Full Day

During the Fall 2008 semester, the Women's Cross Country team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

Total 2008-2009: 1 Full Day

Women's Rowing:

The team missed no class days during the Fall 2007 semester.

During the Spring 2008 semester, the Women's Rowing team missed a total of 2 full days of class. This included conference, non-conference, and post-season competition.

Total 2007-2008: 2 Full Days

Academic Integrity

The team missed no class days during the Fall 2008 semester.

During the Spring 2009 semester, the Women's Rowing team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

Total 2008-2009: 1 Full Day

Women's Golf:

During the Fall 2007 semester, the Women's Golf team missed a total of 3 full days of class. This included conference, non-conference, and post-season competition.

During the Spring 2008 semester, the Women's Golf team missed a total of 4 full days of class. This included conference, non-conference, and post-season competition.

Total 2007-2008: 7 Full Days

During the Fall 2008 semester, the Women's Golf team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

During the Spring 2009 semester, the Women's Golf team missed a total of 4 full days and 1 half day of class. This included conference, non-conference, and post-season competition.

Total 2008-2009: 5 Full Days & 1 Half Day

Men's Basketball:

During the Fall 2007 semester, the Men's Basketball team missed a total of 4 full days and 2 half days of class. This included conference, non-conference, and post-season competition.

During the Spring 2008 semester, the Men's Basketball team missed a total of 8 full days and 1 half day of class. This included conference, non-conference, and post-season competition.

Total 2007-2008: 12 Full Days & 3 Half Days

During the Fall 2008 semester, the Men's Basketball team missed a total of 2 full days and 5 half days of class. This included conference, non-conference, and post-season competition.

During the Spring 2009 semester, the Men's Basketball team missed a total of 9 full days and 5 half days of class. This included conference, non-conference, and post-season competition.

Total 2008-2009: 11 Full Days & 10 Half Days

Wrestling:

During the Fall 2007 semester, the Wrestling team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

During the Spring 2008 semester, the Wrestling team missed a total of 5 full days of class. This included conference, non-conference, and post-season competition.

Total 2007-2008: 6 Full Days

During the Fall 2008 semester, the Wrestling team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

During the Spring 2009 semester, the Wrestling team missed a total of 5 full days of class. This included conference, non-conference, and post-season competition.

**In addition:

8 wrestlers missed 2 full days of class to participate in the University Freestyle Nationals.

Total 2008-2009: 6 Full Days

Softball:

The team missed no class days during the Fall 2007 semester.

During the Spring 2008 semester, the Softball team missed a total of 4 full days and 6 half days of class. This included conference, non-conference, and post-season competition.

Academic Integrity

Total 2007-2008: 4 Full Days & 6 Half Days

The team missed no class days during the Fall 2008 semester.

During the Spring 2009 semester, the Softball team missed a total of 4 full days and 6 half days of class. This included conference, non-conference, and post-season competition.

Total 2008-2009: 4 Full Days & 6 Half Days

Men's Swimming & Diving:

During the Fall 2007 semester, the Men's Swimming and Diving team missed a total of 3 full days of class. This included conference, non-conference, and post-season competition.

During the Spring 2008 semester, the Men's Swimming and Diving team missed a total of 2 full days and 1 half day of class. This included conference, non-conference, and post-season competition.

**In addition:

1 diver missed 2 full days of class to participate in the NCAA Zone A Diving Championship.

Total 2007-2008: 5 Full Days & 1 half Day

During the Fall 2008 semester, the Men's Swimming and Diving team missed a total of 3 full days of class. This included conference, non-conference, and post-season competition.

During the Spring 2009 semester, the Men's Swimming and Diving team missed a total of 3 full days of class. This included conference, non-conference, and post-season competition.

**In addition:

2 divers missed 2 full days of class to compete in the 2009 All-Stars Challenge in Orlando, Florida.

1 diver and 1 swimmer missed 3 full days of classes to participate in the NCAA Diving Championships.

Total 2008-2009: 6 Full Days

Women's Swimming & Diving:

During the Fall 2007 semester, the Women's Swimming and Diving team missed a total of 3 full days of class. This included conference, non-conference, and post-season competition.

During the Spring 2008 semester, the Women's Swimming and Diving team missed a total of 2 full days and 1 half day of class. This included conference, non-conference, and post-season competition.

**In addition:

1 diver missed 2 full days of class to participate in the NCAA Zone A Diving Championship.

Total 2007-2008: 5 Full Days & 1 Half Day

During the Fall 2008 semester, the Women's Swimming and Diving team missed a total of 3 full days of class. This included conference, non-conference, and post-season competition.

During the Spring 2009 semester, the Women's Swimming and Diving team missed a total of 3 full days of class. This included conference, non-conference, and post-season competition.

**In addition:

2 divers missed 2 full days of class to compete in the 2009 All-Stars Challenge in Orlando, Florida.

Total 2008-2009: 6 Full Days

Men's Indoor Track & Field:

The team missed no class days during the Fall 2007 semester.

During the Spring 2008 semester, the Men's Indoor Track and Field team missed a total of 1 full day and 2 half days of class. This included conference, non-conference, and post-season competition.

**In addition:

7 members of the Men's Indoor Track team missed 1 full day of class to participate in the New England Championships.

Total 2007-2008: 1 Full Day & 2 Half Days

Academic Integrity

The team missed no class days during the Fall 2008 semester.

During the Spring 2009 semester, the Men's Indoor Track and Field team missed a total of 1 full day and 1 half day of class. This included conference, non-conference, and post-season competition.

**In addition:

5 members of the team missed 1 full day of class to participate in the New England Championships.

Total 2008-2009: 1 Full Day & 1 Half Day

Women's Indoor Track & Field:

The team missed no class days during the Fall 2007 semester.

During the Spring 2008 semester, the Women's Indoor Track and Field team missed a total of 1 full day and 2 half days of class. This included conference, non-conference, and post-season competition.

**In addition:

15 members of the team missed 1 full day of class to participate in the New England Championships.

2 members of the team missed 2 full days of class to participate in the NCAA Championships

Total 2007-2008: 1 Full Day & 2 Half Days

The team missed no class days during the Fall 2008 semester.

During the Spring 2009 semester, the Women's Indoor Track and Field team missed a total of 1 full day and 1 half day of class. This included conference, non-conference, and post-season competition.

**In addition:

8 members of the team missed 1 full day of class to participate in the New England Championships.

Total 2008-2009: 1 Full Day & 1 Half Day

Men's Outdoor Track & Field:

The team did not lose any class days during the Fall 2007 semester.

During the Spring 2008 semester, the Men's Outdoor Track and Field team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition

**In addition:

10 members of the team missed 3 full days of class to participate in a competition at the University of Georgia.

4 members of the team missed 4 full days of class to compete in the Mt. San Antonio Relays in California.

4 members of the team missed 3 full days of class to compete at the Penn Relays.

9 members of the team missed 2 full days of class to participate in a competition at the University of Florida.

Total 2007-2008: 1 Full Day

The team did not lose any classes during the Fall 2008 semester.

During the Spring 2009 semester, the Men's Outdoor Track and Field team missed no days of class. This included conference, non-conference, and post-season competition.

**In addition:

10 members of the team missed 2 full days of class to participate in a competition at the University of Florida.

6 members of the team missed 1 full day of class to participate in a competition at the University of Georgia.

Total 2008-2009: 0 Full Days

Women's Outdoor Track & Field:

The team did not lose any class days during the Fall 2007 semester.

During the Spring 2008 semester, the Women's Outdoor Track and Field team missed a total of 1 full day of class. This included conference, non-conference, and post-season competition.

**In addition:

15 members of the team missed 3 full days of class to participate in a competition at the University of Georgia.

2 members of the team missed 4 full days of class to compete in the Mt. San Antonio Relays in California.

Academic Integrity

2 members of the team missed 3 full days of class to compete at the Penn Relays.
15 members of the team missed 2 full days of class to participate in competition at the University of Florida.

Total 2007-2008: 1 Full Day

The team did not lose any class days during the Fall 2008 semester.

During the Spring 2009 semester, the Men's Outdoor Track and Field team missed no days of class. This include conference, non-conference, and post-season competition

**In addition:

10 members of the team missed 1 full day of class to participate in a competition at the University of Georgia.

4 members of the team missed 3 full days of class to compete at the Penn Relays.

8 members of the team missed 2 full days of class to participate in a competition at the University of Florida.

1 member of the team missed 2 full days of class to participate in a competition at Stanford University.

Team Total 2008-2009: 0 Full Days

- 21.** Describe the means by which the athletics department's policies and procedures regarding the scheduling of athletics competition and practices (as described in Self-Study Item No. 18) and the institution's missed- class policies (as described in Self-Study Item No. 19) are directly communicated in writing to student-athletes, athletics department staff members and appropriate faculty and administrative staff.

Student-Athletes:

Early in the Fall semester, the Director and Assistant Directors of Student-Athlete Support Services meet with their assigned teams of student-athletes to discuss class attendance, student-athlete expectations, and the best methods for student-athletes to inform faculty about missed class due to team travel and away competitions. A summary of this information is also detailed on page 122 of the student-athlete handbook, a copy of which is provided to each student-athlete during that initial team meeting.

Athletics Department Staff Members:

All Department of Athletics administration, staff, and coaches are provided a department manual upon hire. Outlined in this manual are the department's policies and procedures regarding the scheduling of athletics competition and practices, including the importance of minimizing student-athletes' conflicts with class time and/or final examination periods.

Appropriate Faculty and Administrative Staff:

Team travel letters (see attached document) are provided to student-athletes for each class in which they are enrolled. These letters are provided to the student-athlete at the start of the semester so faculty members receive as much advance notice of absences as possible. This letter outlines dates and times of competition as well as departure time from campus. Student-athletes are instructed to distribute these travel letters to their professors and discuss any implications the absence(s) may have on their participation in the course. All University faculty and staff have access to the University's missed class policy in the Undergraduate Bulletin at www.bu.edu/bulletins/und.
September 9, 2009

SAMPLE LETTER to FACULTY

September 9, 2009

Dear Professor_____:

Student Name + BU ID Number is a student enrolled in your _____ class and is also on the Boston University Women's Ice Hockey Team. Listed below are travel dates for this semester. Student Name, therefore, may be unable to attend your class if it meets on these dates:

Academic Integrity

Thursday, October 15th (After 11:00 am):
Away at Wayne State University

Friday, October 16th (All Day): Away at Wayne State University

Thursday, October 22nd (After 11:00 am):
Away at St. Lawrence University

Friday, October 23rd (All Day): Away at St. Lawrence University

Wednesday, November 18th (After 5:00 pm): Away at Boston College

Tuesday, November 24th (After 1:00 pm): Away at University of Maine

Also, the following home games may conflict with evening classes this semester:

Monday, November 2nd at 7:00 pm Home vs. Boston College

Wednesday, November 11th at 7:00 pm Home vs. University of Vermont

When student-athletes must be away for travel and competition, we urge them to make arrangements to make up any missed lecture notes and/or class work. We also encourage them to work with you as far in advance as possible to make alternative arrangements for exams or quizzes scheduled on the above dates and for papers and projects that may be due while they are away.

Thank you for assisting Student Name as she tries to balance her academic and athletic commitments. If you have any questions or concerns, please do not hesitate to contact me at 353-6613.

Sincerely,

Phillip DeCarlo
Director, Student-Athlete Support Services

22. If the institution has developed a plan for improvement(s) during the current self-study process for Operating Principle 2.1, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

Because no plans for improvement have been determined to be warranted for Operating Principle 2.1, no process for "involving broad-based participation" or obtaining "formal institutional approval" was necessary.

Academic Integrity

Operating Principle

2.2 Academic Support.

Self-Study Items

1. List all "conditions for certification" imposed by the Committee on Athletics Certification in its Cycle 2 certification decision (if any) as they relate to Operating Principle 2.2 (Academic Support). In each case, provide:

- a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

There were no conditions for certification imposed by the committee in its Cycle 2 decision for Boston University.

Action

No actions were necessary

Action Date

Not applicable

Explanation for partial or non-completion

Not applicable

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 Cycle 2 certification process as they relate to Operating Principle 2.2 (Academic Support). 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 plans.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

1. Original Plan

No "plans for improvement/recommendations" were made during Cycle 2.

Action

No actions were necessary.

Action Date

Academic Integrity

Not applicable

Explanation for partial or non-completion

Not applicable

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 2.2 (Academic Support). In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

No additional plans for improvement or recommendations have been made since Cycle 2.

4. Explain how the institution is organized to provide academic support and advising services to student-athletes, either through institutional programming or student-athlete support services. In addition, provide a description of reporting lines and responsibilities assigned to specific staff members.

Boston University's eleven undergraduate schools and colleges all maintain academic advising offices, student services units, and some level of tutoring services for their students. Faculty members, teaching assistants, and teaching fellows are also required to maintain office hours during which they are available to students. Many of these faculty members are also faculty academic advisors who help students navigate course selection, registration, and degree completion. These services are available to all students, including student-athletes. Two other key components of the academic support and advising available to student-athletes are Student-Athlete Support Services and the Educational Resource Center.

The Boston University Department of Athletics houses and has direct oversight of Student-Athlete Support Services. The Director of Student-Athlete Support Services oversees the day-to-day operations and reports to the Senior Associate Director of Athletics. The Senior Associate Director of Athletics reports to the Assistant Vice President and Director of Athletics, who reports to the Executive Vice President. The Executive Vice President reports directly to the President of Boston University.

The Director of Student-Athlete Support Services has day-to-day academic responsibilities (academic counseling, tutoring, communication with faculty, and advocacy) for four varsity sports, and supervises two Assistant Directors.

One Assistant Director has day-to-day academic responsibilities (academic counseling, tutoring, communication with faculty, and advocacy) for eight varsity sports, and oversees administration of the tutoring program, study hall, and the Terrier Academic Success Series. All tutors and study hall monitors report to this Assistant Director.

The other Assistant Director has day-to-day academic responsibilities (academic counseling, tutoring, communication with faculty, and advocacy) for seven varsity sports, and also acts as the NCAA CHAMPS Life Skills Coordinator and the Student-Athlete Advisory Council Advisor. All student interns report to this Assistant Director.

The Educational Resource Center is a unit that reports jointly to the offices of the Dean of Students and the Vice President of Enrollment and Student Affairs.

The ERC Director oversees a professional staff of four, and one administrative support staff member. Each professional staff member oversees one or more ERC programs or services.

The Assistant Director oversees the Staff Coordinator and student office assistant staff, the ERC Writing Center, and the Language Link program, and reports to the Director.

There are two Academic Support Specialists. One oversees the Freshman and Transfer Resource Advisor program, the Contingent Aid Program, the ERC Workshop Series, and outreach to outside offices, programs, and departments. The other Academic Support Specialist supervises the peer tutor staff and, with the help of the Tutoring Program Coordinator, oversees the day-to-day administration of the Peer Tutoring Program. The Academic Support Specialists and the Tutoring Program Coordinator report to the Director.

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5. Explain how the institution's staffing, physical space and financial support for student-athlete academic support services has been reviewed by appropriate institutional academic authorities to ensure they meet the academic needs of student-athletes at the institution (this review must be conducted as part of the self-study process).

Associate Provost & Assistant to the President Douglas Sears periodically conducts a review to ensure that appropriate services, staffing, space, and finances are available to support the academic needs of Boston University's student-athletes. His report of January 2010 can be found under Operating Principle 2.2, #7.

6. Using the program areas for academic support services listed below, describe the following (this program analysis must be conducted as part of the self-study process):
- The specific academic support services offered to student-athletes (if any);
 - Any policies that govern which students can use these services;
 - The mechanisms by which student-athletes and staff are made aware of these services;

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

1. Academic counseling/advising: Course selection, class scheduling, priority registration.

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

To assist in meeting the specific needs of student-athletes and to aid in the transition of freshmen, the Director and Assistant Directors of Student-Athlete Support Services establish weekly and bi-weekly meetings with all freshmen and with upper-class student-athletes who are considered at-risk. These appointments are primarily academic in nature and focus on time management, preparation for exams and papers, tutoring needs, academic progress, class attendance, communication with faculty, course selection, pre-registration, requirements of school/colleges, and all other academic support services. See 1c, below, for additional information on course selection and class scheduling.

Student-athletes at Boston University are permitted priority registration. All students register online at assigned times for each academic class year; student-athletes are allowed to register for classes 30 minutes prior to other members of their class year. If a student-athlete is traveling with a team on the day of registration, he or she may complete a paper registration form and drop it off to either the Director or Assistant Director of Student-Athlete Support Services for delivery to and registration by staff of the Office of the University Registrar.

Prior to team meetings the Student-Athlete Support Services staff will meet with coaches to discuss any mandatory courses a student-athlete must take that may conflict with practice and/or games. Staff then work with students to identify the best options for reducing missed class time and or seek alternatives such as taking a course in the off-season or during the summer.

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

These services are available to all student-athletes on the official team rosters.

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

Team Meetings:

Each semester the Director and Assistant Directors of Student-Athlete Support Services meet with their teams approximately three weeks before course registration begins, in an effort to ensure the student-athletes are aware that registration for the next semester is approaching and to review the process with them. (At Boston University, students must meet with their school/college academic advisor prior to registration for course selection recommendations and to obtain an academic advising code that will enable them to register online. Students may not register for classes without the advising code.) Practice, and travel, and competition times are highlighted so student-athletes can take those into account when scheduling classes. The Priority Registration process is

Academic Integrity

also highlighted at the meeting. At the team meetings student-athletes are also encouraged to see the Director or Assistant Director if they have any scheduling challenges. Important academic deadlines are discussed as are reminders about upcoming Life Skills events, Community Service events, and resources such as tutoring.

Individual Meetings: All freshmen and at-risk upperclassmen have regularly scheduled academic meetings, during which schedules are discussed. In addition, most upperclassmen have established a relationship with the Director and Assistant Directors and use them as a resource. E-mails are sent out to teams at least twice prior to registration as a reminder; registration signs are posted in the Academic Support Center; and there is a section outlining registration in the Student-Athlete Handbook.

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).

Student-Athlete Support Services provides free tutoring to all student-athletes. If a student-athlete would like to request a tutor for weekly sessions or a one-time test review, they may submit a tutor request form at Student-Athlete Support Services or online at goterriers.com. Once the request has been submitted the tutor coordinator will e-mail the student-athlete a list of tutors capable of tutoring the particular subject. It is then the responsibility of the student-athlete to contact the tutor to set up a meeting time in the Academic Support Center during regular hours of operation. Once a session has been arranged, the student-athlete sends an e-mail notifying the tutor coordinator.

Tutors are responsible for letting the tutor coordinator know when they have reached their student capacity. The student capacity depends upon the tutor's availability, but no tutor is permitted to work more than 20 hours a week. A majority of tutor sessions are individual sessions. If a tutor receives several requests for the same course and professor, the tutor may offer a group session to the student-athletes. If all student-athletes agree they will meet as a group, the tutor will assess the needs of all potential participants to determine if a group session is appropriate for all involved. Tutors must keep group sessions to a maximum 5 students. From time to time, exam review sessions are offered, in which the tutor provides a review of course material and is available to answer questions. There is no student limit for exam reviews.

All tutors are required to have and maintain at least a 3.0 cumulative GPA, have prior relevant tutor experience, attend mandatory training, submit session reports after each session and abide by all University and NCAA rules. A mandatory training session is required for all tutors before they may begin tutoring. Undergraduate tutors are paid \$15/hour for individual sessions and \$18/hour for group sessions. Graduate tutors are paid \$18/hour for individual sessions and \$21/hour for group sessions.

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

Tutoring is available to all student-athletes.

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

Student-athletes and coaches are advised of the tutoring program through beginning-of-semester meetings, e-mails to all student-athletes, and flyers posted in the Academic Center.

In addition to the tutoring services available through Student-Athlete Support Services, tutoring is also available to all students at the University's Educational Resource Center. The ERC's services are outlined below.

The Educational Resource Center (ERC) provides free peer tutoring in close to 200 freshman- and sophomore-level courses. Peer tutors are available after the first week of the semester, through the end of the final exam period. Any student may request a peer tutor in any of the courses in which tutoring is offered. Students may meet one-on-one with a tutor for one hour per week, or for two hours per week in a small group (1 tutor, 4 students) session.

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To register for a peer tutor, a student must come to the ERC to submit a peer tutor request form. Students must be registered in the course in which they are requesting a peer tutor. Students are assigned to a peer tutor within 7 days of submitting the peer tutor request form. Tutor and tutee are given each others' contact information and are required to contact each other to set up a meeting time. They are allowed to meet 8:30 a.m. to 10:00 p.m. on Monday-Thursday; 8:30 a.m. to 5:00 p.m. on Friday; or 12:00 noon to 10:00 p.m. on Sunday. Tutoring sessions must take place in the ERC or in designated tutoring areas in the School of Management or the Geddes Language Laboratory.

To be eligible to tutor, candidates must have taken the course in which they would like to tutor; they must have received a grade of B or higher; they must have an overall Grade Point Average of 3.0 or higher; and they must secure a recommendation from a faculty member. Candidates are interviewed by an ERC staff member. New tutors are required to participate in a CRLA (College Reading and Learning Association) certified training program. Tutors are paid \$9.50 per hour for individual sessions, and \$11.50 per hour for group sessions. Peer tutors are required to commit to 4 hours of tutoring per week. An average tutoring load for a peer tutor is 8 hours per week.

3. 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).

Mid-semester progress reports are requested once per semester (roughly 6 weeks into the semester) from faculty members. These are completed through an online request system that notifies faculty via their online class roster. The forms request the student-athlete's attendance, participation, and grades for homework, papers, quizzes, exams, and labs. They also ask for any comments they may have about the student-athlete's performance and if there is an estimated grade at the time of the report. Student-Athlete Support Services follows up via e-mail with professors who have not completed reports within two weeks. The progress report data is compiled and submitted to coaches. Issues are highlighted and discussed with student-athletes and coaches.

Direct contact between Student-Athlete Support Services also occurs weekly with some College of General Studies faculty and academic advisors, including a weekly meeting of the Director of Student-Athlete Support Services and four College of General Studies faculty members who have, on average, approximately 25 freshmen student-athletes in their courses each year. Academic progress of these freshmen is discussed along with any concerns and problems the freshmen may be experiencing. The Director and Assistant Directors also communicate on an as-needed basis with the professors of the most at-risk student-athletes or when an academic issue arises with any student-athlete. A majority of the academic information on student-athletes is garnered through individual student-athlete weekly meetings, but e-mail correspondence, phone contact, and personal meetings with faculty may occur throughout the semester for certain student-athletes. Class attendance checks are not conducted by Student-Athlete Support Services staff, although certain coaching staffs do undertake such checks for their players.

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

Mid-semester progress report requests are sent to all professors who teach first-year student-athletes, all College of General Studies student-athletes, all student-athletes required to attend study hall, and any additional student-athletes for whom a coach requests it.

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

Coaches and student-athletes are made aware of these services through beginning-of-the-year team meetings, weekly individual student-athlete appointments, and through the student-athlete handbook. Coaches are also updated by e-mail correspondence, memos, phone calls, and one-on-one meetings.

4. Assistance for special academic needs: Provisions for diagnosis and treatment of education-impacting disabilities (EID).

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

Academic Integrity

If a student-athlete is experiencing academic difficulty, indicates attention/focus/retention problems, or if a faculty member alerts Student-Athlete Support Services of any of these concerns, Student-Athlete Support Services will refer student-athletes to the Boston University Psychological Services Center. A staff member of the Psychological Services Center will conduct an intake interview and do an evaluation. If any recommended testing is not covered by insurance, student-athletes may apply for funds through the Student Athlete Opportunity Fund. Results of the evaluation are forwarded to the student-athlete and to Disability Services at the University so that the appropriate services and accommodations can be made if the student-athlete is determined to have a learning disability.

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

Disability Services and the Psychological Services Center are resources which are available to all Boston University students. The Student Athlete Opportunity Fund is allocated to student-athletes in appropriate circumstances as funds allow.

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

Sources of information for these services include student-athletes' weekly meetings with Student-Athlete Support Services staff, the Student-Athlete Handbook, and the Boston University web site.

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

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

An individualized program is developed that may include mandatory tutoring sessions, mandatory meetings with Student-Athlete Support Services staff, weekly meetings with a coach, required study hall attendance, mandatory attendance at academic workshops, and mandatory use of a planner and organization system. Attendance of tutorials or review sessions conducted by professors may also be required. The student-athlete's progress on assignments may be monitored to ensure completion and that deadlines are met. The student-athlete's writing skills may be assessed and areas needing improvement identified. Communication between the student-athlete and his or her professors is also strongly encouraged.

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

These services are available to at-risk student-athletes, student-athletes with a diagnosed learning disability, international student-athletes, those who are first-generation college students, and any other student-athletes for whom a coach believes they would be helpful.

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

Prior to the beginning of the Fall semester, staff of Student-Athlete Support Services meet individually with the head coach of each sport to discuss the individual needs of their student-athletes. The resources available are discussed and individualized plans are formulated as appropriate.

The services of the Educational Resource Center (ERC) are also available to at-risk students. Their services are described below.

ERC professional staff are available to meet with any student. Students identified as at-risk -- for example, students on academic probation -- are regularly referred to the ERC from numerous offices and programs on campus, including the various Colleges and Schools, Student-Athlete Support Services, and Disability Services.

The ERC's professional staff is a critical component of the Office of Financial Assistance's Contingent Aid Program. Students who have failed to achieve the 2.30 GPA required to maintain their regular aid package may receive a "contingent" award. Recipients of contingent aid awards must attend an Academic Recovery Workshop at the beginning of the academic year, and are assigned to an advisor in the ERC with whom they must meet at least twice more during the fall semester. Advisors assist these students in developing and implementing strategies for meeting their individual academic needs. Approximately 130 students University-wide participate in the program each fall.

Academic Integrity

6. Academic support facilities: Availability of study rooms, computers and labs.

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

Located in the Department of Athletics, the Academic Support Center consists of two study rooms, two conference rooms, one classroom, three staff offices, and one large study area with study carrels, tables, and a small number of couches and chairs, which can accommodate up to 70 student-athletes. The center has 12 desktop computers and a printer; all computers have internet access, as well as Microsoft Word, Excel, and PowerPoint. Wireless access allows the use of personal laptop computers. Student-Athlete Support Services also provides a satellite classroom on the east end of campus that is utilized for quiet study time. This satellite classroom is open to all student-athletes on Mondays and Wednesdays from 7:00 p.m. to 9:30 p.m.

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

Academic Support facilities are available and open for the use of all student-athletes.

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

Student-Athlete Support Services staff makes coaches and student-athletes aware of these opportunities via beginning-of-the-year team meetings, individual meetings with student-athletes, the student-athlete handbook, and e-mailed reminders and updates.

7. Academic evaluation of prospective student-athletes: Review of academic profiles of prospective student-athletes.

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

The Director of Compliance maintains information on the academic profiles of Boston University's recruited prospective student-athletes. He is the Department of Athletics liaison with both the Office of Undergraduate Admissions and the NCAA Eligibility Center. The academic profile of prospects is discussed to some degree during recruiting visits between the coaching staff and the prospective student-athlete and his or her family. However, a more formal evaluation of the prospective student-athlete's academic profile occurs through the admissibility review process with the Office of Admissions. The coaching staff provides the Director of Compliance with the prospective student-athlete's high school transcript, SAT or ACT scores, senior year curriculum and grades, potential school or college of enrollment and likely athletic scholarship level and the he delivers this information to the Office of Admissions for a preliminary admissibility review. Admissions reviews the prospective student-athlete's academic credentials and all additional material provided to supplement the student's profile and delivers a preliminary admissibility review to the Director of Compliance, who then relays this information to the respective coaching staff.

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

Academic profiles of all prospective student-athletes who are of interest to the coaching staff are reviewed by the Office of Admissions.

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

The pre-admissibility review procedure is communicated to all coaches and department administrators frequently through department-wide e-mails and presentations and by reminders at all staff and coaching staff meetings. Prospective student-athletes and their parents are advised about the process by the coaches.

8. Student-athlete degree selection: Degree program assistance.

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

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Each first-semester freshman meets weekly or bi-weekly with a member of Student-Athlete Support Services. Selection of a major is discussed, as are requirements of the student-athlete's academic program. If a student-athlete has not chosen a major, his or her interests, preferences, strengths, weaknesses, and long-term goals are discussed; student-athletes are also referred to liaisons in the School and College academic advising areas for more detailed information about majors and curricula. Student-athletes are encouraged to take advantage of Career Services, with career development being specially highlighted by Student-Athlete Support Services each February.

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

Services provided by Student-Athlete Support Services are available to all student-athletes. The University's Career Services Center is open to all Boston University students.

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

Student-Athlete Support Services makes coaches, Athletics administration, and student-athletes aware of these opportunities via beginning-of-the-year team meetings, individual meetings with student-athletes, the student-athlete handbook, and e-mailed reminders and updates.

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

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

Boston University does not provide "learning assessments" such as placement tests specifically for its student-athletes. Results of a Mathematics Diagnostic Examination, offered to students as noted below, are used to place students in the appropriate level of calculus or statistics. Foreign Language Placement Examinations are also required of any student whose most recent language course was not completed at Boston University. Students for whom English is a second language take a writing placement exam and may be placed in a writing course designed for this population.

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

New students in the College of Arts and Sciences, Sargent College for Health and Rehabilitation Sciences, Science & Engineering Program, and School of Management who must fulfill a mathematics requirement must take the Mathematics Diagnostic Examination. New students in the College of Engineering are required to take the Engineering Diagnostic Examination (EDE), which assesses students' background in algebra and trigonometry.

College of Fine Arts students entering the School of Music are required to take a Music Theory Proficiency Examination. An optional group piano waiver examination is also available.

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

All students are informed of these placement tests in the material that is sent to them prior to freshmen or transfer Orientation. They are also reminded again when they arrive on campus for orientation by their individual Schools and Colleges.

10. 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).

Student-Athlete Support Services conducts a Terrier Academic Success Series (TASS), which consists of 5 workshops provided during the Fall semester. These workshops cover time management, organization, college reading strategies, note-taking, learning styles, exam preparation, communication with professors, academic integrity, writing for college success, and preparing for final exams. Attendance at these workshops counts for study hall credit. For the past four years, Student-Athlete Support Services has required all freshmen to attend the "Monster College Advantage," a success presentation which provides first-year college students with important information about taking responsibility for their college

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experience, and being successful both in and out of the classroom.

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

TASS workshops are available to all student-athletes; some coaches require freshmen attendance at all or some of the workshops.

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

Coaches receive memos notifying them of workshop days and times. Student-Athlete Support Services makes all student-athletes and coaches aware of these programs through team meetings, e-mails, and postings in the Academic Center.

The University's Educational Resource Center also offers a Workshop Series in the Fall and Spring Semesters. The workshops are free and open to the University community, and include the following topics:

Syllabus Management

Managing Time Wisely/Procrastination

Note-Taking

Effective Test Preparation - When do I begin?

Got Sleep? - Avoiding the All-Nighter

Stress and Tests: Strategies for Reducing Test Anxiety

Effective Resume and Cover Letter Writing

Successful Interviewing Techniques

Mid-term to Finals: Using your Tests to Improve Performance

11. Study hall: Availability, facilities, attendance policies.

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

The Student-Athlete Academic Center is located in the main Department of Athletics building and has study carrels, tables, 2 tutor rooms, 2 conference rooms, wireless internet and a twelve-station computer lab. Hours are Sunday 6:00-10:00 p.m., Monday-Thursday 8:00 a.m.-10:00 p.m., and Friday 8:00 a.m.-5:00 p.m. At least one full-time staff member is on duty from 8:00 a.m. to 7:00 p.m., Monday through Thursday, and from 8:00 a.m. to 5:00 p.m. on Friday. On Sundays and Monday through Thursday between 7:00 p.m. and 10:00 p.m., the Academic Center is supervised by graduate students. An overflow evening classroom is available on the first floor of the Department of Athletics to accommodate heavy use. A satellite study hall is available in a College of Arts and Sciences classroom two nights a week from 7:00 p.m. to 9:30 p.m. and is supervised by a graduate student.

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

The Student-Athlete Academic Center is available to all student-athletes.

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

Student-Athlete Support Services staff discuss requirements with the coaching staffs. Student-athletes are made aware at beginning-of-the-year team meetings, individual student-athlete meetings, the Student-Athlete Handbook, and the coaching staffs.

12. First year/transfer orientation: Availability, attendance requirements.

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

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Student-athletes, like all other entering freshmen and transfer students, are required to attend a University Orientation session during the summer prior to their first semester of enrollment; the Department of Athletics does not conduct a separate orientation. The Orientation office designates one staff member as a liaison who provides Student-Athlete Support Services with dates, times, sessions, deadlines, and all other pertinent information. Early in the summer the Director of Student-Athlete Support Services provides Orientation with a list of all incoming freshmen and transfer student-athletes, as well as a copy of all the athletic teams' fall practice schedules. The liaison provides each Orientation student advisor with a copy of the student-athlete list and the practice schedule, which assists student-athletes in planning appropriately as they complete their Fall semester registration at Orientation. Throughout the course of the summer the Director of Student-Athlete Support Services and the liaison communicate regularly about which incoming freshmen and transfer student-athletes have registered and for which session; those who have not registered are contacted by Student-Athlete Support Services staff and encouraged to do so. Staff also call the transfer student-athletes for an initial review of the transfer process and to answer any questions they may have. An in-person meeting occurs during either the summer or the first week of school to discuss transfer credits, Fall and Spring semester classes, programs of study, meeting and maintaining NCAA and University academic requirements, summer courses, and staff members with whom they should meet in their individual School or College.

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

All entering Boston University freshman and transfer students are required to attend an Orientation.

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

The Office of Admissions notifies all Boston University students about Orientation with their notices of admission. Incoming students are then provided information about Orientation through communications directly from the Orientation Office. Orientation staff place follow-up phone calls in early summer to all students who have not yet registered for an Orientation session.

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

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

Graduate students in the Counseling and Sports Psychology Program serve as academic mentors to a number of student-athletes. The mentor and student-athlete meet weekly during the student-athlete's first semester and on a weekly or bi-weekly basis the following semester, as appropriate, based on the academic performance and needs of the student-athlete. These meetings focus on academic success, goal-setting, balancing athletics and academics, and the transition to college. An Assistant Director of Student-Athlete Support Services is updated weekly by the mentor.

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

Freshmen student-athletes are assigned to work with a mentor by an Assistant Director of Student-Athlete Support Services; this replaces regularly scheduled academic meetings with the Assistant Director. The Assistant Director chooses which student-athletes are assigned a mentor.

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

Student-athletes are notified of their mentors by an Assistant Director of Student-Athlete Support Services.

14. Posteligibility programs: Availability of scholarships, assistantships and academic support.

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

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Student-Athlete Support Services is responsible for the nomination of student-athletes for postgraduate scholarships, academic honors, assistantships, and other opportunities. Student-Athlete Support Services receives this information from the NCAA, our affiliated Conferences, Coaching Associations, and other individual sport governing bodies. Staff work closely with the coaching staffs, the student-athlete, the University Registrar, and faculty members to provide the most accurate and comprehensive information on nominees.

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

Many of these scholarships and assistantships are limited by academic year (seniors), program of study, or exhaustion of athletic eligibility.

In May 2008 and May 2009 a BU student-athlete was a recipient of the NCAA postgraduate scholarship and in 2008 one of our student-athletes was an alternate for the NCAA Walter Byers Scholarship. Two recent interns to the America East Conference have been former Boston University student-athletes.

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

All student-athletes are made aware of this information via e-mails, team meetings, and individual student-athlete meetings.

7. Please submit a copy of the written report from the most recent academic support services evaluation. [Please use the file upload link contained within this question on the ACS to submit a copy of the institution's most recent academic support services evaluation.]

The most recent academic support services evaluation for the Boston University Department of Athletics is attached as an uploaded file.

8. Identify the academic authorities outside the athletics department responsible for conducting the institution's academic support services evaluation and explain the process used in selecting these individuals to ensure they do not have day-to-day responsibilities in the academic support services area. Also, provide the date of the institution's most recent academic support services evaluation.

Upon the recommendation of Provost David Campbell, Associate Provost & Assistant to the President for Special Initiatives and Outreach Douglas Sears was assigned the responsibility for periodically evaluating the institution's academic support services for student-athletes. Associate Provost Sears has no day-to-day responsibility for, or oversight of, any of the units within the Department of Athletics. Dr. Sears' most recent review was completed as part of the current self-study process and submitted in January 2010.

9. If the institution used an outside individual or entity (e.g. conference office, peer colleagues) to assist in the coordination or facilitation of the academic support services evaluation, provide the name(s) and affiliation(s) of the individual(s). Further, describe the process used in selecting this authority outside the institution to ensure the individual(s) is knowledgeable of academic support services. Also, provide a description of the authority's involvement in the academic support services evaluation.

The Boston University Associate & Special Assistant to the President, Douglas Sears, conducted the evaluation; no outside individuals or entities participated.

10. Describe the process used by the institution during development of the self-study to review the most recent academic support services evaluation to determine any necessary corrective actions. In addition, identify the individuals involved in this review.

Associate Provost & Assistant to the President Douglas Sears conducted the most recent academic support services evaluation, with the final version submitted in January 2010. Dr. Sears' draft report was reviewed at the December 18, 2009, meeting of the Academic Integrity subcommittee for the purpose of determining whether any corrective actions were warranted. Members present at the December 18 meeting were the following:

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Hardin Coleman, Dean, School of Education

Phillip DeCarlo, Director of Student-Athlete Support Services

Ricardo Elia, Associate Professor, College of Arts and Sciences

Stacy Godnick, Assistant Dean, College of General Studies

Denise Mooney, Associate Vice President, Enrollment and Student Affairs and Associate Dean of Students

Sandra Procopio, Assistant Dean, School of Management

William Ring, Director, Development and Alumni Relations

Jennifer Strasburger, Assistant Coach, Swimming and Diving

Glenn Wrigley, Director, Educational Resource Center

11. Identify relevant corrective actions planned as a result of the process described in Self-Study Item No. 10 or actions previously planned or implemented from the most recent academic support services evaluation. Provide:

- a. The plan(s) or action(s) implemented; and
- b. The date(s) of actions taken or specific timetable(s) for completion of the plan(s).

After reviewing Associate Provost Douglas Sears' academic support services evaluation, the Academic Integrity subcommittee concluded that no corrective actions are necessary, nor had any actions been planned or implemented prior to the committee's review.

12. List all APR improvement plans developed and approved by the institution if required by the NCAA Division I Committee on Academic Performance. In each case, provide:

- a. The original plan;
- 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.

1. Original Plan

No APR Improvement Plans have been required by the NCAA Division I Committee on Academic Performance.

Action

No actions were required.

Action Date

Not applicable

Explanation for partial or non-completion

Not applicable

13. If the institution has developed a plan(s) for improvement(s) during the current self-study process for Operating Principle 2.2, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based participation and has received formal institutional approval.

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No plans for improvement have been deemed necessary as a result of the review undertaken for the current self-study process for Operating Principle 2.2.

Academic Integrity

Special-Admissions

FOR FIRST-YEAR STUDENTS GENERALLY
AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID

		1	2
		All First-Year Students	All First-Year Student-Athletes on Athletics Aid
Year	Percent of Specially Admitted Students		
2010		%	23%
2009		%	20%
2008		%	14%
2007		%	22%

Name of person completing this chart: Phillip DeCarlo

Title: Director, Student-Athlete Support Services

Academic Integrity

Special-Admissions by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS AID BY SPORTS GROUP

Year	All First Year Student-Athletes		Baseball		Men's Basketball		Football		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports	
	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4	3	4
2009-2010	14	60	0	0	1	1	0	0	0	1	4	10	2	6	2	5	5	37
2008-2009	12	60	0	0	1	2	0	0	1	4	4	16	0	3	0	6	6	29
2007-2008	10	70	0	0	1	3	0	0	1	4	4	18	1	2	1	5	2	38
2006-2007	14	65	0	0	3	5	0	0	0	3	3	16	0	3	0	4	8	34

Name of person completing this chart: Phillip DeCarlo

Title: Director, Student-Athlete Support Services

Academic Integrity

Test Scores by Gender

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Gender							
		Male Students		Male Student Athletes		Female Students		Female Student Athletes	
Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2009-2010	1284	1572	1068	12	1253	2558	1158	48
	2008-2009	1286	1643	1084	22	1258	2488	1127	38
	2007-2008	1287	1627	1144	25	1259	2536	1202	45
	2006-2007	1291	1549	1112	24	1258	2575	1160	41

Name of person completing this chart: Phillip DeCarlo

Title: Director, Student-Athlete Support Services

Academic Integrity

Test Scores by Racial or Ethnic Group

FOR FIRST-YEAR STUDENTS GENERALLY AND FIRST-YEAR
STUDENT-ATHLETES ON ATHLETICS-AID

Racial or Ethnic Group - All Entering First-year Students															
		Am. Ind/An		Asian/PI		Black		Hispanic		White		N-R Alien		Other	
Year		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	2009-2010	1244	22	1302	626	1170	168	1208	367	1274	1759	1227	436	1284	752
	2008-2009	1241	16	1310	592	1171	133	1205	307	1278	1760	1220	393	1282	930
	2007-2008	1230	8	1303	641	1184	101	1196	299	1281	2376	1217	286	1262	452
	2006-2007	1284	14	1298	559	1187	106	1204	299	1282	2373	1199	249	1278	524

Racial or Ethnic Group - All Entering First-year Student Athletes on Aid															
		Am. Ind/An		Asian/PI		Black		Hispanic		White		N-R Alien		Other	
Year		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	2009-2010		0	1240	1	999	9	1140	2	1190	21	1083	7	1169	20
	2008-2009		0	1220	1	1078	5		0	1151	29	1051	16	1096	9
	2007-2008		0	1390	2	1084	5	1133	3	1191	51	1146	9		0
	2006-2007		0		0	1070	5		0	1164	47	1079	12	1250	1

Name of person completing this chart: Phillip DeCarlo

Title: Director, Student-Athlete Support Services

Academic Integrity

Test Scores and GPA by Sport

FOR FIRST-YEAR STUDENT-ATHLETES ON ATHLETICS-AID

		Sport Group															
		Football		M e n ' s Basketball		Baseball		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	
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	2009-2010		0	3.37	1		0	3.05	1	3.25	10	3.41	6	3.27	5	3.53	37
	2008-2009		0	3.07	2		0	3.19	4	3.21	16	3.46	3	3.5	6	3.57	29
	2007-2008		0	2.86	3		0	2.86	4	3.54	18	3.81	2	3.68	5	3.6	38
	2006-2007		0	2.9	5		0	3.45	3	3.37	16	3.81	3	3.84	4	3.56	34

		Sport Group															
		Football		M e n ' s Basketball		Baseball		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	
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
A v e r a g e Standardized Test Score	2009-2010		0	990	1		0	1190	1	1064	10	1018	6	1072	5	1193	37
	2008-2009		0	955	2		0	1158	4	1082	16	1050	3	1142	6	1132	29
	2007-2008		0	1140	3		0	1188	4	1136	18	1135	2	1106	5	1219	38
	2006-2007		0	1026	5		0	1247	3	1118	16	1157	3	1198	4	1156	34

Name of person completing this chart: Phillip DeCarlo

Title: Director, Student-Athlete Support Services

Academic Integrity

Federal Graduation Rates - Comparison Chart

Information obtained to complete this chart

- 2007-2008 NCAA Federal Graduation Rates Report

	FGR
All Students	79%
Student Athletes	82%

Academic Integrity

Federal Graduation Rates by Racial and Ethnic Group

Information obtained to complete this chart

- 2007-2008 NCAA Federal Graduation Rates Report

Men's Team	Team FGR by Racial and Ethnic Group							Team FGR	All SA's	All Male SA's	All Male Students	All Male Students FGR by Racial and Ethnic Group						
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other					AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other
Basketball	%	%	60%	%	88%	100%	100%	80%	82%	78%	77%	58%	%	67%	73%	78%	72%	78%
CC Track	%	%	%	%	80%	100%	%	86%										
Others	%	%	0%	100%	68%	89%	100%	77%										
All Male SA's	%	%	50%	100%	72%	90%	100%	78%										

Women's Team	Team FGR by Racial and Ethnic Group							Team FGR	All SA's	All Female SA's	All Female Students	All Female Students FGR by Racial and Ethnic Group						
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N - R Alien	Other					AM.Ind/AN	Asian/PI	Black	Hispanic	White	N - R Alien	Other
Basketball	%	%	100%	%	100%	%	%	100%	82%	85%	80%	69%	%	77%	77%	79%	82%	81%
CC Track	%	%	67%	%	86%	33%	%	69%										
Others	%	%	100%	100%	84%	78%	100%	85%										
All Female SA's	%	%	88%	100%	86%	67%	100%	85%										

All Student's	All Students FGR by Racial and Ethnic Group						
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other
79%	65%	%	74%	75%	79%	77%	80%

Academic Integrity

Federal Graduation Rates by Sport

Information obtained to complete this chart

- 2007-2008 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2007-2008 NCAA Federal Graduation Rates Report(Columns 3-6 below)

1	2	3	4	5	6
Men's Team	Team FGR	All Students FGR	All Male Students FGR	All SA's FGR	All Male SA's FGR
Basketball	80%	79%	77%	82%	78%
CC Track	86%				
Ice Hockey	61%				
Non-NCAA Sponsored Sport	88%				
Soccer	75%				
Swimming	100%				
Wrestling	73%				

1	2	3	4	5	6
Women's Team	Team FGR	All Students FGR	All Female Students FGR	All SA's FGR	All Female SA's FGR
Basketball	100%	79%	80%	82%	85%
CC Track	69%				
Field Hockey	93%				
Golf	100%				
Lacrosse	81%				
Rowing	94%				
Soccer	85%				
Softball	81%				
Swimming	83%				
Tennis	71%				

Academic Integrity

Academic Progress Rates

Information obtained to complete this chart

- 2007-2008 NCAA Academic Progress Rate Report(Columns 1-2 below)
- 2007-2008 NCAA Projected Federal Graduation Rate Chart(Columns 3 below)
- 2007-2008 NCAA Federal Graduation Rates Report(Columns 4 below)

1	2	3	4
Men's Team	Team MultiYear APR	Team Projected FGR	All Students FGR
Basketball	959	%	79%
Cross Country	991	%	
Ice Hockey	990	%	
Soccer	952	%	
Swimming	993	%	
Tennis	0	%	
Track, Indoor	970	%	
Track, Outdoor	978	%	
Wrestling	959	%	

1	2	3	4
Women's Team	Team MultiYear APR	Team Projected FGR	All Students FGR

Academic Integrity

Basketball	980	%	79%
Cross Country	990	%	
Rowing	976	%	
Field Hockey	1000	%	
Golf	1000	%	
Ice Hockey	985	%	
Lacrosse	980	%	
Softball	981	%	
Soccer	983	%	
Swimming	992	%	
Tennis	992	%	
Track, Indoor	982	%	
Track, Outdoor	982	%	

Academic Integrity

Graduation Success Rates

Information obtained to complete this chart

- 2007-2008 NCAA Graduation Success Rates Report(Columns 1-2 below)
- 2007-2008 NCAA Federal Graduation Rates Report(Columns 3 below)

1	2	3
Men's Team	Team GSR	All SA's GSR
Basketball	100%	95%
CC Track	90%	
Ice Hockey	80%	
Non-NCAA Sponsored Sport	95%	
Soccer	83%	
Swimming	100%	
Wrestling	90%	

1	2	3
Women's Team	Team GSR	All SA's GSR
Basketball	100%	95%
CC Track	94%	
Field Hockey	100%	
Golf	100%	
Lacrosse	93%	
Rowing	100%	
Soccer	100%	
Softball	100%	
Swimming	100%	
Tennis	100%	

Academic Integrity

Retention Rates - Men's Sports

Information obtained to complete this chart

- 2007-2008 NCAA Academic Progress Rate Report
- 2007-2008 NCAA Retention Rate Report

Men's Team	Team Retention by Ethnicity							Team Rate
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other	
Basketball			976		833	1000	750	918
Cross Country					1000	1000	**	1000
Ice Hockey					955	1000		962
Soccer		**	1000	**	900	950		922
Swimming		1000	**	**	953			958
Track, Indoor					965	1000	1000	974
Track, Outdoor					976	1000	1000	983
Wrestling			778	857	977		1000	954
ALL SA's	1000	1000	952	974	970	969	986	970
ALL Male SA's		1000	953	900	951	990	972	957

Academic Integrity

Retention Rates - Women's Sports

Information obtained to complete this chart

- 2007-2008 NCAA Academic Progress Rate Report
- 2007-2008 NCAA Retention Rate Report

Women's Team	Team Retention by Ethnicity							Team Rate
	AM.Ind/AN	Asian/PI	Black	Hispanic	White	N-R Alien	Other	
Basketball					963	923	1000	960
Cross Country			**	**	1000	933		990
Rowing		1000			976	981	**	978
Field Hockey					1000	1000	1000	1000
Golf		1000			1000			1000
Ice Hockey					1000	875		971
Lacrosse					961			961
Softball	1000	1000	**	1000	961			962
Soccer		1000	1000	**	975			980
Swimming		1000		**	955	1000	1000	967
Tennis		1000			981	1000		984
Track, Indoor		**	962	1000	992	947		988
Track, Outdoor		**	962	1000	992	944		988
ALL SA's	1000	1000	952	974	970	969	986	970
ALL Female SA's	1000	1000	952	1000	979	954	1000	977

Gender/ Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.1 Gender Issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). In each case, provide:
 - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

1. Condition

There were no conditions for certification imposed upon Boston University.

Action

There being no conditions imposed, no action was required.

Action Date

Not applicable

Explanation for partial or non-completion

Not applicable

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. In each case, provide:
 - a. The original plan;
 - 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 plans.

The committee will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan.
- The institution has had personnel changes since the original development of the plan.

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non-numeric hiring goals. As it relates to other program areas, including but not limited to, participation rates and budget increases, specific numerical targets may be appropriate.

Gender/ Diversity Issues and Student-Athlete Well-Being

1. Original Plan

Goal #1:

Meet Title IX requirements for participation

Action

Since 1997 the University has eliminated men's varsity opportunities -- baseball, football and golf -- and added four women's varsity sports: soccer, lacrosse, golf and ice hockey. The most recently added varsity women's sport was ice hockey in 2005.

Action Date

2000 through the present

Explanation for partial or non-completion

The University has met the Title IX requirement for participation, but has been unable to provide participation opportunities "in a proportion consistent with the gender distribution of undergraduate students." This is due, in part, to the fact that the proportion of females to males in the student body has been steadily increasing and is now approximately 60%, with female athletics participation currently at approximately 54%. We have been unable to reach that moving target of proportionality with undergraduate enrollment.

Instead, the University has chosen to meet the accommodation of interests and abilities test of Title IX by showing a history and continuing practice of program expansion for the under-represented gender (females). In addition, by providing increased program support for women's sports in recruiting, team travel, and athletically-related financial aid, roster sizes on the women's teams have an opportunity to expand, and this has been encouraged. Fiscal resources and other program support have been increased and improved for women's athletics specifically to enhance the participation experience and increase participation numbers.

2. Original Plan

Goal #2:

Add 1 or more women's varsity team

Action

Added Women's Ice Hockey in 2005

Action Date

2005

Explanation for partial or non-completion

The goal was accomplished.

3. Original Plan

Goal #3:

Meet Title IX requirements for distribution of athletic aid

Action

The University has met and exceeded this goal.

Approximately 62% of the total athletically-related financial aid is currently provided to members of women's teams. The University has made a commitment to provide athletically-related financial aid at the maximum levels allowed by the NCAA for all but one women's sport as an affirmative action to encourage increased participation.

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A greater number of women's teams, and higher NCAA limits for some women's teams than their men's counterparts, also contribute to the greater proportion of athletic aid awarded to women.

Action Date

2000 through the present

Explanation for partial or non-completion

The goal was accomplished.

4. Original Plan

Goal #4:

Equipment should be of comparable quality for men's and women's teams.

Action

This goal has been met: All teams receive equipment of comparable quality according to coaches' preferences.

Action Date

2000 through the present

Explanation for partial or non-completion

The goal was accomplished.

5. Original Plan

Goal #5:

Scheduling should be of comparable quality for men's and women's teams

Action

This goal has been met.

All sports, regardless of gender, are able to schedule games in a way that enhances their competitive opportunity in their sport and according to the athletic department mission.

Practice schedules for the men's and women's teams are equivalently adequate and are based on availability of shared facilities.

Scheduling of men's ice hockey games in the newer and larger Agganis Arena is based on fan support. Women's ice hockey has had the opportunity to play one game per year in Agganis Arena since it opened. However, because it is a new program and draw significantly smaller crowds, the team prefers to play in the more intimate atmosphere of Walter Brown Arena where they have autonomy in scheduling both practices and games. The men's and women's basketball teams have also had opportunities to play at Agganis Arena. There has been a concerted effort to build attendance for both of those sports, and eventually both will play more games at Agganis when the fan support warrants. In the meantime, they would not have the opportunity to practice at Agganis due to the constraints associated with converting that facility for basketball on a regular basis.

Action Date

2000 through the present

Explanation for partial or non-completion

The goal was accomplished.

6. Original Plan

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Goal #6:

Methods of travel and per diems should be comparable for all teams

Action

The University has met its goal, following the same guidelines for travel and per diems for all teams regardless of gender.

Action Date

2000 through the present

Explanation for partial or non-completion

The goal was accomplished.

7. Original Plan

Goal #7:

All academic support services should be comparable for men's and women's teams.

Action

The University has met its goal of providing all teams with the same academic support services.

Action Date

2000 through the present

Explanation for partial or non-completion

The goal was accomplished.

8. Original Plan

Goal #8:

The quality of coaching should be comparable for men's and women's teams.

Action

The University has met its goal of providing all teams with high-quality coaches, and each coach's performance is reviewed regularly

Action Date

2000 through the present

Explanation for partial or non-completion

The goal was accomplished.

9. Original Plan

Goal #9:

Opportunities for recruiting should be comparable for men's and women's teams

Action

The University has met its goal of assuring that funds for recruiting vary only on the basis of the institutional priority given to a sport, and never on the basis of gender.

Recruiting budgets for many sports have been increased to insure that coaches are able to recruit in a way that allows their team to be competitive.

Action Date

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2000 through the present

Explanation for partial or non-completion

The goal was accomplished.

10. Original Plan

Goal # 10:

Medical and athletic training facilities and services should be comparable for men's and women's teams.

Action

The University has met its goal of providing comparable services for men's and women's teams. AMICA Guidelines are followed in the assignment of athletic trainers and doctors to specific sports, based on the data regarding the incidence and type of injury common in each sport.

Action Date

2000 through the present

Explanation for partial or non-completion

The goal was accomplished.

11. Original Plan

Goal #11:

The quality of available housing and dining facilities should be comparable for men's and women's teams.

Action

The University has met its goal that the same housing and dining facilities be available to men and women.

Action Date

2000 through the present

Explanation for partial or non-completion

The goal was accomplished.

12. Original Plan

Goal #12:

The quality of locker rooms should be comparable for men's and women's teams.

Action

The University has met its goal of upgrading the locker rooms for women's teams in soccer and basketball as well as women's field hockey, women's lacrosse, and women's ice hockey, and all locker room spaces are equivalently adequate.

Action Date

2000 through the present

Explanation for partial or non-completion

The goal was accomplished.

13. Original Plan

Goal #13:

Gender/ Diversity Issues and Student-Athlete Well-Being

The form and quality of publicity will be comparable for men's and women's teams.

Action

The University has met its goal of providing a comparable form and quality of publicity for teams regardless of gender. On occasion, special promotions are provided to highlight a significant event, and this is done to meet a specific interest or demand and evens out over time among men's and women's sports.

Action Date

2000 through the present

Explanation for partial or non-completion

The goal was accomplished.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.1 (Gender Issues). In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s).

Boston University did not create any additional plans.

4. Explain how the institution is organized to further its efforts related to the gender-issues operating principle for athletics department staff, coaches and student-athletes.

Boston University is administratively organized to assure that institutional leadership is kept apprised of the nature of the University's academic and non-academic endeavors and the priorities and needs of each. Each School, College, and administrative unit and department is part of a comprehensive communications and management system, the goal of which is to provide excellent education, service, and response to its students and to every member of the University community.

The Department of Athletics was reorganized in 2005 to be more efficient and more effective in providing services for its coaches, staff, and student-athletes. Administrative reporting assignments were divided among several senior administrators to facilitate better communication around issues, both bottom-up and top-down.

Administrators meet regularly with their direct-reports and senior staff, department heads, and all-staff groups have regular meetings at which gender-related issues can be discussed. Student-athlete representatives to the Student-Athlete Athletic Council meet regularly to discuss issues pertaining to them, and a representative of senior staff as well as the Student-Athlete Support Services staff liaison to that group is present to address issues and answer questions that arise.

Student Athlete Support Services provides life skills programming in many areas including those that are gender related. A question on the student-athlete exit interview is directed to gauging and meeting the needs of the under-represented gender; any areas of concern which arise through this mechanism are addressed by senior administration.

Student-athletes, as all students, have other University programs and outlets available to them where they can address gender-related concerns. The Department of Athletics' relationship with the Office of the Dean of Students facilitates the dissemination of information regarding the availability of these resources.

5. Describe how matters concerning gender equity for athletics department staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

The Department of Athletics is an integrated and vital component of Boston University and, as such, student-athletes and athletics staff -- including coaches -- have access to the full panoply of support services provided by the University.

Gender/ Diversity Issues and Student-Athlete Well-Being

First and foremost, the University complies with -- and vigorously enforces -- all federal and state laws prohibiting discrimination and all forms of harassment. The University also enforces all laws relating to the provision of equal opportunities. The Office of Equal Opportunity provides regular workshops and programs on these issues. That Office is also available for individuals who believe that they have experienced discrimination or unfair or unequal treatment. The Faculty and Staff Assistance Program is available to support staff and coaches; the Office of the Dean of Students provides comparable services for student-athletes. In addition, there are no fewer than 29 discrete religious groups on campus, each of which can provide support for students, staff, and coaches.

The Director of Athletics, in consultation with other senior administrators, coaches, and staff, reviews the Department's gender equity status in the Department of Athletics. Information is gathered, evaluated, and then shared with the Athletic Advisory Board, and if necessary, action is taken.

6. For the three most recent academic years in which information is available, analyze the institution's Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches). If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

We have analyzed EADA data for Fiscal Years 2007, 2008 and 2009 by looking at the report and verifying information with the appropriate unit in the Athletic Department.

Disparities are noted as follows:

Participation:

Average enrollment figures for the 3 most recent years shows undergraduate enrollment at approximately 60% female, while the three year average of varsity athletes is approximately 53% female.

Head and Assistant Coaches:

Number:

The number of head and assistant coaches is appropriate to the number of sports offered per gender, and the re-organization of some programs. Most (but not all) of the men's teams were coached by men, and most (but not all) of the women's teams were coached by women.

Salaries:

Although the average salaries of the head coaches of men's teams were higher than the salaries of the head coaches of women's teams, this disparity can be explained for the most part by longevity and experience on the part of several coaches of the men's teams. In addition, the head coach of a sport of institutional emphasis (Men's Ice Hockey) has an administrative title as well as the status as coach, which reflects both his longevity and status at the University and his unique qualifications. A similar explanation can be made for the assistant coaches' salaries for men's sports. In contrast, several sports on the women's side have not had a long history, and while the pool of applicants with the qualifications we seek is generally more limited, we have been able to hire and retain excellent coaches with the compensation packages we have offered. We offer competitive packages among our peer institutions, and continue to make progress in this area. Bonus payments, which also impact this salary differential, are reflective of that team's competitive success (e.g. NCAA appearance, Conference Championship) and vary year to year, according to individual coaches' salaries and contractual agreements, un-related to gender. We have been making progress in closing the salary gap between coaches of men's and women's sports, and continue to do this as we have opportunities with new hires.

Financial Aid:

The EADA requires the University to report athletically-related financial aid. At Boston University, athletes on the women's teams received an average of 61% of all financial aid in the 3 years analyzed. While this is not proportionate to their athletics participation, the University has made an affirmative action in order to increase participation numbers by offering the NCAA maximum number of scholarships in most of our women's sports, thereby expanding rosters.

Recruiting:

Recruiting costs vary year to year depending on teams' squad size and needs. Recruiting expenses for the men's teams accounted for a 3-year average of 55% of the total for all recruiting expenses. While the recruiting expenses do not mirror the participation numbers, our coaches are able to recruit in the manner that best suits their sport and

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the level at which they compete. For some of our men's teams, this necessitates nation-wide or world-wide travel, and while they have the opportunity to recruit within the same parameters, many corresponding women's teams are able to recruit qualified student-athletes on a more local or regional basis, and prefer to do so. As evidence of this, our women's teams have, in general, been more successful competitively than our men's teams.

Operating Expenses:

Over the 3 year period, women's teams averaged 55% of the total operating expenses. This is consistent with the number of women's teams and participants.

Average Operating Expense Per Participant:

The 3-year average per-participant expense for women's teams was 3811 compared with an average of 3301 for men. This represents a 15% difference in favor of female participants, demonstrating a commitment to enhancing the experience for the under-represented gender.

Total Expense:

Differences in this total are explained in each of the sub-categories above, and are higher for women's teams due to the greater number of women's sports sponsored and number of female participants (53%.)

Total Revenue:

Average revenue for men's teams for the 3 years studied was 53% of the total revenues, due to ticket revenues (principally men's ice hockey and basketball) and gifts directed specifically to men's programs. This is attributable to fan interest and the history and success of certain men's sports. Boston University is making a concerted effort to increase these sources of income for all programs, regardless of gender.

7. For the three most recent academic years in which information is available, analyze the institution's NCAA financial report (revenue and expense categories). If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

An analysis of the NCAA Financial report was conducted by reviewing the reports, investigating the individual categories, and interviewing the appropriate Department of Athletics staff.

Compensation by Third Party, Direct State and Government, Direct Institutional, Indirect, Broadcast, and Program Sales Income categories were entered as Zero each of the 3 years, as were Coaching Paid by Third Party, Support Staff paid by Third Party, Fund-Raising, Spirit Groups, Indirect Facilities, and Medical Expenses, and Insurance in the Expense Categories.

Differences in all other categories are explained as follows:

(1) Revenue: The difference in revenue can be attributed principally to Men's Ice Hockey ticket sales at Agganis Arena.

(3) Guarantees: Guarantees are consistently higher on the men's side, because they have been more readily available for men in the sports we sponsor. Women's teams have taken advantage of guarantees when they have been offered, and when it made sense for the program competitively.

(4) Contributions: Contributions that were directed specifically toward men's programs are 1.46 times higher than contributions to women's programs. This can be accounted for by the long history and tradition of the men's programs, and national success of our men's ice hockey program in particular. The University had made demonstrated efforts to increase fund-raising for all sports, including women's sports.

(9) Conference/NCAA Distributions: The differences noted here reflect differences in post-season play distributions as well as hosting opportunities. The disproportionately high number for men in 2007 is explained by the fact that we hosted the men's NCAA ice hockey regional tournament as well as the America East men's basketball championship in that year. After 2007, hosting honoraria were categorized as non-specific revenue.

(12) This number is not attributed to a specific gender and has been consistent, but a clerical error of omission occurred in the 2008 report.

(13) Camp income averaged double the amount for men as for women. This number reflects income received for housing and dining during camps, and is balanced on the expense side of the ledger for accounting purposes. For the past 3 years, for those camps requiring housing and dining on campus, net camp income has gone directly to

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the camp or coach conducting the camp, not to the University. The noted disparity between numbers for men's and women's categories is due directly to a large, nationally-known wrestling camp, which has been held at Boston University for over 25 years. Women's teams and coaches are provided the same opportunity to conduct camps under the same financial arrangements as men's teams, but have not similarly chosen to take advantage of the opportunity.

(14) Endowment/Investment: This category reflects the scholarship money and endowment dollars that are sometimes directed to a specific sport by the donor. Again, the history and tradition of the men's ice hockey as well as the men's crew program figures significantly in this equation. Average annual donations for women's scholarships have been consistent, and the University is making a concerted effort to increase this number.

(15) Other Income: Differences in this category are accounted for by fund-raising activities that take place in a given year. In 2009 there was a significant increase on the women's side due to fund-raising efforts for women's rowing and women's lacrosse, and an increase in track entry fee income.

(16) Sub Total: Variances in this category are explained in each income area above.

(17) Student Aid: The three year average total represents 39% awarded to men and 61% to women. This is consistent with the University's affirmative action to fully fund all but one of our women's sports to the NCAA maximum allowable, in an effort to increase participation and enhance the undergraduate experience for the under-represented gender.

(18) Guarantees: The three most recent years show a significant difference in the amount of guarantees that have been provided for men's teams to attract top competition to our venue. Comparable women's programs have been offered the opportunity to provide guarantees for the same reason, but have yet been unsuccessful. They will continue to pursue this means of attracting top competition when it is in the best competitive interest for the program.

(19) Coaching Salaries: The University recognizes difference in the salaries provided for both head and assistant coaches for men's teams and women's teams. This is mostly attributable to the longevity and success in one program in particular -- Men's Ice Hockey -- and the unique status and qualifications of the head coach who also has additional administrative responsibilities at the University. Salaries are paid on the basis of individual qualifications, experience, length of service, and commensurate with similar positions in the area and compared with peer institutions. The University has made steady progress in closing the gap between coaches of men's and women's sports, and will continue to do so when the opportunity arises.

(21) Support Staff: Generally these expenses are not gender-specific, and no differences are noted.

(23) Severance: The difference noted in 2009 is due to coaching changes for men's and women's crew and men's basketball. No other severance packages were necessary.

(24) Recruiting: Generally our coaches, regardless of the gender of their sport, have the ability and means to recruit in the area and manner that they prefer and which make sense for their sport. All sports are subject to similar recruiting restrictions in terms of the nature of their expenses. Some sports that we sponsor are more regional in nature and do not necessitate as much travel by the coaches. Our women's sports have been very successful in recruiting student-athletes who are qualified both academically and athletically while spending less, generally finishing the recruiting process earlier than our men's sports. Often coaches of women's sports prefer to use available budgeted funds for team travel where it can be more advantageous.

(25) Team Travel: The difference in team travel shows an advantage on the women's side. This can be attributed to more women's teams, and more women participants. All our teams travel in the same manner (transportation, housing, meals) according to the length and nature of the competition, and distance traveled, regardless of gender.

(26) Equipment: Equipment expenses average higher for men's sports than women's. All sports receive comparable quality equipment and supplies that meet the needs of their program and of student-athletes, and according to the coach's preference. Differences noted in this category can be explained by one-time purchases made in a given year based on need which balances out by program and gender over a period of time. In FY07, Men's Crew used income for major purchases of shells and ergs and other equipment that needed replacement at the time. In FY08, several women's teams made significant purchases in equipment and supplies, due to an available surplus in this budget line. In FY09, the University imposed a 10% budget reduction in response to the economic downturn, but equipment expenses on the men's side show an increase due to the Men's Ice Hockey team advancing to and winning the National Championship, as well as other ancillary expenses attributable to a program of that status.

(27) Game Expenses: The differences in game expenses can be attributed to additional games played at Agganis Arena for men's basketball. It has been more advantageous from an attendance perspective to play select high-

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profile contests in that bigger venue, in order to attract premier programs that help us competitively in that sport. There has not been a demand on the women's side, and at this time the coach prefers the home-court advantage of playing in the smaller venue where they practice.

(29) Sports Camp Expenses: Sports camps expenses for men's programs are twice the expenses for women's programs, and reflect the utilization of housing and dining facilities for camps which are balanced on the income side of the ledger. Men's teams have conducted more camps than women's teams, and a large percentage of this is attributable mostly to a longstanding and highly successful wrestling camp. Women's teams and coaches are provided the same opportunity to conduct camps under the same financial arrangements as men's teams, but have not similarly chosen to take advantage of the opportunity.

(30) Facilities: Not assigned by gender.

(34) Membership and Dues: The higher costs for women in this category reflect our Women's Hockey East Association initiation fees for the newly sponsored sport, and for women's golf entry fees, which now must be charged to this budget line.

(35) Other Operating: The differences between expenses for men's and women's teams in this category are significant in each of the three years analyzed. These differences can be directly attributed to the men's ice hockey program, and the unique circumstances of their booster group, fundraising efforts, and NCAA Championship participation over the years, as well as the ancillary expenses associated with running a program of this stature. Many of these expenses are offset by the additional income received in ticket sales and gifts, and all are seen as an investment in the program as a whole.

(36) Total Operating: Differences in the total operating expenses are as indicated in the sub-categories noted above.

8. Using the program areas for gender issues:

- a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

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

1. Accommodation of Interests and Abilities. Participation proportionate to enrollment; and/or, history and continuing practice of program expansion for the under represented gender within the athletics program; and/or, full and effective accommodation for the under represented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.

- a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was

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then processed and shared with the members of the Self-study subcommittee on Gender, and verified through interviews with key Department of Athletics personnel. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward.

Because of the extensive and thorough review of the 17 program areas conducted by Boston University, the responses to sections b. and c. are combined in detailed discussions of each of the program areas.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Currently, 60.2% of the University's undergraduate population is female and 53.7% of the University's intercollegiate athletes are women. In light of an immutable demographic beyond the control of Boston University--that is, there are and have been for many years far more female high school seniors who are applying to college than their male counterparts--it is virtually impossible to assure "participation proportionate to enrollment" without taking dramatic steps that might include eliminating even more men's intercollegiate sports programs.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Since 1997, Boston University has already eliminated men's varsity baseball, football, and golf; and since 1995 has added four varsity sports for women: soccer, lacrosse, golf, and ice hockey.

d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Although the University has not met the strict proportionality standard in the accommodation of interests and abilities, it has been able to show a history of program expansion for the under-represented gender, and will continue to assess the need for additional participation opportunities for females in the future.

The plan for improvement articulates 3 steps toward achieving this goal: increasing roster sizes where appropriate, assessing club sports participation and available competition, and distribution of the Department of Athletics policy for petitioning for varsity status.

2. 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 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the Gender Plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the seventeen program areas.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

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Female athletes receive approximately 62% of all athletically-related student aid. This figure currently exceeds the percentage of female student-athletes.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

In an effort to increase female participation, the University has undertaken the affirmative action to provide the maximum number of scholarships allowed by the NCAA in all but one of the women's sports it sponsors at the varsity level. This puts the University out of balance in the aid-to-participation ratio because we sponsor fewer men's than women's sports, and because NCAA scholarship limitations are lower in several men's sports than their women's counterparts.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies have been identified.

According to the plan for improvement and as part of its commitment to program expansion for women, the University will incrementally increase women's golf scholarships to the NCAA maximum level over the next 5 years.

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 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Each of the men's and women's teams is provided uniforms, equipment, and supplies that are necessary for practice, travel, and competition. Resources are equitably distributed among genders, based upon the differences in needs specific to the sport, roster size, and coach's priorities and preferences. Equipment and supplies are maintained or replaced as needed for athletes of both genders.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Although there are differences in budget allocations in some sports, there is no difference in the quality of what is provided to the men's and women's programs, and differences can be explained by the unique

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needs of the program. For example, while female hockey players generally use up to 6 hockey sticks each per season, due to speed, strength, and contact, male hockey players break more sticks and can use up to 24 per season, accounting for a difference of \$38,000. For similar sports, equipment and supplies are of comparable quality for both genders. Both men and women are provided with top-quality apparel in similar amounts, and equipment is comparably maintained and replaced for both male and female athletes.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There are no deficiencies identified.

Steps have been established in the plan for improvement to ensure that equipment and supply expenses are appropriately standardized without regard to gender of the participants. The Department of Athletics will provide additional support for women's golf in this area going forward.

- 4. Scheduling of Games and Practice Times.** Number of contests; number, length and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The Department of Athletics and the coaches of the men's and women's teams work together to assure that student-athletes have equal opportunity to practice at "optimal" times of the day. All the head coaches tend to be very aggressive about scheduling the maximum number of competitions permitted by the NCAA, regardless of gender.

Coaches work with facilities management to coordinate use of facilities in an equitable manner.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Several coaches said that in any given year they might schedule fewer competitive events in order to balance home and away competition but, in general, it is reasonable to conclude that both men's and women's teams have an adequate and comparable number of pre-season, regular season, and equitable access to post-season competitive opportunities for which they qualify.

All facilities are shared by several varsity programs in addition to other University activities. In most situations, coaches are able to schedule practices and competition according to their sports' needs, their preferences and the student-athletes' schedules. When they are not able to meet all needs and preferences, Department of Athletics administration will intercede to assure that appropriate balance is maintained. Similar sports use the same facility on both sides of the gender ledger for practice and

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competition, with the exception of men's and women's ice hockey. In this situation, the women's team has greater autonomy in scheduling Walter Brown Arena, since many outside revenue-generating events are scheduled in Agganis Arena, where the men's team practices and competes.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There are no deficiencies noted.

Plans include additional opportunities for women's teams to offset the benefit of men's ice hockey playing games in Agganis Arena.

- 5. Travel Allowance.** Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Bylaw 16.8.1.3).

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Mode of Transportation:

Each coach plans his or her own team's travel and means of transportation based on the time and distance of the competition. The University provides vans for sports with smaller squad sizes and equipment needs, for contests within the City of Boston, or within one hour's drive.

Commercial tour buses are used to travel to competition more than one hour away and for overnight trips. The tour buses are also used when teams travel to Boston's Logan Airport. In most cases, teams are expected to fly if the competition is outside the region. "Mixed" gender teams such as swimming and track & field travel together, using the same mode of transportation if both men's and women's teams are competing.

Housing:

There are two factors that all coaches are instructed to apply whenever a team travels: Athletes should stay in full-service hotels, and the hotel should be as close to the competitive venue as possible. With rare exceptions that are approved in advance, student-athletes stay two to a room and always have their own bed.

Length of Stay:

Within NCAA rules, all teams depart for a regular overnight game one day prior to the event, unless the event takes place during Intersession, Spring Break, or involves travel to the West Coast or outside of the United States. All teams return immediately after their competition ends unless weather or airline schedules prohibit.

Dining Arrangements and Per Diem:

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Student-athletes in all sports may receive \$30 per diem for overnight trips. Meal arrangements can be different based on travel times, nature of the competition (e.g. single team contest versus individual sport championship competition) and coach's preference. Some coaches distribute meal money, while others provide a pre-arranged team meal or pre- or post-game snack.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Travel arrangements are made without regard to the gender of the sport.

There is no distinction between the hotels and rooming arrangements made available, the length of stay for travel to competition, in the per diem or meals, based on the gender of team members.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no deficiencies identified.

Standards will be established for travel relative to the nature of competition and travel itinerary to ensure equivalent team benefits, regardless of gender.

6. Academic Support Services. Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.

- a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Boston University offers academic counseling and advising to all athletes through Student-Athlete Support Services (SASS). The services are provided to every athlete regardless of gender.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Student-Athlete Support Services focuses particularly on freshmen and athletes-at-risk as determined by NCAA rules for academic progress, in conjunction with the expectations of the University and the individual college in which each athlete is enrolled.

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SASS is supervised by a Director and staffed by two Assistant Directors and graduate and undergraduate student teachers. They meet with coaches, student-athletes, and faculty as needed. Free tutoring is available to all students upon request. Athletes can request a tutor for a weekly session or a one-time test review. Request forms are available in paper and online.

All tutors are required to earn and maintain a cumulative GPA of at least 3.0, have prior relevant tutorial experience, attend mandatory training, submit session reports after each session, and abide by all University and NCAA rules. Both undergraduate and graduate tutors are compensated. Approximately two-thirds of the tutors are women; all tutors make their services available to athletes of both genders. Tutors have the discretion to schedule group sessions for student-athletes if he or she receives multiple requests for help in the same course. Group sessions are limited to a maximum of 5 student-athletes at any one time.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no deficiencies identified.

Funding of summer school for women will be approved as requested up to the proportion of female participants.

7. Coaches. Availability of full-time, part-time, assistant and graduate assistants. Training, experience, professional standing, and other professional qualifications. Total rate of compensation package, 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 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Every intercollegiate athletic team has a full-time head coach and at least one full- or part-time assistant coach, and most sports have access to the NCAA maximum number of "countable" coaches. Depending on team needs, volunteers and student coaches may also be available, and are specific to the sport and not gender.

Boston University has been able to attract the high-quality candidates we desire, for the compensation packages we offer, for head and assistant coaches of both men's and women's sports.

Bonuses and incentives for extraordinary performance are offered without regard to gender of the sport.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

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The University is gradually moving to put all of its head coaches on multi-year contracts. Assistant coaches are retained on an annual basis. All of the coaches have compelling professional standing and qualifications. Some of the more experienced coaches have won conference and national championships; many have led their teams into post-season competition. Some of the coaches bring their own collegiate, international, and Olympic experience as competitive athletes to bear as they lead their teams.

Coaching contracts are renewed or extended based upon a range of factors, all of which are equally applied. These include competitive success, recruiting ability, compliance with NCAA rules, the perceived ability to motivate student-athletes, and other variables that are more difficult to measure, such as the respect a coach receives from his or her student-athletes. (Graduating student-athletes discuss this aspect of their experience, among others, during their exit interviews). These factors are applied without regard to gender.

The disparity between men's head and assistant coaches' salaries and women's head and assistant coaches' salaries may be explained by factors such as length of service at the University, quality of experience, and salary levels commensurate with the availability of the individual selected for the position. In addition, the long-tenured head coach of one of our men's sports of institutional emphasis, Men's Ice Hockey, has unique qualifications as well as additional University responsibilities that put his salary far above all other positions in the department. This significantly affects the averages for men's and women's sports.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

No deficiencies have been identified.

The University will continue to close the gap in salaries between coaches of men's and women's sports when negotiating compensation packages as indicated by steps in the plan for improvement.

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 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The men's and women's intercollegiate athletic programs enjoy equitable square footage of locker areas and team space.

All programs have equitable use of facilities for practice and competition, regardless of gender.

When scheduling practice and competition, "in season" programs generally have priority.

Locker rooms, practice and competitive facilities are equally maintained for men's and women's sports.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Certain differences in locker and team space are attributable to the fact that the more recently constructed locker rooms are, in general, larger. Women have larger, better-conditioned locker areas than their male counterparts in basketball, soccer, swimming, and track and field. The men's ice hockey program has a larger locker room with more amenities than the women's program, because it is located in a newly constructed arena.

All similar sports practice and play in the same facilities with the exception of men's and women's ice hockey programs. Women's ice hockey has been a varsity sport at the University for just five years, and at this time generates limited attendance and public interest. In contrast, men's ice hockey has a long history and tradition of success, and plays in a well-established conference that has developed a loyal fan base and local, regional and national following. Attendance figures necessitated a move to a new, larger, arena, which opened in 2005, and which provides additional revenues for the University with booking of major outside events like concerts. At this stage in the development of both programs, the teams are playing in the appropriate venue. Both the women's ice hockey coach and the student-athletes have indicated that they prefer to stay in the smaller facility, in which they enjoy scheduling autonomy and an intimate environment for their small number of fans. Walter Brown Arena, the facility that is home to the women's ice hockey team, will undergo a major renovation in 2010-2011 which will significantly improve the quality of the venue.

The University's land-locked urban location means that space is the principle limitation to the University's ability to provide the best possible practice and competitive facilities for its student-athletes. However, this is a function of the nature of the sport rather than gender of the participant. For example, the University's field hockey team practices and competes on the campus of another local university because the preferred playing surface for field hockey is not available on campus at this time, so the University provides the budgetary support for the team to practice where they can best develop and compete in their sport.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no deficiencies identified.

As part of the University's master plans, the Department of Athletics will maintain and renovate these facilities as necessary, and will develop an additional field space on the campus.

9. Medical and Training Facilities and Services. Availability of medical personnel; availability and quality of weight training and conditioning facilities; availability and qualifications of athletic trainers; health, accident and injury insurance coverage; provision of medical and training expenses.

- a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

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b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

All Boston University students are required to present evidence of appropriate health insurance in order to matriculate at the University, or they must purchase the University's student health insurance.

Student-athletes are not required to pay for medical or athletic training expenses as allowed by NCAA regulations. These facilities, and these treatment tools, are gender neutral.

In December 2008, the entire medical and training program for student-athletes was moved from the Department of Athletics to Student Health Services (SHS). This has the effect of greatly expanding the opportunities for the provision of health services to all student-athletes regardless of gender. It also assures that training services are provided without pressure from individual coaches in "high profile" sports, and that services are provided in accord with a medical model, rather than an athletic model.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

All health care decisions are made on the basis of three factors regardless of gender:

1. Injury rates, both among our own athletes and in reliance on national data for different sports;
2. Sports classification: These include collision sports (ice hockey, rugby, men's lacrosse and, until it was eliminated in 1997, football) in which contact is encouraged as part of the game; contact sports (soccer, basketball, wrestling) where contact is incidental; and non-contact sports (tennis, golf, rowing, swimming); and
3. An athlete's individual health characteristics. For example, if a particular athlete has a condition that requires closer monitoring, that athlete's sport might require the services of a particular trainer with expertise in the field.

Assignments of medical personnel and levels of coverage to different sports are based upon these three standards, and as indicated by the AMICA (Appropriate Medical Coverage for Intercollegiate Athletics) Guidelines. All health care practitioners are licensed and meet the same standards for licensure. Although there are no certifications for advanced qualifications for athletic trainers, The Director of Athletic Training Services and other senior medical staff members evaluate trainers on the basis of skill, experience, and ability.

Athletic trainers provide "home event coverage" along with physicians for men's and women's ice hockey; men's and women's basketball; men's wrestling; women's lacrosse; men's soccer (where the incidence of injuries requiring a physician on-site are higher than in women's soccer.) The determination about which sports receive coverage from a physician and which receive coverage from a trainer is based upon the factors cited above, including injury rates, sports classification, and an individual athlete's health characteristics. The University is considering whether to support women's soccer with a physician as well. Trainers travel to the home and away competitions for all collision and contact sports. Training rooms are, in effect, medical services providers.

The main athletic training room is located in the University's Case Center. The vast majority of student-athletes receive various medical and training services from that facility because their sports are located nearby. There is also a satellite athletic training room in Walter Brown Arena, in close proximity to the rink and locker rooms. There is a larger athletic training room in Agganis Arena for the men's ice hockey team, a function of a newly-constructed facility. The men's and women's swimming and diving teams use the training room at the Fitness and Recreation Center, where the aquatic center is located. The same equipment is provided in each of the athletic training rooms, but the Case Center has a unique machine that provides "diathermy," a deep-heat modality, and a swim therapy pool is located at the Fitness and Recreation Center.

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- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no deficiencies identified.

The Department of Athletics will work with Student Health Services and the Sports Medicine Institute to provide appropriate coverage and care for all sports.

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 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Housing and dining services are equitably available to all student-athletes, without regard to gender.

All freshmen are required to live in on-campus housing, as are all Boston University students receiving University grants -- including athletically-based financial aid -- equal to or greater than tuition. All continuing student-athletes are encouraged to live in on-campus residences.

Any student-athlete who receives athletically-related aid for room and board, but does not live in a University residence, must have a University meal plan.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Occasionally, practice or competition times may prevent student-athletes from dining in their respective residence hall dining facility, but alternative dining options are offered on campus. No team schedules training-table meals, and coaches have discretion to use budgeted funds to provide pre-or post-game meals or snacks according to their preference without regard to gender.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no deficiencies identified.

The Department of Athletics will work with the Housing Office and Office of Residence Life to provide equitable housing for student-athletes, and will provide the actual cost of on-campus housing for full-scholarship student-athletes.

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11. Publicity and Awards. Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The Associate Director of Athletics for Marketing Communications is responsible for managing the provision of publicity and promotional materials for all teams.

Each team's web site is maintained and updated on a daily basis during the season.

The same quality and quantity of promotional material is made available for all athletic programs at Boston University, and provided by the sport's emphasis and priorities.

The University actively promotes its men's and women's teams among the student body and in the community.

Men's and women's teams and athletes are nominated for awards outside the University, on an equitable basis, driven by performance and level of competition, and the University's best-performing student-athletes have comparable opportunities regardless of gender.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Equitable coverage is provided regardless of gender, but some sports have more "fan appeal" and receive more interest. Publicity also varies depending on the sports season, and marketing events and materials are planned accordingly.

All home competitions are staffed by at least one sports communication staff member, who creates game day reports upon the completion of the competition. Staff members travel to away competition with teams when there is a media outlet (e.g., television or radio) reporting on the game. These decisions are based on the availability of external coverage rather than gender of the sport participants. When a team participates in NCAA tournament competition, a member of the sports communication staff travels with and covers the team regardless the existence of local media outlets. Again, coverage is gender neutral.

The coaching staff has a role in providing suggestions and material for the content of their team's web site. Season schedules, rosters, athlete biographies, game day reports and news stories are features of each team's web site.

The quantity and distribution of media materials is based more upon media attention, fan attendance, and revenue generation than on gender. Promotional materials are made available to all teams before the start of their respective playing season. The University does not outsource its sports marketing and promotion, and sports communication staff meets with teams on a regular basis during the season.

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Teams, whether men's or women's, are encouraged to engage in outreach programs to be more visible at the University and in the surrounding community, and the Department of Athletics assists them in doing so.

The University has effectively leveraged contractual arrangements to provide media coverage for basketball and ice hockey to highlight women's programs, which has enabled the University to secure commercial radio coverage for men's basketball, and television coverage for men's and women's basketball and women's lacrosse. A local AM radio station also broadcasts women's ice hockey, basketball, and lacrosse games.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no deficiencies identified.

Special promotions will be provided for women's sports to develop fan interest and encourage attendance.

12. Support Services. Administrative, secretarial and clerical support and office space.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Administrative assistance is provided for all sports in an equitable fashion for all sports, regardless of gender.

All head and assistant coaches have adequate office space, and most have their own office in a location as close in proximity to their competition and practice facilities as possible.

All sports are provided with the necessary office equipment to do their job effectively.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Administrative staff is assigned based on the needs of the program, the status of the program, and location of the offices. All staff positions are shared by more than one sport, however, some highly visible programs of emphasis, with greater time demands and more public attention, may require more individual attention than others. These positions are represented by a union at the University, and are subject to appropriate grading, evaluation, and promotion standards. Sometimes individuals may be transferred from one sport or group of sports, due to a change in organizational structure, or a change in coaching or administrative staff that results in a better interpersonal match. These assignments are made without regard to the gender of the sport's participants.

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Office spaces vary slightly in size and appearance based on the facility in which they are located, and are comparable across gender lines with the possible exception of women's ice hockey, located in the smaller, older venue and men's ice hockey, located in the newer, larger arena.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no deficiencies identified.

The need to review administrative assistant and work-study assignments to ensure equitable support for all sports has been addressed in the Gender-Issues plan. Development of internships and graduate assistantships to increase support for sports when the need has been expressed, as well as to identify potential candidates has also been included.

- 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 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Total expenses for recruitment is less for women's teams than the total for men's teams, yet most coaches feel that their recruiting budget is adequate.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Coaches of both men's and women's team have generally felt that resources available for recruiting are adequate due to the availability of academically and athletically qualified student athletes for men's and women's sports and the level at which they compete.

Our women's teams are generally more successful than our men's teams, because they have been able to recruit the caliber of student-athlete necessary to ensure this success.

Some of our men's teams find that the competition for qualified student-athletes who can be successful at this level is greater, and they may need to travel more extensively, nationally or internationally, to find those individuals.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

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There were no deficiencies identified.

During the budget process, sport administrators will ensure that appropriate support for recruiting needs for each sport are addressed.

14. Retention. Programs and services to address retention of staff, coaches and student-athletes from the under represented gender within the athletics program; review of retention and promotion of staff and coaches from the under represented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts and conditions relating to contract renewal.

a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

On average, the most recent multi-year retention rates collected by the NCAA for women's sports are higher than men's sports: 980/969.

Both genders have high retention rates generally, and we rarely lose student-athletes for academic reasons.

In addition to programs offered to students in general, the Department of Athletics offers many programs through Student-Athlete Support Services aimed at retention of all student-athletes, regardless of gender, centered on providing a positive collegiate experience and helping them to balance academics, athletics and other life issues.

All student-athletes are assigned to advisors who meet with freshmen and new students on a regular basis, as well as continuing students who may be under-performing academically.

In terms of staff retention, all staff members are encouraged to take advantage of professional development opportunities that are available, and are supported in this pursuit.

Contract provisions are similar for male and female staff in relation to their qualifications, experience, and longevity.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Only 2 men's sports had higher retention rates than their women's counterparts: cross country 1000/976 and outdoor track: 991/983. The two sports involve mostly the same individuals, and these do not appear to be significant differences.

In addition to the academic assistance provided by Student-Athlete Support Services (SASS) within the Department of Athletics, academic assistance is provided through summer school aid, tutors, and other support services (e.g. disability services) at the University. Student-athletes who may be struggling with mental health issues are referred through the sports medicine system to appropriate medical professionals

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to address specific problems, including sports performance. Occasionally outside professionals are brought in to deal with specific individual or team issues which may be related to gender. Some of the SASS program offerings that have been gender-related include Mentors in Violence Prevention, Disordered Eating and Body Image, and Nutrition education. There is now a University-wide task force on eating disorders.

All outgoing transfer students are interviewed to assess the reasons for the transfer, and intervention may occur. Senior exit interview information is used to ascertain programmatic issues which may relate to retention, and any concerns about trends, including those of concern to the under-represented gender, are addressed in the review of that information.

Consistent with the annual review of coaching and other staff compensation, formal and informal surveys of our peer and local institutions' salaries and benefits are undertaken when an opening occurs, or a contract is negotiated, in order to retain high quality staff in all areas.

Female staff members, in particular, are encouraged to attend educational programs and mentoring opportunities offered by their professional association, the conference, and the NCAA.

In the past three years various staff members have attended NCAA Rules Compliance Seminars, NAAAA Conventions, NACDA (and affiliate organizations) Conventions, Coaches' conventions, ECAC Convention, NCAA Title IX Seminars, Women's Coaches' Academy, Women's Leadership Symposium, and NATA Conventions, along with other similar programs across the profession.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no deficiencies identified.

The Department of Athletics will provide competitive compensation packages and opportunities for professional development in order to retain quality staff.

15. Programs and Activities (staff and coaches). Programs and activities that provide opportunities for all athletics department staff and coaches to address gender issues, including those designed to address the needs of the under represented gender within the athletics program.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

In addition to opportunities available to all University employees, staff and coaches of the Department of Athletics communicate directly with an immediate supervisor on a regular basis, and have the opportunity to address unresolved issues with another member of senior athletic department administration.

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- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Regular monthly staff meetings are held, when items can be brought forward on the agenda. In addition, the Department of Athletics has provided for a coaches' forum which meets periodically to discuss any topics relevant to their performance and professional development, and experts in the field may be retained to facilitate the discussion.

All of these circumstances can facilitate the discussion of gender-related issues.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no deficiencies identified.

As indicated in the plan for improvement, the Department of Athletics will provide additional opportunities for staff and coaches to discuss or receive training in gender-specific topics.

16. Programs and Activities (student-athletes). Programs and activities that provide opportunities for all student-athletes to address gender issues, including those designed to address the needs of the under represented gender within the athletics program.

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

In addition to the opportunities provided to students in general at the University, Student-Athlete Support Services provides advisors with whom student-athletes can address gender-related concerns.

Activities available to all Boston University students through their Schools and Colleges of enrollment, the University Chaplains, and Division of Student Life, and certain community service opportunities, may also relate to gender-specific issues, and student-athletes are encouraged to be involved in these endeavors.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The Student Athlete Advisory Council may undertake matters of relevance that are gender-specific, and life-skills programming in sound nutrition, disordered eating, and violence prevention are some examples of how the University and the Department of Athletics have been responsive to needs in these areas.

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Student-athletes are informed about internship, scholarship, and leadership opportunities that are made available through our conference offices and the NCAA, as well as any that may be offered at the University.

- d.** Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no deficiencies identified.

Life-skills programming in gender-specific topics will be increased, and Title IX will be a topic of discussion for at least one Student-Athlete Advisory Council meeting annually.

17. Participation in Governance and Decision Making. Involvement of athletics department staff, coaches and student-athletes from the under represented gender within the athletics program in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

- a.** Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

A review of the 17 program areas was undertaken beginning in FY 2008-09, continuing into 2009-2010. Surveys were provided to all department heads related to their areas of responsibility. This information was then processed and shared with the members of the Self-study Sub-committee on Gender and Diversity Issues, and verified through interviews with key personnel in the Department of Athletics. Questionnaires were also completed by head and assistant coaches in December 2009-January 2010. These have been reviewed for any areas of concern. Any comments that rise to the level of potential disparity will be addressed in the gender plan moving forward. Members of the Gender and Diversity Sub-committee met with appropriate staff, and reviewed relevant documents, to address each of the 17 program areas.

- b.** Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

The organizational structure of the Department of Athletics encourages direct communication between all members of the staff and their immediate supervisor on a regular basis, as well as interaction with all support services areas of the department. This structure facilitates the involvement in program-specific, as well as department-wide, governance and decision-making.

As part of a Boston University-wide process, the Department of Athletics has been engaged in strategic planning. All staff have been involved to some extent, and interested staff have been able a more active role in the ongoing process.

Many Department of Athletics staff members and several student-athletes have also been involved in the Cycle 3 NCAA Certification Self-Study process.

The principle avenue for student participation in governance and decision making is through Student-Athlete Advisory Council, which offers an opportunity to provide comments and suggestions as a team representative.

Opportunities for conference and national committee service are available to both Department of Athletics staff and student-athletes; several staff members are currently serving in those capacities.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The leadership of the Department has established ad-hoc committees to address "hot topics" and may be instrumental in development of Department of Athletics policy, such as a policy covering pregnant student-athletes.

The Student-Athlete Advisory Council encourages two or three interested members from each men's and women's team to represent their peers at monthly meetings. A member of the Student-Athlete Support Services staff who advises that group attends the meetings. In addition, a senior staff member may periodically attend to provide insight on any areas of concern and to elicit comments and suggestions from student-athletes on a broad variety of topics of concern to them.

The Captain's Council meets once during each sports season with the Director of Athletics and other senior administrators, on an informal basis, to facilitate communication among the teams, and provides an opportunity for discussion.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

There were no deficiencies identified.

Coaches will have more representation on standing and ad-hoc committees involved in policy development.

18. Annual review of Plan for Improvement. Please note: An institution should comment on this area within its Gender-Issues plan for improvement. A narrative response under the "edit responses" link imbedded within this program area is not necessary.

- a. Describe how the institution has ensured a complete study of each of the 17 program areas. This study must be conducted as part of the self-study process;

Please refer to the Gender-Issues plan for improvement.

- b. Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the 17 areas;

Please refer to the Gender-Issues plan for improvement.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the under represented gender within the athletics program (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Please refer to the Gender-Issues plan for improvement.

- d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17 areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Please refer to the Gender-Issues plan for improvement.

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The process for review of the plan will be formalized to include review by a Gender Equity Committee as part of the strategic planning process, and will be presented to the Athletic Advisory Committee for review and comment.

9. Using the "original plan for improvement" section, provide an institutional gender issues plan that addresses all 17 aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area (s), the institution must include an evaluation mechanism to monitor the institution's status in that program area(s).

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

The institutional Gender Issues plan has been entered in the "plan for improvement" section.

10. Describe how the institution will review its gender-issues plan on an annual basis, including how it will compare the plan with its EADA reports and NCAA financial reports. Further, please provide the names and titles of those individuals who will be responsible for this review.

An annual review of the Gender Issues Plan will be conducted by the Athletics Advisory Board. For each annual review the Board will:

1. evaluate the information gathered during the preceding year through its exit interview process;
2. consider information brought to the attention of the Department of Athletics by the Student-Athlete Advisory Council, and specifically ask that group whether any concerns, complaints or suggestions related to gender issues have been raised;
3. review any gender-related concerns regarding the Department of Athletics that have been brought to the attention of the Dean of Students or any other Boston University office or administrator;
4. review any gender-related concerns regarding the Department of Athletics that have been brought to the attention of the Equal Opportunity Office;
5. evaluate progress on all 17 program areas of the Gender Issues Plan.

The individual responsible for this review is Michael Lynch, Director of Athletics.

11. Describe the institution's efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

The Gender-Issues Plan has been developed as part of the self-study process of Cycle 3 NCAA certification. The Gender and Diversity Issues Subcommittee is comprised of faculty and administrators from across campus, and includes a student-athlete among its members.

Gender/ Diversity Issues and Student-Athlete Well-Being

The Gender and Diversity Issues Subcommittee, like the other subcommittees working on the self-study, reports to a Steering Committee, which is also comprised of faculty and administrators from across campus and student-athletes, in addition to Department of Athletics administrators. The Executive Vice President and President of the University serve on the Steering Committee.

Prior to submission to the NCAA, the Self-Study Report, including the Gender-Issues Plan, was published on Boston University's website and made available for comment by any interested parties.

The Gender-Issues Plan will be active for five years commencing in July 2010 and concluding June 2015.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Accommodation of Interests and Abilities.	Participation is not in proportion to undergraduate enrollment	Continue to meet the "history and continuing practice of program expansion for the under-represented gender" test of Title IX.	Increase roster sizes of select women's teams where appropriate and practical.	Head coaches and sport administrators for select women's sports.	Beginning in Fall 2010 and annually thereafter.
			Review and assess the University's club sports participation and available competition in the conference and region for potential additions to varsity sport sponsorship.	Director of Athletics	Annually in conjunction with strategic planning
			Provide the University's written process to petition for varsity status to the Club Sports Department for distribution to those participants.	Senior Woman Administrator	Annually at the start of the Fall Semester
Athletics Scholarships.	Financial aid to females exceeds participation.	Provide athletic financial aid to women's teams to NCAA maximum limitations.	Incrementally increase women's golf scholarships to achieve NCAA maximum	Athletics Department Financial Aid Administrator	Add one scholarship per year for the next five years
Equipment and Supplies.	Men's overall equipment and supplies expenses exceed women's overall equipment and supplies expenses.	Ensure that all expenses in this budget line are appropriate for the sport, regardless of the gender of the participants.	Standardize participation awards, special event mementoes, and banquets for like sports without regard to gender of the participant.	Equipment Manager, Business Office	Ongoing, beginning with Fall, 2010
			Establish equipment standards for quality and number for like sports.	Business Office and sport administrator in conjunction with head coaches	Annually during the budget process
			Augment women's golf budget to provide more equipment and supplies as that sport is expanded.	Director of Athletics	Incrementally, beginning with FY 2012 budget process

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Scheduling of Games and Practice Times.	More men's games are played in Agganis Arena than women's.	Provide additional opportunities for women's ice hockey and women's basketball to play in Agganis Arena, or provide offsetting benefits in an alternative program and program area.	Provide for a multi-team women's hockey tournament at Agganis Arena, or an enhanced competition event at Walter Brown Arena as preferred.	Scheduling Administrator in conjunction with Agganis Arena Management	Every other year, beginning with first opportunity to schedule
			Provide for a multi-team women's basketball tournament at Agganis Arena, or an enhanced competitive event at the Case Center, as preferred.	Deputy Director of Athletics in conjunction with Agganis Arena Management.	Every other year, beginning with first scheduling opportunity
			Provide one women's team per year, the opportunity to schedule a Foreign Tour or an additional trip outside the normal region of competition.	Scheduling administrator in conjunction with head coach	Annually, beginning with 2012
			Provide women's golf an additional opportunity to schedule a tournament as preferred and as allowed by NCAA limitations.	Scheduling Administrator in conjunction with Sport Administrator	Annually, beginning Fall, 2010
Travel Allowance.	The same travel allowance is available for men's and women's teams, but not always similarly used.	Establish firm hotel and per diem standards for team travel relative to nature of the competition and travel itinerary.	Athletic Business office will provide the appropriate standards in the policy manual	Monitored by the business office in conjunction with sport administrator	On-going, beginning Fall 2010
			Additional tournament will be supported as approved during the budget process.	Sport administrator and scheduling administrator	Annually, beginning FY 2012
Academic Support Services.	Male student-athletes have had more summer school aid than female student-athletes.	Provide additional opportunities for women to receive summer school funding.	Women's and men's summer school funding requests will be approved in proportion to participation rates and total aid awarded	Athletics Department Financial aid administrator	Beginning Summer, 2011

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Coaches.	Salaries for head and assistant coaches of men's teams are higher, on average, than salaries for coaches of women's teams.	Offer competitive compensation packages among our peer institutions and for our locale.	Use formal and informal survey methods to assess salary and benefit information.	Director of Athletics and Human Resources	Annually during review process and when an opening occurs
			Establish equitable standards for appointments, multi-year contracts and conditions of employment that are given to coaches.	Director of Athletics with Human Resources	For all new coaches as they are employed, and for continuing coaches beginning January 2011
Locker Rooms, Practice and Competitive Facilities.	Several locker rooms for women's teams have been renovated and upgraded. Field Hockey practices and plays off campus	Continue to maintain and renovate locker room space as necessary	Inspect locker room spaces annually, and make any necessary renovations as part of the physical plant master plan.	Director of Athletics	Annually with physical plant
			Upgrade women's ice hockey locker room in Walter Brown Arena as part of the planned major renovation of that facility.	Director of Athletics	In conjunction with existing Master Plan for the physical plant
			Provide an additional field space on campus to accommodate field hockey and other sports.	Work with Facilities Management and Planning, and the Development Office to finalize design and secure funding	Director of Athletics
Medical and Training Facilities and Services.	Medical and athletic services are provided based on AMICA recommendations for sports.	Continue to monitor to assure appropriate medical coverage for all sports teams.	Meet annually with the Director of Athletic Training Services and Director of Sports Medicine to review coverages and assignments.	Director of Athletics	At the end of each academic year.
Housing and Dining Facilities and Services.	Full athletic scholarships should cover the actual cost of on-campus housing for those student-athletes.	Provide actual amount for on-campus housing for full scholarship student-athletes.	Include additional housing costs in financial aid budget	Athletics Department financial aid administrator with the Director of Financial Aid	Beginning Fall 2010

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Publicity and Awards.	Additional efforts should be made to boost attendance for women's ice hockey and basketball.	Provide one special promotion per year for women's basketball and women's ice hockey to boost attendance	Apply for grant for promotion of women's basketball	Marketing Administrator	Annually, beginning 2010
			Apply for America East Conference Grant for promotional events	Marketing Administrator	Annually, beginning 2010
			Utilize community partnerships to develop fan interest and encourage attendance for women's sports.	Marketing Staff	Annually, beginning 2010
Support Services.	Access to volunteers and managers has been easier for some men's teams than for women's teams.	Work with coaching staffs to determine need and provide assistance in identifying potential support personnel	Create paid internships, unpaid internships, or graduate assistantships as needed and desired by head coaches, and identify potential candidates	Sport Administrator with head coaches	Annually
			Review Administrative Assistant and Work Study assignments to ensure equitable support for men's and women's sports.	Director of Athletics with SWA	Annually with strategic planning
Recruitment of Student-Athletes.	Overall recruiting expenses for men's teams exceed overall recruiting expenses for women's teams.	Work with head coaches to provide adequate recruiting resources to fulfill team needs.	Review recruiting practices during budget process and augment recruiting budget where practical and necessary.	Head coach, sport administrator, business office	Annually in conjunction with budget planning process
			Review recruiting systems and practices to ensure efficiency and effectiveness.	Head coach with sport administrator	Annually with performance review
Retention.	Retention of qualified female administrative staff and coaches should be addressed pro-actively.	Provide competitive compensation packages to quality coaches, administrators and staff	Survey local market to ensure competitiveness with peers and within region	Director of Athletics	Annually during performance review process, and when an opening occurs

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Continue to provide and support opportunities for professional development.	Director of Athletics with Business Office	Annually as opportunities are available
			Promote qualified personnel from within when possible as openings arise.	All Administrators and Head Coaches	As openings arise
Programs and Activities (staff and coaches).	Provision of, and access to programs and activities specifically related to gender issues can be increased.	Offer additional opportunity for discussion of gender-specific topics during regular staff meetings and coaches' forum.	Plan at least one gender-specific meeting per semester.	Associate Director of Athletics	Annually beginning 2010-2011
			Continue to fund staff member attendance at Gender-related educational and networking events sponsored by the conference, the NCAA, and other national organizations.	Director of Athletics	Annually, as the opportunities become available.
Programs and Activities (student-athletes).	Provision of, and access to programs and activities specifically related to gender issues can be increased.	Add Life-Skills programming on gender-specific topics for student-athletes.	Offer at least one voluntary and one mandatory life-skills topic per term that is gender-specific.	Student Athlete Support Services	Annually, beginning Fall 2010
			Offer opportunity for student-athletes to meet to discuss Title IX, Gender Equity or other gender-specific topics.	Director of Athletics with SAAC	Annually
Participation in Governance and Decision Making.	Opportunities for participation in governance and decision making by coaches, staff and student-athletes should continue to be provided.	Give the coaches representation at Department Head Meetings, and on all ad-hoc and standing committees formed within the athletic department.	Ask coaches to nominate an interested representative for all athletic department committees.	Director of Athletics	Ongoing, as committees are established

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
		SAAC will be asked for formal or informal feedback on all athletic department policy change that is related to their intercollegiate experience.	Policy changes will be presented at a regularly-scheduled SAAC meeting for their input.	Director of Athletics and SAAC Adviser	As policy changes arise
Annual review of Plan for Improvement.	Annual review of the plan should take place within the department of athletics as well as outside the department.	Athletics Advisory Committee will annually review the Plan for Improvement regarding Gender Issues.	Director of Athletics will present progress made on the plan for improvement, and seek advice on changes from the Athletic Advisory Committee.	Director of Athletics	Annually at a Fall meeting of the AAC.
			Gender Issues and the Plan for Improvement will be reviewed each year at the annual strategic planning committee meetings	Director of Athletics	Annually, prior to the start of the academic year
			A Gender Equity Committee will be formed to meet once per term to discuss gender-related issues, and report back to athletics administration.	Director of Athletics	One meeting per term, beginning Fall 2010

Gender/ Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.2 Diversity Issues.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide:
 - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

There were no conditions for certification imposed on Boston University in its Cycle 2 certification decision.

Action

There being no conditions imposed, no action was required.

Action Date

Not applicable

Explanation for partial or non-completion

None required

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2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. In each case, provide:

- a. The original plan;
- 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 plans.

The Committee on Athletics Certification will not accept the following explanations for partial completion or noncompletion:

- The institution did not possess sufficient funds to implement the plan, and
- The institution has had personnel changes since the original development of the plan.

The committee will accept the following explanation for partial or noncompletion:

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 diversity issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

1. Original Plan

Goal 1: "Minority student-athletes will be given full opportunity for participation. The proportion of student-athletes who are minorities should be approximately the same proportion of minority undergraduates."

Goal 2: "Maintain a high graduation rate for minority student- athletes. Graduation rates for minority student-athletes should be comparable to rate for Boston University undergraduates."

Goal 3: "Minority athletes will be provided with appropriate athletic aid. The proportion of aid for minority student-athletes should be consistent with the aid provided for other student-athletes."

Goal 4: "Minorities will be given full employment opportunities within the Department of Athletics; minority applicants will be encouraged whenever there is a job opening. The proportion of minority employees should conform to the guidelines provided in the Boston University Affirmative Action Plan."

Goal 5: "The Department of Athletics will be responsive to the needs and concerns of minority employees. Minority employees will be given a full opportunity to express their concerns and their views on departmental issues."

Goal 6: "The Department of Athletics will be responsive to the needs and concerns of minority student-athletes. Minority student-athletes will be given regular opportunities to express their concerns."

Action

Goal 2: This goal was achieved. A review of the last three years of data shows that graduation rates for minority student-athletes compare favorably with graduation rates for Boston University undergraduates generally, and also with graduation rates for non-minority student-athletes.

Gender/ Diversity Issues and Student-Athlete Well-Being

Goal 3: This goal was achieved. Athletically-related aid provided to student-athletes is a merit award, based on athletic ability. Neither race nor ethnicity is considered in determining the amount of athletically-related aid awarded. The provision of athletically-related aid to our students is appropriate to the level of athletic talent of each of them, and is offered in an amount representative of what the team has available to award, the number of student-athletes needed to complete the roster, and what the student-athlete requires in order to matriculate at Boston University. All Boston University institutional aid is awarded on the bases of need and academic merit, and without consideration of race or ethnicity.

Goal 4: This goal was achieved. An active effort has been made to identify minority applicants for job postings. Administrators and head coaches are encouraged to recruit from and interview a diverse applicant pool. As is the case throughout the University, positions are posted online, and the Equal Opportunity Office ensures that local and regional agencies working with minorities and females receive the postings. The Department of Athletics posts positions with HCBUs, the NCAA, the Black Coaches Association, NACWAA, and the National Associate of Collegiate Directors of Athletics and all of its affiliates. We have yielded only minimal results in the endeavor.

Each year, the representation of minorities at all levels of employment in the Department of Athletics is reviewed as part of the preparation of the University's annual Affirmative Action Plan. The data consistently show that the representation of minorities on the coaching staff, the administrative staff, and among other employees is within appropriate levels based on the availability and qualifications of applicants for the specific positions.

Boston University has not maintained a file of qualified minority candidates for coaching and administrative positions because the data has not been readily available in the past. However, we plan to utilize any information provided by our conference colleagues and the NCAA as they make efforts to provide the necessary resources and a pool of potential under-represented minority candidates in the future.

Goal 5: This goal was achieved, though through different action steps than were anticipated when the Cycle 2 plan was prepared. Minority employees, as are all Boston University employees, are provided with full opportunity to express their views and concerns. There is an open door policy among the senior administration in the Department of Athletics to encourage all employees to bring forward any concerns they may have. Regular staff meetings are held at which all employees can share and express concerns and ideas. While the focus during Cycle 2 was to have special meetings for minority employees, over the years the philosophy of the Department of Athletics, and of the University generally, has changed to one of inclusion. Minorities are not singled out for different treatment: All employees are treated equally, and University departments are responsive to the concerns of all of their employees. Department of Athletics employees, like other employees, are welcome to bring concerns and complaints to the Equal Opportunity Office and are covered by the University's Equal Opportunity Policy. Any employee in the Department of Athletics can use the University's complaint procedures to make a formal complaint. Like other employees, employees of the Department of Athletics receive at their New Employee Orientation information about the Equal Opportunity Policy and the complaint procedures that are available to them. All University policies and procedures related to equal opportunity matters are posted on the Equal Opportunity Office website.

In addition, progress toward the goals of the Cycle 2 minority issues plan was discussed by the Athletics Advisory Board, and a formal review was conducted by this group in 2009, where the decision was made to formally shift efforts toward diversity and inclusion rather than affirmative action-related goals.

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Goal 6: This goal has been met. The senior administration of the Department of Athletics maintains an open door policy to encourage all student-athletes to bring forward any concerns or ideas. The philosophy of diversity and inclusion that applies to employees also applies to students. All student-athletes receive exit interviews during which they are asked whether their needs as students and as athletes have been met, and minority student-athletes are asked whether they had any needs or concerns specific to their status as minority students that were not met. Regular meetings are held to give all student-athletes the opportunity to express views and concerns. The Student Athlete Advisory Committee also expresses the concerns of students; all teams have representatives on this committee, and any student-athlete is welcome to attend. Like employees, student-athletes are covered by the Equal Opportunity Policy, can go to the Equal Opportunity Office with concerns or complaints, and can file formal complaints using the University's Complaint Procedures. They can find the Policy and the Complaint Procedures on the Equal Opportunity Office website, as well as on the Lifebook website published online by the Office of the Dean of Students.

Action Date

Actions have occurred on an ongoing basis from April 25, 2002, when Boston University received its Cycle 2 certification decision, through the present.

Explanation for partial or non-completion

Since the development of the Cycle 2 plan for addressing minority issues, the focus of Boston University Athletics -- like the focus of the NCAA -- has shifted from an affirmative action orientation to a broader view of diversity that encompasses not only an analysis of numbers and percentages of minority student and staff participation in athletics, but rather a vision of a campus climate that is welcoming and supportive of students, faculty, and staff of diverse backgrounds, including those who identify themselves as minorities. The Boston University plan that was developed in 2001 in large part no longer reflects meaningful goals or measurements of success in promoting diversity and supporting a diverse population of participation in athletics.

Goal 1: The goal of proportionality has not been met.

Since the development of the Cycle 2 plan, it has become clear that a comparison of the proportion of minorities in athletics to minorities in the general Boston University student population is not a meaningful mechanism by which to assess our success in achieving full opportunity for minority student-athletes. Boston University actively recruits student-athletes from under-represented minorities who meet University standards for admission and athletics competition at the NCAA Division I level in the sports we sponsor. Our minority representation on athletic teams reflects the availability of qualified prospects who participate in those sports, which does not generally coincide with the undergraduate population. For example, Boston University has a large percentage of Asian undergraduate students, while we have not found a similarly high representation of Asian students among the student-athletes in sports we sponsor. The elimination of football has also affected the overall number of minority student-athletes at Boston University, and the women's sports that have been added have not yielded a high number of under-represented minorities in their participation.

A better benchmark for the future appears to be comparing the percentage of minority student-athletes at Boston University to national percentages in those sports, and recruiting in areas where we can find qualified minority students.

Our admission process is gender-, race- and ethnicity-blind and all under-represented populations have equal access. Once on campus, all Boston University student-athletes have equal athletic participation opportunities and are treated equally.

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3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.2 (Minority Issues). In each case, provide:

- a. The additional plan;
- b. The action(s) taken by the institution;
- c. The date(s) of the action(s).

In 2009, the Boston University Department of Athletics developed a statement of its strategic vision, in which it outlined steps to be taken to "foster and encourage an inclusive environment built upon the principles of equity and diversity, committing to the recruitment of qualified student-athletes and staff from all backgrounds and seeking to increase participation opportunities for minorities." Goals are set forth with action steps to achieve them, and progress made toward the goals to this point.

4. Explain how the institution is organized to further its efforts related to the diversity- issues operating principle for athletics department staff, coaches and student-athletes.

Boston University's organizational structure fully supports the goal of diversity and inclusion throughout the University, and specifically with respect to the Department of Athletics. The Department of Athletics reports to the Executive Vice President of the University, who reports directly to the President. The Board of Trustees has a committee to oversee Athletics.

The Dean of Students, who reports to the President, and a member of the Faculty Council are fully involved with Department of Athletics programs and with student-athletes; both sit on the Athletics Advisory Board. They assist the Director of Athletics and the Executive Vice President in keeping the President, the faculty, and Student Life staff informed of all pertinent matters in Athletics, including diversity and inclusion efforts. They assist in ensuring that these efforts are aligned with the goals of the University. The Director of Equal Opportunity, who is responsible for reviewing concerns and complaints of discrimination and harassment and for monitoring employment practices, sits on the Athletics Advisory Board. The Director of Equal Opportunity and the Dean of Students regularly discuss campus climate issues related to diversity and inclusion for all students and employees, including those in Athletics, and make recommendations to the Department of Athletics when appropriate. The Executive Director of Admissions, who is responsible for student recruitment and admission, also sits on the Athletics Advisory Board, and is fully involved in reviewing practices surrounding the recruitment of student-athletes.

Within the Department of Athletics, recent changes to the reporting structure have enhanced access for staff, coaches, and student-athletes to the Athletics administration. Sports teams and support staff no longer report directly to the Athletic Director; instead, responsibility for oversight of sports and staff has been divided among several members of the senior administration. This allows all concerns, including those related to diversity and inclusion, to be addressed in a timely way and for issues that are brought to the Athletic Director to be given more prompt and focused attention.

Student-athletes, including minority student-athletes, have multiple opportunities for involvement in efforts toward diversity and inclusion. The Student Athlete Advisory Committee offers all student-athletes a forum in which to raise concerns and offer ideas. The Howard Thurman Center for Race, Ethnicity and Culture is open to all students and offers multicultural and community-building programs, activities, services, and resources. There are many cultural affinity groups on campus. The Community Service Center offers students volunteer opportunities at over 100 different sites; most student-athletes contribute time to Community Service programs. These are only a few of the multitude of ways in which student-athletes can both benefit from and contribute to the diversity of individuals and programs available on campus. Student-athletes are fully integrated into campus life through their classroom, living, and dining experiences.

5. Describe how matters concerning diversity issues for athletics department staff, coaches and student-athletes are monitored, evaluated and addressed on a continuing basis.

The senior administration of the Department of Athletics holds regular meetings with coaches and staff and has an open door policy, to ensure that any diversity issues concerning any employee can be brought to the attention of the administration. Regular meetings are also held with the Student-Athlete Advisory Committee to serve the same purpose for student-athletes, and the open door policy applies to them as well.

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All student-athletes are scheduled for exit interviews upon the completion of their final season. These interviews are held with members of the Athletics Advisory Board as well as members of the Department of Athletics staff, so there is opportunity for students to express concerns to individuals who are not part of the Athletics administration.

The Department of Athletics endeavors to address all concerns as quickly as possible. In a situation in which the Department needs assistance in evaluating or resolving a concern or complaint, the Equal Opportunity Office, the Office of the Dean of Students, and Human Resources are available to work together with the Department to solve the problem.

All coaches, staff and student-athletes are covered by the University's Equal Opportunity Policy, and are welcome to bring any concerns or questions to the Equal Opportunity Office. Students may also bring these concerns to the Dean of Students. Any employee or student wishing to file a formal complaint may do so under the University's Complaint Procedures. Such complaints are investigated promptly and thoroughly. Any employee or student may also visit the University Ombuds to discuss concerns confidentially and to seek an informal resolution. Whatever avenue an employee or student chooses to bring concerns forward, the Department of Athletics and any other University offices involved in working with the matter resolve the situation in the most timely manner possible.

6. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

- 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 directors of operations, athletic 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 subcommittee for athletics, student athlete advisory committee) members (if any).

a. Senior administrative Department of Athletics staff

There have been no under-represented minorities among the senior administrative staff of the Department of Athletics for the last three academic years. According to the University's Affirmative Action Plan.* However, the availability of under-represented minorities for these kinds of positions ranges from 10.5% to 16.1%; because the number of positions at this level is so small -- with only 5 in the Department -- underutilization of minorities among these employees does not exist. There has been no turnover in these positions in some time, so no opportunity has arisen to recruit minorities to apply for a senior level position.

b. Other full- and part-time professional Department of Athletics staff

For the 2009-2010 academic year there are no under-represented minorities among the 25 professional employees in the Department of Athletics. During the previous two academic years, there was 1 under-represented minority employee among 21 professionals, or 4.5%. The availability of under-represented minorities for the professional positions available in Athletics ranges from 15.2 to 17.7%, according to the University's Affirmative Action Plan*.

c. Full- and part-time Head Coaches

Under-represented minority coaches represented 15.8% of Boston University Head Coaches in 2007-2008, and 14.2% of Head Coaches in both 2008-2009 and 2009-2010. These percentages are higher than the availability percentage used in the University's Affirmative Action Plan for each of the three years.* There was no underutilization noted for coaches during the annual reviews conducted for the Plan during this time period.

d. Full- and part-time Assistant Coaches

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Under-represented minorities who served as assistant coaches for the last three academic years accounted for 18.2% in 2007-2008, 17.7% in 2008-2009, and 14.9% in 2009-2010. These percentages are higher than the availability percentage used in the University's Affirmative Action Plan for each of the three years.* There was no underutilization noted for assistant coaches during the annual reviews conducted for the Plan during this time period.

*Please note: the University's Affirmative Action Plan is a calendar year plan. As a result, the statistics taken from the Plan will not precisely conform to the statistics taken from the academic-year numbers from the Department of Athletics.

e. Faculty-based athletics board or committee members

The Athletics Advisory Board currently has 10 members. The membership has not changed for the three most recent academic years. The individuals who sit on the Board are appointed based upon their positions at the University and their professional involvement with the Department of Athletics. Race and ethnicity are not factors and are not considered when making appointments to the Board. At this time, the Board has 1 minority member, representing 10% of Board membership.

f. Other advisory or policy-making group members

The Board of Trustees has an Athletics Committee which is informed of all aspects of athletics and participates in policy decisions. The Committee has no operational oversight of the Department of Athletics. Committee members are appointed each September based upon their interest or the expertise relating to athletics they can offer to the Board.

Race and ethnicity are not considered in making appointments to the committee. The Board of Trustees Athletics Committee has had the following composition for the three most recent academic years:

2007-2008:

1 African-American male
2 White females
5 White males
(14% under-represented minority)

2008-2009:

1 African-American male
1 African-American female
2 White females
6 White males
(20% under-represented minority)

2009-2010:

1 African-American male
1 African-American female
6 White males
(25% under-represented minority)

7. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

A review of the data reveals the following:

White students and black students consistently represent a higher percentage of the student-athletes receiving athletically-related aid than they represent of the student body overall.

Asian and Hispanic students consistently represent a lower percentage of the student-athletes receiving athletically-related aid than they represent of the student body overall.

The proportion of all black students on campus who are student-athletes receiving aid is consistently higher than the proportion of all students in any other racial or ethnic group who are student-athletes receiving aid.

American Indian and Alaskan Native students represent such a small percentage of students overall that the range over the three years of 0% to 2.2% of these students who are student-athletes receiving athletically-related aid is

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the result of a difference of only 1 student-athlete. However, the percentage of AI/AN students among student-athletes receiving aid was higher than the percentage of AI/AN students in the student body overall for two of the three years.

It should be noted that the population of student-athletes receiving athletically-related aid is smaller than the overall population of student-athletes. For example, walk-ons in men's track and field and men's soccer are not included in this analysis. Men's track offers 12 scholarships but typically has approximately 40 team members. An analysis of student-athletes overall might yield different results.

8. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

An analysis of the data reveals:

The sports at the University with the highest representation of black student-athletes are Men's Basketball, Women's Track & Field, Men's Other Sports, and Women's Other Sports (primarily soccer and wrestling.) Men's Other Sports have the greatest number of Hispanic student-athletes (soccer and wrestling.) Non-resident alien student-athletes also seem to be concentrated in the Other Sports category, and are represented in small numbers over a wide range of teams for both men and women. More women, mostly in the Other Sports category, reported their race/ethnicity as "Other." Numbers in this particular category have decreased over the past three years, probably due to new categories for identification. The student-athlete population does not reflect the student body overall, principally because of the sports we sponsor; the elimination of baseball and football has had a significant impact on our number of under-represented minority student-athletes. In many of our sports, the available population of qualified athletes to be recruited is primarily white.

9. Using the program areas for diversity issues:

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's status and commitment across each of the nine areas;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

1. Institutional and Athletics Department Commitment and Organization. Written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address the issues of diversity, including where the statements are published; description of how the institution and athletics department are organized to address diversity through policies and/or organizational structure, including how the athletics department's commitment to diversity connects with the institution's commitment; communication of expectations regarding diversity to staff, coaches and student-athletes.

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

A complete study of this program area has been conducted by:

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Periodic review of all relevant policies, mission statements, and strategic plans by the Department of Athletics and/or the departments responsible for their implementation,

Regular meetings of the Diversity Issues subcommittee during the self-study process which included review of these documents,

Regular meetings of the Department of Athletics Strategic Planning Committee to prepare and update the Strategic Vision Statement, and

Review of departmental and institutional organizational structures to ensure that they support the commitment to diversity

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

Boston University and Department of Athletics commitment are demonstrated in multiple mission statements, policies and plans, including:

Boston University Mission Statement:

"Boston University is an international, comprehensive, private research university, committed to educating students to be reflective, resourceful individuals ready to live, adapt, and lead in an interconnected world. Boston University is committed to generating new knowledge to benefit society.

We remain dedicated to our founding principles: that higher education should be accessible to all and that research, scholarship, artistic creation, and professional practice should be conducted in the service of the wider community--local and international. These principles endure in the University's insistence on the value of diversity, in its tradition and standards of excellence, and in its dynamic engagement with the City of Boston and the world.

Boston University comprises a remarkable range of undergraduate, graduate, and professional programs built on a strong foundation of the liberal arts and sciences. With the support and oversight of the Board of Trustees, the University, through our faculty, continually innovates in education and research to ensure that we meet the needs of students and an ever-changing world."

Department of Athletics Statement of Purpose:

Mission Statement:

The mission of the Boston University Athletic Department is to become a nationally recognized leader in combining academic and athletic excellence, demonstrating leadership and partnership in the community and encouraging pride and participation among our students, alumni, friends, and fans.

Core Values

In pursuit of the above mission the Boston University Athletic Department is committed to the core values of:

Honesty

Integrity

Teamwork

Sportsmanship

Commitment to excellence

Community outreach and leadership

Respect and responsibility for self and others

Appreciation for and encouragement of gender and cultural diversity

Philosophy

The Boston University Department of Athletics is at the center of the undergraduate student experience and serves as a source of pride for the entire Boston University family. The program provides numerous benefits for Boston University, including expanding the University's appeal to more diverse constituencies,

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generating greater alumni support, strengthening the recruitment and retention of qualified students, and providing for a more diverse, interesting, and rewarding campus experience for our undergraduates.

Boston University is committed in its role as a leader in the fulfillment of a "complete" University, providing a rare combination of the highest quality athletic, recreational and social experiences in concert with a rigorous academic curriculum. Student-athletes are encouraged to maintain a balance between academic, athletic, and personal social pursuits.

Boston University's athletic programs strive to instill traits that will benefit student-athletes in their personal and professional lives. Boston University is committed to maintaining a tradition of excellence in athletics by prevailing upon its student-athletes, coaches, and staff members to approach each day with an appreciation for hard work, perseverance, and pride in their actions and in their accomplishments.

Operating Principles

Based on the above philosophy and mission the Department of Athletics operates under the following principles in pursuit of excellence in all endeavors:

To support the educational goals of student-athletes through verbal encouragement and a variety of academic support programs which help student-athletes achieve their maximum academic potential.

To identify and retain coaches and staff committed to the best in athletic instruction, program management, support of academic mission, integrity, and the ability to motivate, inspire and support our student-athletes.

To provide the opportunity and encourage service and leadership in the community.

To promote character development in student-athletes, including the qualities of honesty, integrity, teamwork, leadership, responsibility, and sportsmanship.

To positively and effectively communicate the accomplishments, activities and events that engage the Boston University community of students, alumni, friends, and fans in active participation in response to our programs.

To adhere to the letter and spirit of the rules and regulations set forth by Boston University, the NCAA, all affiliated conferences and associations, and all local, state, and federal laws.

To exercise fiscal responsibility throughout the pursuit of the Department of Athletics' goals.

Vision Statement

Boston University will define athletic success and academic excellence as together representing the true sign of a highly successful program. Visibility and perceptions of the University will be enhanced by positioning the Boston University Department of Athletics among other national programs that better reflect Boston University's status as a leader in higher education.

The Boston University Department of Athletics will strive to be nationally recognized for excellence in competition performance, academic achievement and in the personal development of our student-athletes. Our athletic program is a national window into the University through which many view our institution. A highly successful and principled program will have a positive influence on the perception of our University by students, faculty, staff, alumni, prospective students, and the local, regional, and national community.

Department of Athletics Department Strategic Vision statement:

"As we prepare for the future of Terrier Athletics, we must consider: Pride in athletic excellence, pride in academic excellence, pride in student-athlete growth and development, pride in community relations, pride in fiscal management and resource development, and pride in an equitable and diverse environment."

Boston University Undergraduate Admissions Mission Statement:

"Boston University is an international, comprehensive, private, teaching and research university, committed to educating students to be reflective, resourceful individuals ready to live, adapt, and lead in an interconnected world. At Boston University, students are encouraged to challenge their perspectives and opinions. Such an environment leads to great personal and intellectual growth and an understanding

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of the world beyond one's own experience.

In support of these aims, the Admissions Office seeks to identify, recruit, select, and enroll students who will excel academically, engage in the life of our campus, enhance the diversity of our school community, and contribute to society at large. Our goal is to bring together students who are united by a common interest in learning and whose varied life circumstances, interests, and talents contribute to the dynamic educational environment of the University.

To accomplish this goal, the Board of Admissions conducts a comprehensive and holistic review of each applicant. This review includes but is not limited to, their educational, linguistic, geographic, socio-economic, racial, and ethnic backgrounds. Through this process, we seek to bring together a diverse student body comprised of intellectually curious, highly motivated, and academically accomplished individuals. Building our class with this commitment fulfills both a vital university priority and a compelling societal interest to educate our students in the context of an increasingly multicultural and global community."

Boston University Equal Opportunity/Affirmative Action Policy:

Since its founding in 1869, Boston University has been dedicated to equal opportunity and has opened its doors to students without regard to race, sex, creed, or other irrelevant criteria. Consistent with this tradition, it is the policy of Boston University to promote equal opportunity in educational programs and employment through practices designed to extend opportunities to all individuals on the basis of individual merit and qualifications, and to help ensure the full realization of equal opportunity for students, employees, and applicants for admission and employment. The University is committed to maintaining an environment that is welcoming and respectful to all.

Boston University prohibits discrimination against any individual on the basis of race, color, religion, sex, age, national origin, physical or mental disability, sexual orientation, genetic information, military service, or because of marital, parental, or veteran status. This policy extends to all rights, privileges, programs, and activities, including admissions, financial assistance, educational and athletic programs, housing, employment, compensation, employee benefits, and the providing of, or access to, University services or facilities. Boston University recognizes that non-discrimination does not ensure that equal opportunity is a reality. Accordingly, the University will continue to take affirmative action to achieve equal opportunity through recruitment, outreach, and internal reviews of policies and practices.

The coordination and implementation of this policy is the responsibility of the Director of Equal Opportunity. The officers of the University and all deans, directors, department heads, and managers are responsible for the proper implementation of equal opportunity and affirmative action in their respective areas, and they are expected to exercise leadership toward their achievement. It is expected that every employee of Boston University will share this commitment and cooperate fully in helping the University meet its equal opportunity and affirmative action objectives.

Boston University has developed detailed procedures, described in its Complaint Procedures in Cases of Alleged Unlawful Discrimination or Harassment, by which individuals may bring forward concerns or complaints of discrimination and harassment. Retaliation against any individual who brings forward such a complaint or who cooperates or assists with an investigation of such a complaint is both unlawful and strictly prohibited by Boston University.

Inquiries regarding this policy or its application should be addressed to the Director of Equal Opportunity, Equal Opportunity Office, 25 Buick Street, Boston, MA 02215, 617-353-9286.

The commitment to diversity of all types is demonstrated through the organization of the Department of Athletics. Sports teams and support staff are supervised by members of the senior administration, who report to the Director of Athletics. This allows all concerns, including those related to diversity and inclusion, to be addressed in a timely way and for issues that warrant involvement of the Athletic Director to be given prompt and focused attention.

Similarly, the organizational structure of the University supports the goal of diversity and inclusion throughout the University, and specifically with respect to Athletics. The Department of Athletics reports to the Executive Vice President of the University, who reports directly to the President. The Board of Trustees has an active Athletics Committee.

The Dean of Students -- who reports to the President -- and a member of the Faculty Council are actively involved with Department of Athletics programs and with student-athletes, and both sit on the Athletics

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Advisory Board. The Athletics Advisory Board assist the Athletic Director and the Executive Vice President in keeping the President, faculty and staff, and particularly staff of the Enrollment and Student Affairs unit and Division of Student Life informed of all pertinent matters in Athletics, including diversity and inclusion efforts, and ensure that these efforts are aligned with the goals of the rest of the University. The Director of Equal Opportunity, who is responsible for reviewing concerns and complaints of discrimination and harassment and for monitoring employment practices, sits on the Athletics Advisory Board as well. The Director of Equal Opportunity and the Dean of Students regularly discuss campus climate issues related to diversity and inclusion, for all students and employees including those in Athletics, and make recommendations to the Department of Athletics when appropriate. The Executive Director of Admissions, who is responsible for student recruitment, is also a member of the Athletics Advisory Board, and is fully involved in reviewing practices surrounding the recruitment of student-athletes.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Boston University and the Department of Athletics meet the needs of student-athletes and staff with diverse backgrounds through institutional commitment to the principles of the various mission statements and policies cited above, regular review of the mission statements and policies, and continuing efforts toward meeting the goals of the Strategic Vision Statement and of the Diversity Issues Plan. Both the University and the Department of Athletics ensure that documents demonstrating the commitment to diversity are available to all, including student-athletes and Athletics Department staff, by publishing them in all appropriate places.

Boston University's Mission Statement appears in section 1 of the University's Self-study Report submitted to the New England Association of Schools and Colleges as part of the University's reaccreditation in 2009.

The Athletics Department Mission Statement is published in the Athletics Department Staff Manual.

The Athletics Department's Strategic Vision Statement is available on the Athletics Department website.

Boston University's Equal Opportunity Policy can be found on the Equal Opportunity Office website; the Student Life "Lifebook" website; in the Department of Athletics Handbook, Policy and Procedures Manual, Staff Manual, and Student-Athlete Handbook; in all University Bulletins; and in advertisements of position openings both on line and in print. It is posted at Human Resources, in the Department of Athletics, and in other appropriate places on campus.

In addition to the availability of these documents as noted, Department of Athletics employees and student-athletes are informed of diversity-related policies and statements, and of the University's and the Department of Athletics' commitment to diversity, during meetings conducted by senior Department staff. Employees are informed of, and receive, the Equal Opportunity Policy at their Orientation upon employment.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Diversity Plan addresses this area by stating the commitment of the Department of Athletics to implement the goal in its strategic plan of promoting a diverse and inclusive environment; and by setting forth steps to achieve that goal, including widely publicizing the Athletics Department Diversity and Inclusion statement.

- 2. Assessment.** Assessment of athletics department activities to evaluate its consistency with the objectives set forth in the institution's and athletics department's written diversity statements; assessment of campus climate through evaluation of various campus constituencies.

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- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

A complete study of this area has been conducted by:

Review of the methods utilized by the Department of Athletics for determining the success of its efforts to reach diversity issues objectives, and the Department's 2009 implementation of a Strategic Vision Plan containing specific action steps to further assess this success.

Ad hoc committee of the Athletics Advisory Board 2009 review of Minority Issues Plan.

Review by the Office of the Dean of Students of its methods for assessing the success of its programs and activities toward the University's diversity objectives.

Review by the Diversity Issues subcommittee for this self-study of both the Department of Athletics assessment methods and of the Dean of Students' assessment of activities designed for all students including student-athletes.

Review of hiring practices to ensure that hiring is conducted in a manner consistent with the institutional commitment to diversity and inclusion.

Review of complaints received by the Equal Opportunity Office to assess whether concerns about campus climate have been brought forward and, if so, properly addressed.

- b.** Provide data demonstrating the institution's status and commitment across each of the nine areas;

The Department of Athletics ensures all graduating student-athletes receive exit interviews after their last season. The Department endeavors to meet with students leaving the program without graduating as well, for example those who have exhausted eligibility without graduating, outgoing transfer students, and students leaving for other reasons.

The Student-Athlete Advisory Council provides information to the administration of the Department of Athletics on both specific student-athlete concerns related to diversity and general climate and student-athlete satisfaction issues.

The Athletics Advisory Board reviews and generates comments about the Department of Athletics' progress toward its diversity goals and objectives.

Both the Office of the Vice President for Enrollment and the Office of the Dean of Students provide campus climate assessments through a wide variety of mechanisms.

Human Resources and the Equal Opportunity Office review hiring practices on an annual basis as part of the Affirmative Action Plan. Hiring practices in general, and those specific to the Department of Athletics, were also reviewed as part of this self-study.

The Equal Opportunity Office keeps records of all complaints and concerns about diversity issues brought forward by either students or staff, and maintains information regarding how those complaints or concerns are addressed

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Exit Interviews:

The interview format includes specific questions to gauge whether the needs of under-represented minority student-athletes are met, as well as other questions that might elicit any concerns related to diversity. Many of the interviews are conducted by the members of the Athletics Advisory Board-- who are University staff and faculty outside of the Department of Athletics -- giving student-athletes the opportunity to express any concerns "anonymously" for the Department to consider. Names are not included on the

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interview sheets. The Department reviews these responses carefully to determine whether any diversity issues arise during the interviews. The exit interviews provide student-athletes an opportunity to raise any concerns without fear of repercussion, because their experiences as student-athletes are concluded by the time the interviews take place, and the interviewer is able to assure them of the value of being candid.

Student-Athlete Advisory Council:

The Student-Athlete Advisory Council serves as an important resource for assessing the climate in the Athletics Department, as well as the Department's success in achieving its diversity objectives. The SAAC reports specific student-athlete concerns to Department administration. The Department also holds regular meetings with the SAAC to elicit comments on general climate issues and to inquire about the well-being of student-athletes.

Athletics Advisory Board:

Athletics Advisory Board reviews of diversity issues and achievement of goals have been conducted, but not with appropriate frequency. This will be addressed in the new Plan for Improvement.

University Administrative Leadership:

Programs and the quality of interaction with students are assessed primarily through observation by senior leadership within the University, focus groups with students and staff, and direct comment from students through comment cards, student advisory groups, surveys, personal conversations, and questionnaires evaluating specific programs. In addition, the University receives comments and suggestions from students, in a representative capacity, through committee work. This, in all its forms, is generally the basis for adjustments to service delivery and response to student needs. It is also used for annual program development for student experiences outside of classrooms.

The Division of Student Life has a major role in strengthening the student residential community and the undergraduate student experience. The offices of the Enrollment and Student Affairs unit, notably the Office of Financial Assistance, Office of Admissions, and University Service Center provide crucial information and resources to all students with special attention directed to the needs of student-athletes. Both units actively solicit comments and suggestions from students about available resources, service delivery, and programmatic offerings. This is accomplished by means of focus groups with students and staff, comment cards, surveys and questionnaires, and by identifying student representatives to serve on University committees. In addition, the Housing Office administers the Association of College and University Housing Officers' International (ACUHO-I) Survey to students living in Boston University housing. Response from these sources is used to identify areas of student concern; refine financial aid and housing strategies; to guide changes to service delivery; to allocate funding and the use of facilities and other resources among an ever-growing number of student groups; and to establish or realign programs to meet new or unmet University student needs.

Through the programs and services under the leadership of the Howard Thurman Center for Race, Ethnicity, and Culture and our Office of Disability Services, University seeks to ensure discussions with students about issues presented to American society and the University community related to historically under-represented populations and cultures and people with disabilities. Both the Office of the Dean of Students and the Howard Thurman Center serve as proactive advocates for issues regarding learning, access, and personal problems and relating to historically under-represented groups and people with disabilities. Students with disabilities are expected and encouraged to utilize the resources of the offices to the degree they determine necessary. Although a significant degree of independence is expected of students, a dedicated Office of Disability Services is available to assist, should the need arise.

Hiring Practices Assessments:

The annual reviews conducted by the Equal Opportunity Office and Human Resources allow a determination of whether the Department of Athletics, as well as all other departments, has an under-representation of minority or female employees in any job category. Special attention is paid to coaching staff. If any under-representation were to be found, it would be brought to the attention of the Department and discussions would take place regarding how the Department might address the issue. The Department of Athletics also pays close attention to its own hiring practices to ensure that they create the greatest possible opportunities to recruit and retain a diverse staff.

Review of Complaints:

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The records of the Equal Opportunity Office of complaints and their resolutions allow an ongoing assessment of not only individual concerns and incidents, but about patterns or practices occurring over time that might contribute negatively to campus climate. This ongoing attention to climate issues will enable as prompt and as appropriate response to any issue of concern that might arise.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Department of Athletics will expand its assessment of its diversity efforts for both staff and student-athletes. The Diversity Plan sets forth specific steps by which to achieve this goal.

- 3. Recruitment.** Institutional and athletics department programs and strategies for recruiting administrators, coaches and student-athletes from under represented groups or diverse backgrounds.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

A complete study of this area has been conducted by:

Review of Department of Athletics recruitment strategies for hiring coaches, administrators, and other staff

Review of University employee recruitment practices

Review of practices for recruiting student-athletes

- b.** Provide data demonstrating the institution's status and commitment across each of the nine areas;

The Department of Athletics actively recruits minority coaches, administrators, and staff. Coaching positions and senior administration positions are posted with the NCAA, HCBUs, Black Coaches Association, the National Association of Collegiate Directors of Athletics and all of its affiliates, NACWAA, and the associations of individual sports. Word of mouth is also an important tool for ensuring that openings are communicated to as many qualified individuals as possible. Staff and administrative positions, along with coaching and senior administrative positions, are posted through the University's Human Resources online posting system.

The Department of Athletics makes use of the salary survey information available from the America East Conference and communicates with similar institutions regarding salary levels, to ensure that it offers salaries that are competitive and that will encourage a diverse applicant pool.

The University relies primarily on its online postings of employment opportunities for recruitment of employees at all levels. The Equal Opportunity Office ensures that postings are available to agencies that serve minorities, women, veterans, and persons with disabilities. Individual departments, including the Department of Athletics, often use additional recruitment methods appropriate to the position for which they are recruiting.

Prospective student-athletes who are recruited must meet the academic standards of Boston University and competitive athletic standards in sports in which we compete at the Division I level. All coaches are encouraged to recruit a diverse group of student-athletes, and are given resources to do so wherever that pool of most qualified candidates may be. Many of our sports teams recruit nationally and internationally to find the best student-athletes available. Several of our sports of sponsorship do not have high under-represented minority participation rates, and in those sports it is more difficult to identify a pool of qualified student athletes.

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The recruitment efforts for coaches and senior administrators have not yielded as diverse a pool of candidates as the Department of Athletics has hoped for. The best source of diverse candidates continues to be the NCAA News.

Recruitment of a diverse group of student-athletes has also been challenging, but the Department continues to work toward this goal and provides whatever resources are necessary to do so.

- d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Department of Athletics will ensure that student-athletes are recruited from the most diverse pool of potential applicants possible. It will set recruitment expectations for coaches and provide the resources needed for coaches to meet these expectations. The Department will recruit staff and coaches from the most diverse candidate pool possible. Specific steps are set forth in the plan by which to achieve these goals.

4. Hiring Practices. Assessment and comparison of institutional and athletics department hiring practices to ensure the athletics department demonstrates a commitment to diversity in hiring procedures for staff and coaches; description, comparison and explanation of any differences between institutional hiring practices and athletics department hiring practices; description of institutional and/or athletics department policies related to use of outside firms (e.g., search firms) to ensure a diverse candidate pool; description of actual hiring practices since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at the institution.

- a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

A complete study of this area has been conducted by:

A review of Department of Athletics hiring practices for staff and coaches,

A review of institutional staff hiring practices managed by Human Resources. (Faculty hiring practices are separately managed and reviewed by the Provost's Office, and are reviewed annually as part of the Affirmative Action Plan, but are not included as part of this self-study because they are not relevant to the hiring of Department of Athletics staff.)

A review of minority representation among coaches and Department of Athletics staff during the last three years.

- b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

Boston University hiring practices are consistent for all levels of staff, including Department of Athletics staff and coaches. Job descriptions are reviewed by Human Resources and graded by Human Resources Compensation staff. When job descriptions and grades are completed, all positions must be approved before they can be advertised. The approval process for all positions is the same. Once approved, positions are advertised on the Human Resources online job posting system on the Boston University website. All positions are required to be posted unless the department requests the posting requirement be waived and provides sufficient justification for doing so. The Equal Opportunity Office receives and

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reviews requests to waive the posting requirement, based on a set of guidelines that is consistently applied. The Equal Opportunity Office also ensures that local and regional agencies serving minorities, women, veterans, disabled persons, and other constituencies are able to view postings online or have copies mailed to them.

In addition to posting positions within the University system, some departments searching for individuals with specific qualifications or in a given field advertise in publications appropriate to that need. Departments electing to do so must cover the cost of the additional advertising. The Department of Athletics does this for coaching and senior administration positions. These positions are posted with the NCAA, HCBUs, Black Coaches Association, the National Association of Collegiate Directors of Athletics and all of its affiliates, NACWAA, and the associations of individual sports. The Department of Athletics makes this effort to ensure that all available qualified coaches are aware of position openings and have an opportunity to apply for those positions.

Though other universities sometimes use search firms to recruit coaches, the Boston University Department of Athletics has to date not elected to do so.

Department of Athletics policy requires that at least 3 candidates be brought in for each position, and that a senior administrator interviews each candidate.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

There is consistency between Boston University's hiring practices and those of the Department of Athletics. The Department of Athletics elects, in the interest of casting the widest possible net and having the best chance of a diverse applicant pool, to do additional advertising -- at its own expense -- over and above what the institution requires. This is consistent with what other departments with similarly specific qualification needs choose to do. The Department of Athletics policy also goes beyond what the Boston University requires in ensuring that at least 3 candidates are considered for each position.

Hiring practices in the Department of Athletics are consistent at all levels of employment. High-profile positions are not handled differently. As is the case with a few positions that are not high-profile, a few positions that might be considered high-profile have been hired via the process of requesting that the usual posting requirements be waived. This is done only when the timing of a position opening makes speed essential in filling it, for example, when an extensive search might place the University at a disadvantage in retaining its athletes. The search for high-profile positions may receive more keen interest from the Director of Athletics, but the process is consistent with hiring for all other positions. The one exception was the recent hire of an assistant coach, for which a search firm was used because the department was inundated with inquiries and wanted to maintain order in the process.

Both institutional and Department hiring practices serve the needs of coaches, staff, and student-athletes: They require the awareness and approval of senior administration for a hire to take place, maintain consistency and transparency in the hiring process, and make open positions available to the widest possible group of potentially qualified applicants.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Department of Athletics will continue to follow best practices for hiring staff and coaches. It will utilize University, NCAA, and conference best practices in doing so.

5. Retention. Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.

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a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

A complete study of this area has been conducted by:

Review of Department of Athletics efforts to retain coaches and staff

Review of Department of Athletics efforts to retain student-athletes

Review of Boston University's employee retention strategies

Review of University-wide student retention efforts

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

For coaches and staff, the Department of Athletics and Boston University retention strategies include:

Promotion of a welcoming and inclusive environment in which all employees can bring concerns, including concerns based on diversity issues, to the senior administration in the Department and to individuals outside the Department

Open door departmental policy to encourage frequent interaction and the opportunity to informally raise matters of concern

A departmental Diversity and Gender Committee that regularly discusses the needs of minority and female employees

Availability of confidential services through which employees can address personal and workplace problems instead of, or in addition to, speaking with a member of the Department or University administration

Promotion of activities across campus, including cultural activities

Educational forum for coaches offered by the Department on a regular basis as a professional development activity

Coaches and administrators encouraged to attend appropriate conventions and seminars, including professional development opportunities offered by the NCAA and the America East Conference

Competitive compensation, with review and potential compensation or other adjustment in the event that a highly valued employee receives an offer from another institution

Excellent benefits package

Annual review by Athletics administration of highly performing employees and discussion with those employees regarding their futures with the institution, in an effort to ensure they remain satisfied and able to grow in their roles.

For student-athletes, retention strategies include:

Availability of Student-Athlete Support Services which provides academic resources; life skills programs; assistance balancing academic, athletic and life issues; assistance in working out any issues athletes may have with their coaches; and any other kinds of support student-athletes may need

Department of Athletics promotion of the availability of the Office of the Dean of Students and the Howard Thurman Center for Race, Ethnicity and Culture as places student-athletes can go with concerns, including those related to diversity, and as places to take advantage of social, cultural and educational opportunities

Special student orientation sessions for international student-athletes

Full integration of student-athletes into the Boston University community through their classroom, living, and dining experiences.

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Department of Athletics Academic Support Center, which manages mandatory Study Hall and offers free tutoring services, as well as workshops, career counseling, drug and alcohol education, and nutrition counseling.

Services offered through Boston University's Educational Resource Center and Office of Career Services, which are available to all students and whose staffs collaborate with the staff of the Academic Support Center

University-wide priority of retention of all undergraduate students and providing a rich educational experience with guidance and support available through the offices cited above, as well as the Office of Enrollment and Student Affairs, which conducts periodic studies of campus climate based on surveys of all undergraduate students.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The retention strategies of Boston University and its Department of Athletics meet the needs of student-athletes, coaches, and staff of diverse backgrounds by providing a welcoming and supportive climate to all members of the Athletics community, by offering a wide variety of resources, services and opportunities for both staff and students, and by continuously monitoring the needs of all members of the community to ensure those needs are being met.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Department of Athletics has set goals to address acclimation and retention of a diverse population of student-athletes and staff. New student and staff orientation activities will be expanded to include diversity and inclusion issues; diversity training will be included in Life Skills programming for student-athletes; compensation packages to retain qualified staff will continue to be offered; and internal policies, practices and avenues for raising diversity issues and concerns will be maintained.

6. Partnerships. Collaboration and integration between athletics department and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

A complete study of this program area has been conducted by:

Review of collaboration between the Department of Athletics and other University departments and services

- b.** Provide data demonstrating the institution's status and commitment across each of the nine areas;

Student-athletes, and by extension the rest of the Athletics community, participate fully in the activities of the University community through classes, living arrangements, and dining. This integration serves to provide members of the Athletics community with a wide variety of educational, cultural and social experiences and in doing so enhances the diversity efforts of the Department of Athletics.

Among the most important partners for the Department of Athletics are the offices of Enrollment and Student Affairs and those of the Division of Student Life. Many services, such as the Office of Career Services, the Educational Resource Center -- overseen by Student Life -- and the University Service Center -- part of Enrollment and Student Affairs --are offered to all students, regardless of major or

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college.

The following offices within Enrollment and Student Affairs have strong continuing partnerships with the Department of Athletics and its administration, coaches and staff, and with the University's student-athletes:

the Office of Undergraduate Admissions, which is responsible for all admissions decision, and selects freshman and transfer classes from applicants from around the world and of all ethnic, racial, economic, and cultural backgrounds;

the Office of Financial Assistance, which considers all applications for need-based and merit-based financial aid awards, awards and administers those funds, and oversees renewal of all University financial aid, including athletically-related aid;

the Office of the University Registrar, which certifies the enrollment status of all students at Boston University in addition to managing registration for classes, class scheduling, recording grades, and maintaining academic transcripts;

the Student Employment Office, which manages federal Work-Study awards and all student payrolls, maintains listings of Work-Study and Campus Employment positions as well as approved off-campus jobs for Boston University student;

the University Service Center, which provides a cross-trained professional staff equipped to discuss and resolve any problems that Boston University students, their families, and other members of the community may encounter-- whether of an emergency or routine nature-- by discussion the issues in depth and, if necessary, guiding students to the appropriate academic and non-academic resources.

The following nine offices comprise the Division of Student Life:

The Office of Career Services, which hosts recruitment fairs and provides advising and assistance with jobs, paid and unpaid internships, and summer placements;

the Community Service Center, which oversees 13 student-led service programs serving more than 100 different sites and has a volunteer base of approximately 2,000 students who annually contribute 76,000 hours of service;

the Office of Disability Services, which ensures compliance with the Americans with Disabilities Act and helps students with disabilities take full advantage of Boston University's resources and opportunities;

the Educational Resource Center, which provides academic support for all undergraduates through workshops, peer tutoring, writing assistance, foreign language conversation groups, and academic adjustment programs for first-year students;

the Student Activities Office, which organizes programs and activities including concerts, movies, and visiting speakers for the Boston University community;

the Howard Thurman Center for Race, Ethnicity, and Culture, which offers a range of multicultural and community-building programs, activities, services, and resources;

the Office of Judicial Affairs, which handles infractions of the Code of Student Responsibilities;

the Office of Orientation, which coordinates orientation sessions for incoming students and parents prior to the start of the semester; and

the Office of Residence Life, which serves a residential community of 11,000 students, faculty, and staff living in more than 150 residence halls.

The Division of Student Life also works closely with student government and more than 500 student-led clubs and organizations. All of these clubs and organizations are available to student-athletes.

At the Schools and Colleges, and through academic programs, additional student services are offered and are tailored to their specific populations. These services include faculty advising, writing centers, computing centers, first-year programs, and peer advising. In addition to additional options for academic assistance, these resources provide student-athletes with opportunities to work with students and faculty outside of the Department of Athletics.

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Human Resources works closely with the Department of Athletics in hiring coaches and other staff and assists in ensuring that hiring practices remain consistent with the practices used across the University. Human Resources supports Athletics in working with any performance or disciplinary matters and provides reassurance to the Department that it is treating all of its employees equally and in concert with performance and discipline practices across the campus. University benefits, which are an important tool for recruiting and retaining a diverse employee population, are administered through Human Resources as well.

The Equal Opportunity Office works with the Department of Athletics to address any concern or complaint related to diversity. Equal Opportunity also works with the department to assist with providing reasonable accommodations for employees with disabilities. Through the annual Affirmative Action Plan, and any other request for a review (such as the Athletics Advisory Board review of the gender and minority issues plans and this self-study), the Equal Opportunity Office monitors hiring practices and the representation of minorities and women among coaches, administration and other staff.

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Student-athletes, and by extension the rest of the Athletics community, participate fully in the activities of the University community through classes, living arrangements, and dining. This integration serves to provide members of the Athletics community with a wide variety of educational, cultural and social experiences and in doing so enhances the diversity efforts of the Department of Athletics.

Among the most important partners for the Department of Athletics are the Division of Student Life and the offices of Enrollment and Student Affairs. Many services, such as the Office of Career Services, the Educational Resource Center -- overseen by Student Life -- and the University Service Center -- part of Enrollment and Student Affairs -- are offered to all students, regardless of major or college.

The following offices within Enrollment and Student Affairs have strong continuing partnerships with the Department of Athletics and its administration, coaches and staff, and with the University's student-athletes:

the Office of Undergraduate Admissions, which is responsible for all admissions decision, and selects a freshman and transfer classes from applicants from around the world and of all ethnic, racial, economic, and cultural backgrounds;

the Office of Financial Assistance, which considers all applications for need-based and merit-based financial aid awards, awards and administers those funds, and oversees renewal of all University financial aid, including athletically-related aid;

the Office of the University Registrar which certifies the enrollment status of all students at Boston University in addition to managing registration for classes, class scheduling, recording grades, and maintaining academic transcripts;

the Student Employment Office manages federal Work-Study awards and all student payrolls, maintains listings of Work-Study and Campus Employment positions as well as approved off-campus jobs for Boston University student;

the University Service Center provides a cross-trained professional staff equipped to discuss and resolve any problems that Boston University students, their families, and other members of the community may encounter-- whether of an emergency or routine nature-- by discussion the issues in depth and, if necessary, guiding students to the appropriate academic and non-academic resources.

The following nine offices comprise the Division of Student Life:

The Office of Career Services, which hosts recruitment fairs and provides advising and assistance with jobs, paid and unpaid internships, and summer placements;

the Community Service Center, which oversees 13 student-led service programs serving more than 100 different sites and has a volunteer base of approximately 2,000 students who annually contribute 76,000 hours of service;

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the Office of Disability Services, which ensures compliance with the Americans with Disabilities Act and helps students with disabilities take full advantage of Boston University's resources and opportunities;
the Educational Resource Center, which provides academic support for all undergraduates through workshops, peer tutoring, writing assistance, foreign language conversation groups, and academic adjustment programs for first-year students;

the Student Activities Office, which organizes programs and activities including concerts, movies, and visiting speakers for the Boston University community;

the Howard Thurman Center for Race, Ethnicity, and Culture, which offers a range of multicultural and community-building programs, activities, services, and resources;

the Office of Judicial Affairs, which handles infractions of the Code of Student Responsibilities;

the Office of Orientation, which coordinates orientation sessions for incoming students and parents prior to the start of the semester; and

the Office of Residence Life, which serves a residential community of 11,000 students, faculty, and staff living in more than 150 residence halls.

The Division of Student Life also works closely with student government and more than 500 student-led clubs and organizations. All of these clubs and organizations are available to student-athletes.

At the Schools and Colleges, and through academic programs, additional student services are offered and are tailored to their specific populations. These services include faculty advising, writing centers, computing centers, first-year programs, and peer advising. In addition to additional options for academic assistance, these resources provide student-athletes with opportunities to work with students and faculty outside of the Athletics Department.

Human Resources works closely with the Department of Athletics in hiring coaches and other staff and assists in ensuring that hiring practices remain consistent with the practices used across the University. Human Resources supports Athletics in working with any performance or disciplinary matters and provides reassurance to the department that it is treating all of its employees equally and in concert with performance and discipline practices across the campus. University benefits, which are an important tool for recruiting and retaining a diverse employee population, are administered through Human Resources also.

The Equal Opportunity Office works with the Department of Athletics to address any concern or complaint related to diversity. Equal Opportunity also works with the department to assist with providing reasonable accommodations for employees with disabilities. Through the annual Affirmative Action Plan, and any other request for a review (such as the Athletics Advisory Board review of the gender and minority issues plans and this self-study), the Equal Opportunity Office monitors hiring practices and the representation of minorities and women among coaches, administration and other staff.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

In the Diversity Plan the Department of Athletics has identified new and continuing opportunities for partnerships that can enhance and promote diversity and inclusion for student-athletes. Steps to maximize these partnerships have been set forth.

7. Programs and Activities (staff and coaches). Programs and activities that provide opportunities for all athletics department staff and coaches to address diversity issues, including those designed to address the needs of under represented groups or diverse backgrounds.

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

A complete study of this area has been conducted by:

Gender/ Diversity Issues and Student-Athlete Well-Being

Review of the programs and opportunities that are or have been made available for coaches and staff to address diversity issues

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

Department of Athletics programs and activities for staff and coaches include:

NCAA Diversity program

Diversity and Gender Committee that regularly discusses the needs of minority and female employees

Educational fora for coaches offered by the department on a regular basis as a professional development activity

Coaches and administrators encouraged to attend appropriate conventions and seminars, including professional development opportunities offered by the NCAA and the America East Conference

Regular staff meetings at which diversity issues can be discussed

Boston University provides many opportunities for all staff and faculty to attend cultural, educational, and social programs that focus on topics related to diversity. The Department of Athletics promotes these activities for its staff and coaches.

The Equal Opportunity Office offers a management training program that includes diversity issues. This program is open to all University staff and faculty, including Athletics Department staff, who supervise other staff or students.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The Athletics Department has not, in the past, specifically targeted a great deal of programming toward diversity issues for staff and coaches. The Strategic Vision Statement addresses this issue going forward.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The self-study revealed a need to review and increase programming opportunities in diversity and inclusion for staff and coaches. The Department of Athletics is committed to providing more activities to address these issues in conjunction with its strategic plan, and has set forth steps to achieve this goal.

8. Programs and Activities (student-athletes). Programs and activities that provide opportunities for all student-athletes to address diversity issues, including those designed to address the needs of under represented groups or diverse backgrounds.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

A complete study of this area has been conducted by:

Review of the programs and opportunities made available by the Department of Athletics for student-athletes to address diversity issues

Review of the programs and activities made available by the University for all students to address diversity issues

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- b.** Provide data demonstrating the institution's status and commitment across each of the nine areas;

The Department of Athletics provides opportunities for student-athletes to consider and address diversity issues. Life skills programming is provided through Student-Athlete Support Services. Student-athletes can join the Student-Athlete Advisory Council or simply bring concerns or issues to the Council's attention. This group meets regularly with the Department senior administration to discuss matters of concern.

The University also offers opportunities for all students to address diversity issues, and student-athletes are encouraged to take advantage of these. Through the programs and services under the leadership of the Howard Thurman Center for Race, Ethnicity, and Culture and the Office of Disability Services, the University ensures discussions with students about issues presented to American society and the University community related to historically under-represented populations and cultures and people with disabilities. These two offices also serve as University proactive advocates for issues regarding learning, access, and personal problems as they relate to historically under-represented groups and people with disabilities. Community service opportunities are available through the Community Service Center. Many student-athletes participate in community service activities. A large number of affinity groups are available on campus to allow students the opportunity to discuss issues of concern to them.

- c.** Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The combination of programs and activities offered by the Department of Athletics and other University offices and groups provides student-athletes with many different types of opportunities to discuss and learn about diversity issues. The variety of these programs and activities allows each student-athlete to decide how to pursue his or her interests and concerns in this area based on the issues important to him or her, and the kind of activity with which he or she is comfortable.

- d.** Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The self-study revealed a need to review and increase opportunities for student-athletes to learn about diversity and inclusion and take part in programming activities to address these issues. The Department of Athletics has developed steps to reach goals of promoting activities already available within the University community, and of providing activities for student-athletes within the Department.

9. Participation in Governance and Decision Making. Involvement of athletics department staff, coaches and student-athletes from under represented groups or diverse backgrounds in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and athletics department staff and coaches (e.g., participation at the conference and/or national level).

- a.** Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

A complete study of this area has been conducted by:

Review of opportunities for student-athlete to participate in Department of Athletics governance and decision-making, and leadership opportunities.

Review of opportunities for coaches and staff to participate in Department of Athletics governance and decision-making, and leadership opportunities within and outside of the Department.

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b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

The principle avenue for student input in governance and decision making is through the Student-Athlete Advisory Council (SAAC), which allows an opportunity to provide comments and suggestions through that group as a team representative. SAAC encourages two or three interested members from each men's and women's team to represent their peers at monthly meetings. A member of the SASS staff who advises that group attends the meetings. In addition, a senior staff member may periodically attend to provide insight on areas of concern.

The Captain's Council meets once per sports season with the Director of Athletics and other senior administrators on an informal basis to facilitate communication among the teams, and provides an opportunity for discussion. In each forum, members of the Department of Athletics administration listen to and address student issues and concerns, and the input provided by students on departmental governance and other issues has an impact on decision-making.

In addition to the Student-Athlete Advisory Council, students participate actively in the creation and enforcement of structures that govern the University's nonacademic life. Through committee work and collaborative effort, they join with faculty members and administrators to create our campus culture.

Several advisory organizations exist that consider student comment on governance-type decisions:

1. The University Council's Committee on Student Life and Policies considers general non-academic policies involving student life;
2. The Student Union, the Boston University student government, addresses University-wide issues raised by students;
3. School and College Student Governments address issues raised by students within each School and or College; generally these are non-academic issues;
4. Residence Hall Associations address non-academic issues related to University residences;
5. The student Programming Council makes decisions about funding for and implementation of non-academic, all-University social and recreational activities for students;
6. The University Allocations Board makes funding decisions for student clubs and organizations;
7. The University Board on Student Conduct is involved in nonacademic disciplinary issues; Dining Committees are advisory boards for campus dining decisions;
8. Students are on each of the four sub-committees of the University's Sustainability Committee;
9. The Admissions Student Diversity Board advises and participates in Admissions initiatives to enhance diversity within the undergraduate student body; and
10. Students may sit on selection committees for University administration and directors of administrative departments.

The Department of Athletic's organizational structure encourages direct communication between all members of the staff and their immediate supervisor on a regular basis, as well as interaction with all support services areas of the department. This structure facilitates the involvement in program specific, as well as department-wide, governance and decision-making. In addition to weekly senior staff meetings, department heads meet monthly and all-staff meetings immediately follow. In all these venues a variety of relevant issues are discussed, including those which may be specific to race or ethnicity. The coaches' forum, held periodically after the all-staff meeting, is a place where topics of interest to that group can be discussed.

Along with the University as a whole, the Department of Athletics has been engaged in strategic planning. All staff have been involved to some extent, and interested staff have taken a more active role in the process, which is on-going. Ad-hoc committees have been established to address 'hot topics' and may be instrumental in development of policy (e.g. pregnant student-athlete policy.) Many Department of Athletics staff members and several student-athletes have also been involved in the NCAA Certification Self-Study process.

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Opportunities for conference and national committee service are provided to staff and students as they become available, and several of our colleagues are currently serving in those capacities.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The resources and opportunities discussed in (b) above are extended to all student-athletes and Department of Athletics staff, respectively, without regard for their racial, ethnic, and other backgrounds.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

The Diversity Plan sets forth the goal of increasing participation in governance and decision-making to ensure input from a diverse population of staff and student-athletes. Steps for increasing participation are outlined in the plan.

10. Annual review of plan for improvement. Please note: An institution should comment on this area within its Diversity-Issues plan for improvement. A narrative response under the "edit responses" link imbedded within this program area is not necessary.

a. Describe how the institution has ensured a complete study of each of the nine program areas. This study must be conducted as part of the self-study process;

Refer to the Diversity-Issues plan.

b. Provide data demonstrating the institution's status and commitment across each of the nine areas;

Refer to the Diversity-Issues plan.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Refer to the Diversity-Issues plan.

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the nine areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

Refer to the Diversity-Issues plan.

Gender/ Diversity Issues and Student-Athlete Well-Being

- 10.** Using the "original plan for improvement" section, provide an institutional diversity issues plan that addresses all nine aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee. If a deficiency does not exist in a program area (s), the institution must include an evaluation mechanism to monitor the institution's status in that program area(s).

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution's written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

- 11.** Describe how the institution will review its diversity-issues plan on an annual basis, including how it will compare the plan with its assessment of athletics department activities(see Program Area No. 2). Further, identify the individuals who will be responsible for this review.

An annual review of the Diversity Issues Plan will be conducted by the Athletics Advisory Board. For each annual review the Board will:

1. evaluate the information gathered during the preceding year through its exit interview process;
2. consider information brought to the attention of the Department of Athletics by the Student-Athlete Advisory Council, and specifically ask that group whether any concerns, complaints or suggestions related to diversity issues have been raised;
3. review any diversity-related concerns regarding the Department of Athletics that have been brought to the attention of the Dean of Students or any other Boston University office or administrator;
4. review any diversity-related concerns regarding the Department of Athletics that have been brought to the attention of the Equal Opportunity Office;
5. evaluate progress on all nine program areas of the Diversity Issues Plan.

The individual responsible for this review is Michael Lynch, Director of Athletics.

- 12.** Describe the institution's efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

If a plan concludes prior to the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution's original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

The Diversity-Issues Plan has been developed as part of the self-study process of Cycle 3 NCAA certification. The Gender and Diversity Issues Subcommittee is comprised of faculty and administrators from across campus, and includes a student-athlete among its members.

The Gender and Diversity Issues Subcommittee, like the other subcommittees working on the self-study, reports to a Steering Committee, which is also comprised of faculty and administrators from across campus and student-athletes, in addition to Department of Athletics administrators. The Executive Vice President and President of the University serve on the Steering Committee.

Gender/ Diversity Issues and Student-Athlete Well-Being

Prior to submission to the NCAA, the Self-Study Report, including the Diversity-Issues Plan, was published on Boston University's website and made available for comment by any interested parties.

The Diversity-Issues Plan will be active for five years commencing in July 2010 and concluding June 2015.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment and Organization.	Athletic Department will continue to demonstrate commitment to diversity in conjunction with University efforts.	Athletic Department will implement its strategic plan to promote a diverse and inclusive environment.	Athletics Strategic Planning Diversity committee will convene regularly to make recommendations for action steps.	Director of Athletics	Beginning 2010, meet at least once per term and make recommendations for action steps to senior staff in May
			Athletics Department Diversity and Inclusion statement will be publicized for the University community on the department's website, in the staff manual and in the student-athlete handbook.	Associate AD for Student Services	Ongoing, beginning Fall 2010
Assessment.	Expand assessment of Athletic Departments Diversity efforts.	Athletic Department will expand its assessment of diversity efforts for staff and student-athletes.	Diversity and Inclusion subcommittee for Athletic Department strategic planning will meet regularly to make recommendations.	Associate Athletic Director for student services	Once per semester beginning Fall 2010
			Diversity plan will be reviewed by the Athletic Advisory Committee	Director of Athletics	Annually at a Fall meeting
			Diversity plan will be reviewed and approved by Executive V.P. for congruence with University's mission.	Director of Athletics	Annually with strategic plan
			Exit interviews will continue for all graduating student-athletes and those who leave prior to graduating.	Associate AD for Student Services	Annually, and as needed

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment.	Recruit a diverse population of student-athletes and staff at all levels of employment	Coaches will recruit qualified student-athletes from a diverse pool of potential applicants.	Head Coaches will be expected to cast a wide net in recruitment of qualified student-athletes, and will be provided with necessary resources to do so.	Head Coach with sport administrator and business office	Annually at performance review and in budget planning process
		Actively recruit from a diverse pool of candidates for all open staff positions within the Athletic Department.	Continue to post positions in a diverse set of available publications and utilize institutional, conference and NCAA resources to identify qualified minority candidates.	Director of Athletics	As positions become available
			When possible, interview at least three candidates for every open position	Senior Administrators, Department Heads and Head Coaches	Whenever a position is available
			Continue to consistently follow the University's EEO and HR guidelines for posting positions.	Director of Athletics	As positions become available
Hiring Practices.	Assure best practices	Continue to follow EEO and HR best practices for grading, posting, and filling positions.	Utilize institutional, conference, and NCAA best practices and resources for hiring a diverse staff.	Director of Athletics	Annually, and as openings occur
Retention.	Need to address acclimation and retention of a diverse population of student-athletes and staff.	Expand new student orientation activities to include a diverse population.	Add an additional day of orientation to specifically address diversity training and international student issues.	Associate AD for Student Services	Beginning Summer 2011
			Add an element to new Athletic Department staff orientation that focuses on diversity and inclusion.	Director of Athletics	Beginning Fall 2010

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Include Diversity Training in Life Skills programming activities available for student-athlete leadership.	Associate AD for Student Services	Apply to NCAA for 2010-2011
			Offer Life-Skills programming for student-athletes which focuses on diversity and inclusion.	Associate AD for Student Services	Beginning 2010, offer one elective menu-item per term
		Offer competitive compensation packages to retain quality, under-represented minority staff members.	Survey the market to better negotiate when a staff member considers leaving, and when and whenever there is an opening on staff.	Director of Athletics	When appropriate for an individual, or when an opening arises.
			Continue to promote open-door policy, exit interviews, and SAAC for diversity issues to be addressed with senior administration.	Director of Athletics	Ongoing
Programs and Activities (staff and coaches).	Athletic Department has not specifically targeted a great deal of programming for staff and coaches in diversity issues.	Increase staff programming opportunities in diversity and inclusion in conjunction with strategic planning.	Focus on a diversity issue during one meeting of the coaches' forum.	Associate AD with Coaches' leadership	One meeting per year, beginning Fall 2010
			Apply for continuing NCAA Diversity Training	Associate AD	Annually, for new staff if possible
Partnerships.	Maximize effectiveness of potential partnerships	Increase communication and collaboration with Dean of Students Office and Division of Student Affairs in maximizing opportunities for student-athletes and to promote a diverse and inclusive environment.	Communicate regularly with representatives from the Dean of Student's Office to enhance integration of student-athletes into the University community	Administrators for SASS and Marketing/ Communications	Ongoing

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Provide information about other University programs to student-athletes through SASS.	Associate AD for student services	Ongoing
			Encourage student-athletes and staff to get involved with other organizations and activities on campus.	Athletic Department Administration, Coaches, and staff	Ongoing
Programs and Activities (student-athletes).	Athletic Department has not targeted a great deal of programming toward student athletes in diversity and inclusion.	In addition to programs available at the University for students in general, provide opportunities for diversity/inclusion training for student-athletes within the department of athletics.	Add a diversity session to orientation specifically for student-athletes.	Associate AD for Student Services	Annually, beginning Summer 2011
			Apply for NCAA Diversity training for student-athlete leadership	Associate AD for Student Services	Fall 2010
			Add Life-skills programming in diversity issues.	Associate AD for Student Services.	One elective menu topic per term, beginning Fall 2010
Participation in Governance and Decision Making.	Participation in Governance and Decision Making can be increased to be more inclusive of a diverse population of staff and student-athletes.	Ensure diverse representation on all Athletic Department committees	Recruit and, if necessary, appoint individuals to serve on committees that have input on department or conference policy.	Director of Athletics	As committees are formed or appointments available
			Continue to convene the Diversity subcommittee for the Athletic Department's strategic plan for feedback on action plans in this area.	Director of Athletics	Meet once per term to provide input in May for annual strategic planning.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Continue to nominate student-athletes and staff from under-represented minorities to serve on institutional, conference and NCAA committees.	Director of Athletics and Athletics Administrator for Student Services	Ongoing
			Continue to provide opportunities for under-represented minorities among student-athletes and staff to participate in Conference and NCAA educational and leadership programs.	Director of Athletics	As these opportunities are available
			Provide opportunities for student-athletes and staff members of color to serve on search committees for Athletic Department personnel.	Director of Athletics	As search committees are formed
			Encourage student-athletes to diversify their representation in SAAC participation.	Each team's members	Ongoing
Annual review of plan for improvement.	The plan should be consistently reviewed on any annual basis by those inside and outside of intercollegiate athletics.	Athletics Advisory Committee will annually review the plan for improvement regarding Diversity issues.	Director of Athletics will present progress made on the plan for improvement, and see advice on changes to the plan from the Athletics Advisory Committee.	Director of Athletics	Annually, each Fall
			Diversity issues and the plan for improvement will be reviewed each year at annual Athletic Department strategic planning committee meetings.	Director of Athletics	Annually, prior to the start of the academic year.

Gender/ Diversity Issues and Student-Athlete Well-Being

Elements		Goals	Steps		
Program Area	Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	I n d i v i d u a l s / O f f i c e r s Responsible for Implementation	Specific Timetable for Completing the Work
			A Diversity/Inclusion committee will be formed in conjunction with the strategic planning process, to discuss diversity issues and report back to athletics administration.	Director of Athletics	Once per term beginning Fall 2010.

Gender/ Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.3 Student-Athlete Well-Being.

Self-Study Items

1. List all "conditions for certification" imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide:
 - a. The original "condition" 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 opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

1. Condition

No conditions for certification were imposed by the committee for the Cycle 2 certification process.

Action

None necessary

Action Date

None necessary

Explanation for partial or non-completion

Not applicable

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 Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide:
 - a. The original plan;
 - 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 plans.

Please note, the institution will not be required to fulfill an element of a Cycle 2 plan if the element does not affect conformity with a current operating principle.

1. Original Plan

Because no conditions for certification were imposed, no action plan was undertaken.

Action

None required

Action Date

None required

Gender/ Diversity Issues and Student-Athlete Well-Being

Explanation for partial or non-completion

Not applicable

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). In each case, provide:

- a. The original plan;
- b. The action(s) taken by the institution; and
- c. The date(s) of the action(s).

No additional plans for improvement or recommendations relating to Operating Principle 3.3 were required or developed since the NCAA Cycle 2 recertification of Boston University.

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question to submit a copy of your current student-athlete exit interview instrument.]

Boston University's student-athlete exit interview form is attached via document upload.

5. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., student-athlete advisory committee, open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

Student-athletes have a wide variety of opportunities, both individually and in groups, to provide comments and suggestions about issues relevant to their well-being. These opportunities, some of which are planned and some of which are initiated by the individual, include the following:

A. The Director of Athletics meets with each team annually.

B. All senior administrators are readily available to meet with individual or groups of student-athletes who request a meeting.

C. At mid-season, the captains of each team meet with senior administrators, providing a planned group opportunity to voice concerns.

D. With 2 representatives from each team, the Student-Athlete Advisory Committee (SAAC) meets monthly to discuss and provide comments and suggestions on a variety of projects and proposals. Examples of items for discussion include: (a) Life Skills Planning seminars, (b) proposed NCAA legislation, and (c) community service initiatives. The SAAC is supervised by an Assistant Director of Student-Athlete Support Services.

E. The faculty athletics representative, a professor in the College of Engineering, is available to meet with individuals or groups of student-athletes at their request.

In addition, student-athletes may respond to issues about well-being using options that are available to all students at Boston University. These avenues include discussions with the staff of the University Service Center or the Office of the Dean of Students. Once contacted, the office of the Dean of Students or the University Service Center matches the student concern with relevant parties on campus to facilitate any needed change or resolution of the issue. For example, a student-athlete expressed concern about the extent of practice hours to the Dean of Students, who then referred the issue back to the Department of Athletics for further investigation.

Gender/ Diversity Issues and Student-Athlete Well-Being

6. Describe the 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). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to athletics department staff members, coaches and student-athletes.

Student-athletes who want to present a grievance or an appeal related to an area mandated by NCAA legislation are informed of the process in the Student-Athlete Handbook, which is distributed annually to student-athletes. Staff and coaches are notified of these procedures in the Athletic Department Staff Manual and in the Compliance Policies and Procedures manual. These manuals are distributed to all new employees in the Department of Athletics and any changes in policy are distributed to all staff.

Appeals and grievances regarding athletically-related financial aid are made in writing to the Office of Financial Assistance. An ad hoc committee has been formed to review these appeals and is comprised of Senior Assistant Directors at the Office of Financial Assistance (Rebecca Zazoff and Meredith Barnhart), the Senior Associate Director of the University Service Center (Kristine Gilchrist-Minasidis) and the Senior Associate Director of the Office of Admissions (Patrick McNally). Requests for reconsideration may be accompanied by documentation describing significant change in the student-athlete's financial circumstances or other extenuating circumstances. This appeal process is also described on the Office of Financial Assistance website ("Appealing a Need-based Financial Aid Decision") and in the Student-Athlete Handbook.

Notification of non-renewal of an athletic scholarship is made on or before July 1 prior to the academic year in which it is to be effective. Appeals or grievances relating to athletic scholarships are made in writing to the student-athlete's assigned Assistant Director in the Office of Financial Assistance.

Student-athletes who are no longer eligible based on academic standing are notified through the Office of Financial Assistance. This notification includes describes how to request a hearing to appeal the decision.

Student-athletes who want to transfer and who are denied permission to contact another institution may request a hearing from a standing hearing committee. This committee is comprised of the Dean of the College of General Studies (Linda Wells), the Dean of Students (Kenneth Elmore, an Associate Counsel at the Office of the University General Counsel (Larry Elswit), and the Faculty Athletics Representative (Ted DeWinter). This information is published in the Student-Athlete Handbook.

Christine McGuire is the Executive Director for Financial Assistance and oversees appeals and the grievance procedures relating to financial aid awards.

7. Describe the institution's written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to athletics department staff members, coaches and student-athletes.

Policies relating to issues of discrimination, harassment, hazing, and other abusive behaviors are located in the Student-Athlete Handbook, the web-based Lifebook(<http://www.bu.edu/dos/policies/lifebook/>) and the University's Equal Opportunity Office website (<http://www.bu.edu/eoo/policies-procedures/complaint/>). To report a grievance relating to issues of discrimination, harassment, hazing, or other abusive behaviors, student-athletes are directed to contact their local hall or area office (if he or she is a campus resident), the Dean of Students (if the complaint is against a student), or the Equal Opportunity Office (if the complaint is against a member of the staff or faculty). Student-athletes, like all students at Boston University, are advised to report their concern to local, state, and federal agencies, including the Boston University Police, as appropriate. The Equal Opportunity Office, the University Service Center, and the Division of Student Life notifies the Department of Athletics of any complaints brought to their offices by or against to student-athletes.

Staff and coaches have access to the same websites; policies are also explained in the Department of Athletics Policy and Procedure Manual.

In fall 2009, the university created an Ombuds Office (<http://www.bu.edu/ombuds/>) and hired its first ombuds, Francine Montemurro. The ombuds serves as a confidential resource for voicing concerns and provides another avenue for grievance and appeal.

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Kenneth Elmore, the Dean of Students, oversees procedures relating to harassment or discrimination if the complaint is against another student. Kim Randall, the Director of Equal Opportunity, has similar oversight if the complaint is against faculty or staff.

Director of Athletics Mike Lynch is ultimately responsible for grievance procedures that specifically relate to participation in athletics. Student-athletes may also pursue grievance through the university-wide system available to all students, faculty and staff.

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.

Boston University prohibits discrimination on the basis of race, color, creed, religion, ethnic origin, age, sex, disability, sexual orientation, or any other unlawful basis. The vision for the Department of Athletics is to "foster and encourage an inclusive environment built upon the principles of equity and diversity" and supports this commitment, which is also emphasized in the Student-Athlete Handbook.

Students with diverse sexual orientations are provided specific resources which are described on the university website (www.bu.edu). For example, the Lesbian, Gay, Bisexual and Transsexual Questioning Ministry, offered through Marsh Chapel, is a group designed to offer students an opportunity to explore their spirituality. A helpline -- which includes a peer listening line -- for gay, lesbian, bisexual, and transgender individuals is identified on the Information Center on the University's web site. The Boston University Police Department offers crime prevention and referral sources for lesbian, gay, bisexual, and transgender people who are battered by their partners. SPECTRUM, Boston University's lesbian, gay, bisexual, and transgender social organization, is a student group for those interested in facilitating increased public awareness, tolerance, and support for those with diverse sexual orientations.

Students who believe they have been subjected to discrimination may initiate a complaint by meeting with an appropriate individual (e.g., Equal Opportunity Office, Dean of Students, Human Resources). The Fall 2009 addition of Ombuds Francine Montemurro provides another avenue by which individuals may seek resolution of concerns about discrimination. Every effort is made to protect the privacy and confidentiality of all parties during the subsequent investigation.

9. Using the seven program areas for student-athlete well-being issues::

- a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;
- b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes;
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
- d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

1. Organization and Structure. Policies, organization and structure of the athletics department to enhance student-athlete well-being. Commitment of the institution to enhance the overall student-athlete educational experience. How issues are monitored, evaluated and addressed on a continuing basis, including the periodic review by institutional personnel of programs and activities provided by the athletics department and institution.

- a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

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The organization of the Department of Athletics within the larger University provides a message that consistently acknowledges and promotes the importance of the well-being of the student-athlete. The Student-Athlete Well-Being subcommittee has reviewed the organization and structure of the Department of Athletics within the institutional structure to ensure that an appropriate system of checks and balances is in place. We compared the mission of Boston University and the mission of the Department of Athletics for alignment. We also reviewed how policies relating to student-athlete well-being are developed, communicated, and evaluated.

In addition, we reviewed the qualifications of those who are responsible for adhering to policies and procedures.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

1. The organization and structure of the Department of Athletics are reviewed on an on-going basis. Two examples of recent change illustrate our commitment to critical review and change for improvement.

a. In the 2007-08 academic year, Athletics examined the structure by which health care for our student-athletes is provided. At that time, sports medicine services were under the administrative umbrella of the Department of Athletics. Our review determined that moving sports medicine services to be under the administrative umbrella of Student Health Services would provide improved and more efficient health care to our student-athletes, and we made this organizational change.

b. In 2004, the Department of Athletics was reorganized to change the reporting structure of coaches to senior administrators. This change was made so that senior administrators and coaches would have more direct contact and to create an improved oversight process.

2. The individuals who oversee major areas that impact student-athlete well-being have the following qualifications:

R. Mark Laursen
Director, Athletic Training Services

B.S. Appalachian State University
M.S. Canisius College
Massachusetts licensed athletic trainer
Over 20 years experience as practicing athletic trainer

Phil DeCarlo
Director, Student-Athlete Support Services

B.A. (1996) The College of Saint Rose (Social Work)
M.A. (2003) Eastern Kentucky University (College Student Personnel)
Involved in student-athlete support for 8 years

Glenn Harris
Head Strength and Conditioning Coach

B.S. (1994) Springfield College (Health/Fitness)
M.S. (1996) Appalachian State University (Exercise Science)
CSCS certification
Over 14 years experience in Strength and Conditioning
Over 12 years as Director of Strength and Conditioning at Boston University

3. The following policies that are relevant to student-athlete well-being are in place, published to student-athletes, coaches and administrators as relevant and reviewed on an annual or as needed basis:

Student-athlete Opportunity Fund - allocation procedures
Study hall
Life Skills policies
Social networking

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Hazing (in accord with state law)
Transfer
Recruiting
Discipline
Financial aid renewal
Summer school
International students
Drug and alcohol policy
Performance enhancing drugs policy
Campus safety
Missed class time
On-campus visits (conduct for recruits and hosts)
Insurance and medical coverage
Student-athlete employment restrictions
Pre-participation exams

4. The Athletics Advisory Council, comprised of faculty and senior administrators from the Department of Athletics and other Boston University units (e.g., Registrar, Director of Housing, Executive Director of Admissions, Executive Director of Financial Aid) meets regularly for policy review.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Our analysis concludes that the organization and structure of the Department of Athletics within the larger University structure is consistent with regard to placing a high priority on student-athlete well-being. From campus safety (<http://www.bu.edu/students/life/safety/>) to safe participation, to avenues for communication, Boston University has created an infrastructure with multiple checks and balances to ensure an emphasis on student-athlete well-being

Available policies cross a broad spectrum, and we can find no areas where additional policy is needed. The system in place for systematic policy review and development is extensive and comprehensive. Policies are updated to reflect current practice. Student-athletes have complete access to all relevant policies. The coaching and administrative staffs are well-informed about these policies.

Those individuals who are in charge of units that have a direct impact on student-athlete well-being are highly qualified to provide excellent services. Each participates in continuing education in his area of expertise to ensure that student-athletes receive the most current information, treatment, and training.

d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

Because no deficiencies have been identified, no plan for improvement is necessary.

2. 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 seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

The Student-Athlete Well-being Subcommittee reviewed practices relating to student-athlete participation in governance and decision-making within the Department of Athletics and across the University. Our review included opportunities available, accessibility of administrators and an examination of how grievance processes are communicated to student-athletes and administrative and coaching staffs.

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b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

Student-athletes have ample opportunities, both formal and informal, to participate in governance. Grievance processes are detailed in the Student-Athlete Handbook and in the Department of Athletics Staff Manual and, for processes common to the general student body, on the Boston University website (www.bu.edu).

Opportunities for participation in governance and decision-making, with their processes and frequency noted, are as follows:

Student-Athlete Advisory Committee (SAAC): Comprised of representatives from each team, this group meets periodically with the Director of Athletics or another senior administrator to provide comments and make suggestions. The SAAC also sets an agenda for community involvement. Additionally, the SAAC may be asked to provide comments regarding proposed NCAA rules legislation.

Search committees: Student-athletes are asked to provide comments and suggestions on on-going searches for new coaches.

Annual team meeting with the Director of Athletics: At the beginning of each school year, the Director of Athletics meets with the each team to discuss processes and obtain their suggestions and comments.

Annual kick-off meeting with various unit heads: Each team meets with various unit heads (e.g., Compliance Officer, Director of Athletic Training Services, Director of Student-Athlete Support Services) at the beginning of its season.

Captain's lunch: A senior administrator from the Department of Athletics meets with the team captains once each semester. Captains can voice concerns and provide comments and suggestions at this meeting.

Meeting with senior administrators in Department of Athletics: Senior administrators, including the Director of Athletics, are available to student-athletes for meetings on an as-needed basis.

NCAA recertification: A student-athlete participated on each committee, sub-committee, and on the Steering Committee.

Student-athletes, like all Boston University students, are invited to participate in various levels of governance, such as becoming Admissions Ambassadors, becoming Dean's hosts in their school or college of enrollment, serving on the University Board on Student Conduct, serving in their Residence Hall Associations, or participating in any of the over 500 clubs and organizations available at Boston University.

Grievance procedures: Policies for grievances are distributed annually to student-athletes and, in the case of institution-wide policies, are published on the Dean of Students' website and readily available to all.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

Student-athletes at Boston University have extensive opportunities to participate in governance and to discuss their experiences. These opportunities are widely communicated using a variety of media. Not only are these opportunities available, but student-athletes take advantage of them and their participation is valued. Department of Athletics administrators routinely note their consideration of student-athlete opinion in their decision-making.

d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

No deficiencies have been identified and no plan for improvement is required.

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3. Student-Athlete Exit Interviews. Methods used to conduct exit interviews and description of the process to evaluate and implement outcomes; inclusion of questions to effectively measure and evaluate issues and areas related to the student-athlete experience.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

The Student-Athlete Well-Being sub-committee reviewed the exit instrument for completeness, examined the process used to solicit candid comments, and reviewed data on the frequency and nature of complaints. Hard copies of the past 3 years of interviews were reviewed by the Chair of the sub-committee.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

Student-athletes participate in exit interviews at the conclusion of their final season of competition. Interviews are conducted by Department of Athletics administrators or members of the Athletics Advisory Council. Results of the exit interviews, which are anonymous, are reviewed by the Director of Athletics, who examines them for trends that suggest a problem. Areas of concern are reviewed with relevant personnel and changes made as necessary. Each senior administrator receives the evaluations for the student-athletes on the teams for which they are responsible.

Participation rates for the past 3 years are as follows, with participation generally declining for those student-athletes who are completing their eligibility during the spring season:

2006-2007: 46/79 (58%)

2007-2008: 48/84 (57%)

2008-2009: 49/94 (52%)

Identified trends are further examined. For example, a review of 2008-2009 exit interviews revealed concern among the women's ice hockey student-athletes about how body composition was being assessed, and how the results were being used. Based on that, the administration decided to suspend body composition assessment until clear guidelines based on best practice could be established.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The process used for the student-athlete senior exit interviews provides a formal but non-threatening mechanism for feedback. The interview that accompanies completion of the exit form allows for expansion of comments beyond anonymous written comments. The review of all interviews by one person facilitates the identification of trends.

While the senior exit interviews serve as a summary of a student-athlete's experience, excellent resources and avenues to raise concerns during the student-athlete's career at Boston University are also available. That the senior exit interviews generally reveal no surprises indicates that the comprehensive system for eliciting comment is successful.

d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

There were no deficiencies identified, and no plan for improvement is required.

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4. Programs and Activities. CHAMPS/Life Skills (or an equivalent program) or other institutional programs that address the needs and issues affecting student-athletes (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Policies and procedures in place to encourage and assure student-athletes' access to these programs.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

The Student-Athlete Well-Being sub-committee reviewed existing policies on the time spent in practices and competitions. (Practice includes "any required meeting, activity or instruction that has an athletic purpose.") How these policies are communicated and enforced was also examined. Select members of the sub-committee also reviewed student-athlete exit interviews for the past 3 years specifically to determine the extent to which student-athletes feel that time demands are appropriate.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

Currently policies emphasize following NCAA rules governing the time spent in practice and competition; they are communicated to coaches and other staff through the Department of Athletics Staff Manual and the Compliance Manual and to student-athletes through the Student-Athlete Handbook. Differentiation between in-season and out-of-season time limitations is explicit in both documents. Coaches are also further educated during monthly staff meetings, where rules reviews are explained as needed. Reminders are also circulated via e-mail.

Every month, head coaches are required to submit a weekly participation log detailing amount of time spent in games and practice, days off, and travel time. Time logs are reviewed by the Director of Compliance. Discrepancies between time allowed according to NCAA rules and time reported are investigated, with any violations reported.

A summary of student-athletes' responses to questions regarding time demands is reported below. We did not differentiate by sport because of the small numbers within each group. Numbers within each grouping differ due to variability in reporting.

Was the amount of time required excessive?

2006/2007 2007/2008 2008/2009

Yes No Yes No Yes No

11 27 8 33 5 44

Amount of time required for:

Formal practice:

Too About Too Too About Too Too About Too
 Much Right Little Much Right Little Much Right Little
 7 31 1 10 31 1 5 44 1

Voluntary practice:

2 31 5 3 33 9 2 41 6

Travel:

4 32 3 2 35 3 4 41 1

Film:

6 14 16 10 18 13 8 20 17

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- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

The Student-Athlete Well-Being sub-committee review of the processes and outcomes relating to the time demands of participation for student-athletes reveals a commitment to and respect for the externally-established rules and the internally established philosophy. Aggregate data reported from the senior exit interviews reveals a definite trend towards an appropriate amount of time spent in athletically-related endeavors.

Coaches and administrators are well-informed regarding the rules associated with time spent in athletically-related activities and a system is in place to ensure conformity with these rules.

- d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

Because no deficiencies were identified, no plan for improvement is necessary.

5. Time Demands. Written policies and procedures that address the institution's efforts to monitor student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Methods used to educate coaches and student-athletes about time demands and opportunities to integrate to campus life, including the periodic evaluation of such policies to ensure their effectiveness.

- a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

The Student-Athlete Well-Being sub-committee reviewed programs and activities relating to well-being available to student-athletes. These are provided by the Department of Athletics, the Office of Career Services, Student Health Services, the Office of Residence Life, and the office of the Dean of Students. The sub-committee reviewed the activities for utilization, satisfaction, and the depth and breadth of content areas.

- b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

The Department of Athletics' Student-Athlete Support Services (SASS) unit, with a Director and two Assistant Directors, is responsible for department-related programming that relates to the well-being of student-athletes. Student-Athlete Support Services is affiliated with the NCAA CHAMPS/Life Skills program and focuses on student-athlete development in five major areas: academic excellence, athletic excellence, career development, personal development, and community service.

All student-athletes are required to attend two presentations each year. All student-athletes must attend a presentation on drug/alcohol use. Each student-athlete also attends Life Skills Programming specific to his or her year in school. In addition, a menu of other, optional, opportunities is available; teams can select specific programming, such as nutrition information. All programs are evaluated by participating student-athletes, and evaluations are reviewed by the SASS staff. Programming in 2009/2010 includes the following:

Freshmen: College Advantage ? focusing on how to be academically successful in college.

Sophomores: Personal Development, with focuses on goal-setting, self-talk, and relaxation and focus on imagery. (Students select one.)

Juniors: Career Mentoring Night

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Seniors: "A Guide to Your Personal Finances"

Like all students at Boston University, student-athletes may also take advantage of educational programming offered through the:

Office of Career Services: Services include resume writing and career counseling.

Student Health Services: Services include alcohol use screening, alcohol and drug education classes, eCHUG (on-line alcohol intervention and feedback tool), and Behavioral Medicine clinic for mental health services. Student Health Services offers both in-person meetings and web-based self-assessments to meet the widely varying needs of students. From September 2007 to May 2008, 265 student-athletes completed eChug and between September 2008 and May 2009, 204 completed the intervention. During the current academic year, 187 student athletes to date have completed eChug.

Nutrition and Fitness Center: This center provides information on nutrition to teams or individuals on request.

Office of the Dean of Students: Open to all Boston University students, a wide variety of educational and leadership opportunities is available through the office of the Dean of Students and Division of Student Life.

A summary of comments from the senior exit interviews in response to the question: "Would you say that the advice and support you received from the academic advisors in Student-Athletic Support Services was" found:

2006/2007 2007/2008 2008/2009

Excellent 12 10 19

Good 15 24 15

Average 4 7 13

Poor 4 0 0

The narrative statements that accompanied the numerical ratings above indicated that students who did not have academic difficulties -- and hence had limited use of the services -- rated the services as Average, while students who had academic difficulties rates the services as Excellent or Good.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

An analysis of the above offerings as they relate to student-athlete well-being reveals a well-rounded program that emphasizes maximizing academic and athletic potential. Student-athletes have access to a wide variety of programs that address contemporary issues relating to success. These opportunities are readily available both through the Department of Athletics and through channels available to any Boston University student.

The Department of Athletics' commitment to providing educational programming and avenues for academic success is also evident. Student-Athlete Support Services is well regarded and managed by one experienced in how to best offer support for students.

d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

There were no deficiencies identified and no plan for improvement is required.

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6. Travel. Written policies of the athletics department and/or institution that address the safety of student-athlete transportation (e.g., road travel; air travel, including charter policies; driver selection; training; privately-owned vehicles), including the annual evaluation of such policies to ensure their effectiveness; communication in writing of these policies to athletics department staff and student-athletes and administrator(s) responsible for institutional awareness in this area.

a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

The Student-Athlete Well-Being sub-committee reviewed all policies relating to team travel to ensure that safety was a priority. In addition, we examined the policies covering the scheduling of travel to minimize absences from class and strategies to minimize the impact of missing those classes.

b. Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

The Department of Athletics is committed to providing safe and efficient travel to competitions and practices away from the Boston University campus. To reduce the use of staff-driven vans and to increase the use of buses, Athletics increased the travel budget. Working with the Boston University Office of Risk Management, a decision was made to phase out Department ownership of 15-passenger vans and replace those with smaller-capacity vehicles. In 2005, the Department of Athletics' fleet consisted of eleven 15-passenger vans. In 2009, the fleet consisted of two 12-passenger vans and six 15-passenger vans. Concurrently, The department began using contracted buses as a more frequently used mode of transportation. In 2005, 148 trips were made by bus; in 2009, 225 trips were made by bus.

At the same time, a radius-of-travel was developed that determines when bus trips, van trips, and overnight trips should be made. These policies are published in the Department Staff Manual.

The Department of Athletics and Boston University are committed to the principle that all travel should be scheduled in a way to minimize student-athletes' absence from classes. No travel is scheduled during examination periods without prior written approval from the Athletic Director. These exceptions normally occur in conjunctions with championship contests.

Student-athletes who must miss class because of travel are provided early in the semester with letters detailing the dates of competition and travel. They are instructed to distribute these travel letters to their professors and discuss any implications the absence may have on their enrollment in their courses. In addition, all faculty are reminded annually that student-athletes may be missing classes because of team travel obligations. The table below summarizes responses about travel obtained from the senior exit interviews:

Amount of time required for Travel:

2006-2007 2007-2008 2008-2009

Too About Too Too About Too Too About Too
 Much Right Little Much Right Little Much Right Little
 4 32 3 2 35 3 4 41 1

All staff who drive vans must pass a written driver safety examination, in addition to state driving licensure requirements.

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

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An analysis of policies and procedures related to travel points to an emphasis on safety and minimizing time away from class. Student-athlete response confirms that the time spent on travel is not excessive and that it met with their expectations. The travel policy that specifies the rules for travel (e.g., bus, van, plane) makes resource allocation fair, and further illustrates the commitment to safety.

- d.** Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

There were no deficiencies identified and no plan for improvement is required.

7. Medical Policies. Written policies of the athletics department and/or institution that address the health and safety of student-athletes (i.e., athletic training coverage and emergency medical plans for practices, games, strength training, skills sessions and out-of-season workouts), including the annual evaluation of such policies to ensure their effectiveness in protecting their health and providing a safe environment; communication in writing of these policies to athletics department staff and student-athletes and administrator (s) responsible for institutional awareness in this area.

- a.** Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study must be conducted as part of the self-study process;

A complete review of medical services for student-athletes was conducted in 2007-08 as the Department of Athletics examined the administrative structure of University services. The Student-Athlete Well-Being sub-committee further reviewed policies relating to the medical services available to student-athletes for consistency, scope, and the process for revision.

- b.** Provide data demonstrating the institution's commitment and current efforts across each of the seven program areas for all student-athletes;

All medical services for student-athletes are now administratively housed in Student Health Services instead of at the Department of Athletics. This structure allows for improved access to imaging and other diagnostic tests such as laboratory tests, as well as for improved communication among all health care providers on campus. A referral coordinator from Student Health Services now manages all referrals to outside providers; this process has facilitated faster care.

The medical staff is committed to providing outstanding health care to every student-athlete. The Athletic Training staff consists of eight full-time licensed athletic trainers and seven graduate student licensed athletic trainers. The staff is responsible for athletic training services for all club and varsity athletics. Student-athletes have continual access to an athletic trainer and, by extension, to a physician. The Director of Athletic Training Services, an experienced clinician and administrator, is ultimately responsible for all of the athletic trainers on campus, with a head athletic trainer identified for varsity athletics and club sports athletics. Of the full-time staff, 6 are generally assigned to varsity athletics, as well as 4 of the athletic trainers who are graduate students. The administrative shift to centralizing athletic training services has led to decreased staff turnover which, in turn, promotes improved continuity of care.

Consultative relationships with Behavioral Medicine and experts in nutrition are well-established, and these services are readily available to student-athletes. Behavioral Medicine providers housed at Student Health Services have been designated as liaisons to varsity athletics, and a designated athletic trainer acts as "case manager?" for student-athletes with mental health concerns. In FY 2007, a shared nutrition counseling position was funded by Student Health Services, Dining Services, and the Department of Athletics to increase coordination and to better serve the general student population as well as student-athletes. In 2009, 40 athletes were provided with individual nutrition counseling. Group nutrition presentations were provided to 19 varsity athletes, coaches, and athletic trainers, compared to 10 presentations the prior year.

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The Director of Athletic Training Services reports to the Athletics Medical Director, Matthew Pecci, MD. Dr. Pecci is a sports medicine fellowship-trained Family Medicine physician, who is administratively housed in Student Health Services. Two orthopedic surgeons, Timothy Foster, MD and Anthon Schepesis, MD, are also team physicians. Finally, Family Medicine and Orthopedics physicians who are completing fellowships are also assigned to the sports medicine unit. Our physicians are all affiliated with Boston Medical Center, the teaching hospital of Boston University, and this relationship provides ready access to physicians from all specialties.

In 2009, a shared electronic medical record system between Student Health Services and Athletic Training Services was implemented. Medical records for all student-athletes are now housed in a single database that is available to all relevant health care providers in a secure environment. Nutrition Services also utilizes this shared record system. This implementation has improved the coordination of care significantly.

To ensure communication between the Department of Athletics and Athletic Training Services, the Director of Athletic Training Services meets periodically with a senior administrator in Athletics.

Athletic Training Services has the following established policies and procedures which are reviewed annually and updated as necessary:

1. Head Injury Testing and Management Protocol
2. Pre-participation Screenings
3. Right to Privacy
4. Practice and Competition Coverage
5. Return to Play
6. Mental Health Referral Policy
7. Eating Disorders Guidelines

Decisions regarding physician and athletic trainer coverage of practices and competitions are guided by written policy and number of staff. These policies are derived from a review of injury patterns, the Appropriate Medical Coverage of Intercollegiate Athletics guidelines, and a review of the potential for catastrophic injury associated with each sport.

Medical staff are evaluated annually by their respective head athletic trainer and the Director of Athletic Training Services. The Medical Director reviews all staff athletic trainer evaluations. In addition, all athletic training staff are required to complete 75 hours of continuing education every three years to maintain their license to practice.

Below is a summary of answers from the senior exit interviews responding to the question: "Would you say that your health care experience was...?"

2006-2007 2007-2008 2008-2009

Excellent 16 13 21

Good 15 17 20

Average 4 8 6

Poor 4 4 1

- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and

A review of the medical services provided to student-athletes reveals a commitment to providing excellent care. The administrative structure provides strong continuity of care and streamlines access to a wide range of health care providers. The Director of Athletic Training Services is a leader in the field and physicians and athletic trainers routinely participate in continuing education to ensure best practice.

Policies that relate to the medical well-being of student-athletes are reviewed on an on-going basis and respond to changes in health care. These policies guide decision-making and further emphasize the obligation to provide excellent care.

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d. Explain, through a plan for improvement, how the institution plans to address any deficiencies identified in its response to (c) above.

No deficiencies were identified and no plan for improvement is necessary.

10. If the institution has developed a plan for improvement(s) during the current self-study process for Operating Principle 3.3, describe the institution's efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.

The Student-Athlete Well-Being Sub-committee has determined that Boston University's commitment to student-athlete well-being is in substantial compliance with Operating Principle 3.3.

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Personnel

	Year	Racial or Ethnic Group																					
		AM.Ind/AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			N-R Alien (N)			Other (N)			
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Senior Administrative Athletics Dept. Staff	F														5	5	5						
Other Professional Athletics Dept. Staff	F							0	1	1					25	21	21						
	P																						
Head Coaches	F							3	3	3					18	18	16						
	P																						
Assistant Coaches	F							7	8	4	0	0	2	39	36	26	5	5	5				
	P													1	1	1							
Totals (for Athletics Dept. Personnel)	F							10	12	8	0	0	2	87	80	68	5	5	5				
	P													1	1	1							
Faculty-Based Athletics Board or Committee Members								1	1	1				9	9	9							
Other Advisory or Policy-Making Group Members								2	2	1				6	8	7							

Name of person completing this chart: Nancy H Lyons

Title: Sr. Associate Director of Athletics

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of all Students

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)			N-R Alien (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	55	45	45	2270	2220	2174	509	458	431	1175	1119	1092	7871	8430	9155	1375	1176	1045	2604	2614	2327
Student-Athletes	0	1	1	6	6	6	25	21	24	4	5	4	180	195	233	52	53	51	36	11	4

Name of person completing this chart: Nancy H Lyons

Title: Sr. Associate Director of Athletics

Gender/ Diversity Issues and Student-Athlete Well-Being

Racial or Ethnic Composition of Student-Athletes by Sport Group

Sports** Year	Racial or Ethnic Group																				
	AM.Ind/AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			N-R Alien (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball																					
Men's Basketball							8	6	9				9	9	5	3	4	3			
Football																					
Men's Track / Cross Country				0	1	3	7	6	5			1	30	36	29	4	3	0	0	0	2
Men's Other Sports and Mixed Sports				14	11	8	7	7	5	9	13	12	165	161	176	24	15	22	0	0	1
Women's Basketball							2	2	2				11	11	11	0	1	2	0	0	1
Women's Track / Cross Country				1	1	0	8	7	6				29	29	33	4	4	2			
Women's Other Sports	1	1	1	6	7	9	2	5	4	7	3	4	213	206	218	21	22	14	3	5	10
Total	1	1	1	21	20	20	34	33	31	16	16	17	457	452	472	56	49	43	3	5	14

Name of person completing this chart: Nancy H Lyons

Title: Sr. Associate Director of Athletics