

2004-2005
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: 1846
3. Special Affiliation? No
4. Coeducational? Yes
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: 3583
6. Number of Faculty [using a full-time-equivalency (FTE) basis]: 309
7. Highest level of academic degree offered: Master's
8. Institution's governing entity: Board of Trustees
9. a. Regional accreditation agency: Middle States Association of Colleges and Schools
9. b. Date of most recent regional accreditation self-study: 2003-04
9. c. Current accreditation status: Accredited

Athletics Information

1. Subdivision status of athletics program (Academic Year 2005): I-AA
2. Conference affiliation(s) or independent status (Academic Year 2006):

Baseball	The Patriot League
Field Hockey	The Patriot League
Football	The Patriot League
Men's Basketball	The Patriot League
Men's Cross Country	The Patriot League
Men's Golf	The Patriot League
Men's Lacrosse	The Patriot League
Men's Soccer	The Patriot League
Men's Swimming	The Patriot League
Men's Tennis	The Patriot League
Men's Track, Indoor	The Patriot League
Men's Track, Outdoor	The Patriot League
Men's Water Polo	Collegiate Water Polo Association
Men's Wrestling	Eastern Intercollegiate Wrestling Association
Softball	The Patriot League

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Women's Basketball	The Patriot League
Women's Cross Country	The Patriot League
Women's Golf	Big South Conference
Women's Lacrosse	The Patriot League
Women's Rowing	Eastern College Athletic Conference
Women's Soccer	The Patriot League
Women's Swimming	The Patriot League
Women's Tennis	The Patriot League
Women's Track, Indoor	The Patriot League
Women's Track, Outdoor	The Patriot League
Women's Volleyball	The Patriot League
Women's Water Polo	Collegiate Water Polo Association

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.

Bucknell's athletics program was placed on four years' probation in July 1998 because of major rules violations in the wrestling program in 1994-97 and the finding of a lack of institutional control. The most significant impact of the case has been a thorough revamping of the university's rules-compliance program and substantially greater diligence in compliance matters in all corners of the campus.

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

- 1870 — Intercollegiate athletics begin at Bucknell (in baseball)
- 1886 — Bucknell first invited to join a conference, Intercollegiate League of Eastern Pennsylvania
- 1889 — Varsity "B" first awarded
- 1890 — Tustin Gymnasium opens
- 1900 — Walter Camp names Christy Mathewson Bucknell's first All-American (football)
- 1905 — Bucknell is among founding members of the NCAA (then the Intercollegiate Athletic Association of the United States)
- 1906 — Athletic Association (later Athletic Council) established, vesting governance in faculty, student body, alumni association
- 1919 — Required student fee instituted; largest portion allocated to athletics
- 1924 — Memorial Stadium opens (renamed Christy Mathewson-Memorial Stadium, 1989)
- 1935 — Bucknell wins first Orange Bowl, 26-0 over Miami
- 1940 — Bison Club formed to address annual deficits incurred in athletics
- 1951 — Trustees resolve that athletics program will be administered "in same manner as other departments of University," including personnel selection. Athletic Advisory Committee replaces Athletic Council.
- 1952 — Bucknell joins Middle Atlantic Conference (University Division)
- 1968 — Bucknell opts for NCAA's College Division when divisions first established
- 1970 — Bucknell's first Academic All-American named (current total of 110 ranks third in Division I)
- 1973 — Bucknell opts for NCAA's Division I in three-division format (I-AA in football starting 1978); also helps found East Coast Conference
- 1973 — First women's varsity programs offered (basketball, field hockey, swimming, tennis)

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1984 — Bucknell is charter member of Colonial (now Patriot) League; football competition begins 1986, all-sports competition in 1990-91
2002-03 — Kenneth Langone Athletics and Recreation Center opens
2002-03 — Proportionality in men's and women's participation opportunities achieved; is predominant goal of first Gender Equity Plan
2003 — Bucknell leads nation for third time in student-athletes' graduation rate (100%), never having finished out of top 10
2003 — First athletics scholarships of modern era awarded (men's and women's basketball)
2003-04 — Bison Club annual support surpasses \$1 million for first time

Previous Certification Self-Study

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

Orientation Visit - April 21, 1994
Evaluation Visit - May 7-10, 1995
Interim Report - June 2000

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

Certified at the Committee's meeting of February 11-12, 1996

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

Committee accepted interim report and reaffirmed Bucknell's certified status at its meeting of January 17-19, 2001.

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

Institutionally, President Gary Sojka was succeeded by William Adams (1995), Steffen Rogers (2000), and Brian Mitchell (2004). Vice President for Academic Affairs Larry Shinn was succeeded by Daniel Little (1996), Stephen Bowen (2001), and Mary DeCredico (2005), with a change in title to Provost accompanying the last of these transitions. Vice President for Student Services Barbara Shailor was succeeded by Charles Pollock (1999).

Additionally, a new vice presidency — for enrollment management and communications — was created in 2001-02 and was filled by Kurt Thiede.

Within the athletics program, Athletics Director Rick Hartzell was succeeded by John Hardt (February 2000), following the six-month interim tenure of Brad Tufts. Faculty Athletics Representative Timothy Sweeney was succeeded by Gary Sojka (2001) and Mitchell Chernin (2003).

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:

Women's water polo and golf were added as varsity programs in 1998-99, and men's crew and wrestling were reclassified as club-varsity programs beginning 2002-03 (wrestling reinstated as varsity program in 2005-06, and women's novice rowing enhanced). In 2002-03, because of these sport sponsorship changes and roster management, substantial proportionality in men's and women's participation opportunities was first achieved (it has been sustained every year since). Also with respect to gender equity, budget allocations have been adjusted and staffing disparities addressed, so that equity in all programmatic areas is scheduled to be achieved by 2009-10.

A new departmental mission statement was formally approved in April 2004, as part of Bucknell's broadly reviewed Five-Year Plan for Athletics. The mission statement is supported by five departmental strategic guidelines: impact on

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student-athletes, fairness and equity, impact on competitive success, cost-containment and efficiency, and integrity and rules compliance.

After many years of budget overruns, Athletics Department budgets have been balanced for the past two years. The appointment of a full-time business manager for athletics and close collaboration with the Office of Finance have been instrumental in this change, with the greater success of Bison Club fundraising and the fiscal discipline practiced by all departmental personnel.

Other significant changes are noted in the Athletics Information and Self-Study Items sections of this report.

Certification Self-Study Information

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

The transparency of, and the broad base of input and feedback opportunities provided with respect to, Bucknell's self-study were anchored by the composition of the Steering Committee and the three subcommittees. In addition, critical related input was provided by the Gender Equity Planning Task Force of 2002-03, which produced the university's current Gender Equity Plan, and the Minority Opportunities Planning Committee of 2005, which produced the university's current Minority Opportunities Plan. Each of these bodies was composed of distinguished faculty, senior (and otherwise strategically key) administrators, students, student-athletes, coaches, and alumni; while the Self-Study groups also comprised Trustee, parental, Patriot League, and local community representation.

Presidential announcements of the appointment of the Steering Committee chair and the initiation of the self-study, as well as progress reports throughout the fall, increased awareness of the process, utilizing the student newspaper, alumni communications, faculty and staff meetings, and the university intranet, among other means. An open campus forum focused exclusively on the self-study was conducted shortly into the process and all meetings of the Steering Committee and subcommittees were open to the public. Moreover, in both the gender equity and minority opportunities planning, as well as the self-study, specific individuals outside the responsible committees and task forces were sought out for their input, and groups including coaches, the Student-Athlete Advisory Committee, the Committee on Athletics, the Committee for Campus Diversity, and the Trustee Athletics Subcommittee were consulted during and prior to the drafting stages.

Once draft reports and plans were developed in all three processes, they again were shared with the specific entities noted above. Further, campus open forums were advertised and held to secure feedback on the draft reports of each self-study subcommittee and the draft self-study report as a whole. The drafts were posted on the campus intranet (a fact announced via campuswide email) and a dedicated email mailbox was established to receive feedback. An extensive review of the draft was provided to the Trustee Athletics Subcommittee in November and responses taken from that body until early the following month.

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

PLAN FOR COMPLETION OF THE
NCAA ATHLETICS CERTIFICATION SELF-STUDY
2005-2006

GOALS

Bucknell University will utilize the NCAA athletics certification program to:

- > examine and evaluate the extent to which Bucknell adheres to NCAA operating principles in the areas of governance and commitment to rules compliance, academic integrity, and equity and student-athlete welfare;
- > identify the contributions made by Bucknell intercollegiate athletics to the educational mission of the university and to communicate those contributions to all university constituencies;
- > discover areas where Bucknell intercollegiate athletics can be enhanced and formulate plans to achieve enhancement within existing resource allocations;

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- > engage university constituencies — faculty, students, administrators, staff, alumni, and trustees — in the self-study; and
- > increase awareness and understanding of Bucknell intercollegiate athletics among all university constituencies through public discussion and broad dissemination of the self-study.

APPOINTMENT OF THE STEERING COMMITTEE CHAIR

After discussions with senior administrators, President Brian Mitchell appointed Timothy Sweeney, professor of management, as Chair of the Self-Study Steering Committee on November 17, 2004. Professor Sweeney has been a member of the Bucknell faculty for 25 years. In addition, as Bucknell's Faculty Athletics Representative from 1991 to 2001, he played a central role in Bucknell's first certification self-study, in 1994-95; he was the first chair of the university's Compliance Committee; and he was broadly involved in assuring the academic integrity of the athletics program and the welfare of student-athletes. President Mitchell's announcement of Professor Sweeney's appointment (see Attachment A) made clear that he has explicit authority from, and access to, the President in conducting the self-study. [NOTE: Professor Sweeney retired at the end of the 2004-05 academic year, and President Mitchell appointed Gary Sojka to succeed him. Dr. Sojka was Bucknell's 13th president from 1984 to 1995 and the university's faculty athletics representative from 2001 to 2003.]

APPOINTMENT OF THE STEERING COMMITTEE AND SUBCOMMITTEES

President Mitchell has pursued the broadest possible representation of all of the principal university constituencies in his appointments to the Steering Committee and three sub-committees. Thus, in addition to the required appointments of himself, the Director of Athletics, the Senior Woman Athletic Administrator, and the Faculty Athletics Representative (FAR), President Mitchell has appointed the Vice President for Student Affairs, General Counsel, Associate Vice President for Finance, Chair of the Athletics Subcommittee of the Board of Trustees, Associate Dean of the College of Engineering, and Director of Technology Integration. He has appointed distinguished faculty and outstanding students as well. See Attachment B for a complete list of Steering Committee members.

President Mitchell also has appointed subcommittees on Governance and Commitment to Rules Compliance, Academic Integrity, and Equity and Student-Athlete Welfare that are similarly broad-based, including faculty, students, administrators, Athletics Department staff, and other interested members of the university community. See Attachment B for a complete listing of subcommittee members. Each subcommittee will include at least one member designated to gather and report information and another member responsible for maintaining records of meetings and drafting subcommittee reports. The resources necessary to perform these tasks will be made available by the President through the Vice President for Student Affairs. Most important, the President has appointed experienced and involved individuals to serve as chairs of the subcommittees:

- > Charles Pollock, Vice President for Student Affairs, will chair the Subcommittee on Governance and Commitment to Rules Compliance;
- > Mitch Chernin, Professor of Biology and current Faculty Athletics Representative, will chair the Subcommittee on Academic Integrity; and
- > Wayne Bromfield, General Counsel, will chair the Subcommittee on Equity and Student-Athlete Welfare.

Each of the subcommittees will be responsible for gathering and analyzing appropriate data, including input from campus constituencies; discussing strengths and weaknesses of Bucknell's current activities; preparing minutes of all committee meetings; crafting draft plans for achieving improvements in current programs; and preparing draft reports.

The Steering Committee will be responsible for overall coordination of the self-study, for review of all subcommittee draft reports, for communicating and discussing draft reports with all affected members of the university community, and for preparing the final self-study report for submission to the NCAA. To facilitate the work of the Steering Committee, a smaller group of Steering Committee members, called the Certification Coordination Team, will meet regularly to structure the larger committee's work and to oversee day-to-day operational matters. The Coordination Team will be led by the Chair of the Steering Committee and also will include the Vice President for Student Affairs, the Director of Athletics, the Senior Woman Athletic Administrator, and the two other subcommittee chairs.

INSTITUTIONAL LIAISON AND COMMUNICATIONS COORDINATOR

On November 17, 2004, President Mitchell also appointed Charles Pollock, Vice President for Student Affairs, as Campus Liaison and Chief Report Writer. As Campus Liaison, Pollock will coordinate the distribution of information about the self-study to campus constituencies, respond to inquiries from institutional personnel regarding the appropriate interpretation of certification policies, and interact with NCAA staff to ensure that difficult matters of interpretation of certification policies are properly resolved. In addition, Pollock will assume major responsibility for coordinating the evaluation visit, including travel and lodging arrangements, interview schedules for members of the peer-review team, and provision of secretarial, computational, and space resources for the reviewers. In his absence, Amanda Backus, Senior Woman Athletic Administrator, will assume the role of institutional liaison.

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As Communications Coordinator, Jon Terry, Assistant Director of Athletics/Athletic Communications, will be responsible for developing and implementing a communications plan that will keep all university constituencies and local media informed about the certification process. Terry also will work with NCAA staff to coordinate a concurrent public release of the ultimate certification decision for Bucknell University.

ROLE OF THE PATRIOT LEAGUE OFFICE

Bucknell will take advantage of assistance available from the Council of Patriot League Presidents in conducting the self-study and implementing its recommendations. Michael McFarland, Associate Executive Director for External Relations of the Patriot League, has agreed to make available his knowledge and expertise of the athletics certification process in several ways. He will attend and participate in the Videoconference Orientation with NCAA staff; attend Steering Committee meetings, when appropriate; review draft subcommittee and Steering Committee reports and provide feedback; attend and observe the campus visit of the peer-review team; and assist in implementing any recommendations made by the peer-review team. [NOTE: Mr. McFarland left the Patriot League staff in 2004-05 and his place on Bucknell's Self-Study Steering Committee was assumed by Joanna Kreps, Assistant Executive Director for Sport Management and Governance.]

THE SELF-STUDY PROCESS

A detailed timeline of certification activities to be carried out by both Bucknell University and the NCAA's Committee on Athletics Certification is provided in Attachment C. This includes the self-study process.

By inviting representatives of the principal university constituencies to form the Self-Study Steering Committee and subcommittees, the President has created a structure that helps ensure an open and broadly based deliberative process, mindful of concerns raised in Bucknell's first cycle evaluation about the breadth of involvement or lack thereof. Distinguished faculty, senior administrators, students, student-athletes, coaches, and alumni all have agreed to participate in this comprehensive review of Bucknell's intercollegiate athletics program.

Other elements of the plan will provide opportunities for the engagement of the entire campus community. Following the February 14, 2005 Videoconference Orientation, the self-study will be publicly announced in *The Bucknellian*, the weekly campus newspaper. Shortly thereafter, an open forum for the campus community to pose questions about and comment on the self-study and overall certification process will be hosted by Professor Sweeney and other members of the Steering Committee.

Subsequent open forums will be held on campus to gather feedback on the data gathered and reports prepared by the subcommittees and the draft self-study report. In addition, all meetings of the Steering Committee will be open to the public.

Reports on the athletics certification process will be made to the Board of Trustees at its April 2005, November 2005, January 2006, and April 2006 meetings. The Board's Athletics Subcommittee will be kept apprised of progress on the self-study at its regularly scheduled meetings and will be asked for its feedback on the final draft self-study report in December 2005. Using all of these sources of input, and under the direction of the Steering Committee, the final self-study report will be prepared for submission to the NCAA no later than January 15, 2006.

The self-study will be guided by the Self-Study Instrument and the focal items for each operating principle contained therein. Evaluations will be made as to Bucknell's conformance with the operating principles and plans for improvement will be formulated as necessary. Plans from the university's first cycle evaluation, namely those pertaining to gender equity and minority issues, will be explicitly addressed, as will two of the four strategies for improvement resulting from Bucknell's first cycle process:

1. Complete a set of written policies and procedures that assign specific responsibilities in the area of rules compliance, including those for determining the initial and continuing eligibility of all student-athletes, consistent with provisions of NCAA Bylaw 23.2.1.5 (assignment of rules-compliance responsibilities).
2. Review the institution's contractual agreements with coaches and bring those contracts into compliance with Bylaws 11.2.1 and 11.2.2.

FINAL NOTE

It should be noted, finally, that the Steering Committee leadership has consulted with the President and, through him, the Board of Trustees to determine that all plans or commitments that might seriously affect the future of the institution or its athletics programs are known at this time. Bucknell will engage in university-wide strategic planning between April 2005 and April 2006, and the contemporaneous aspects of athletics self-study and strategic planning will be beneficial to both.

Governance and Commitment to Rules Compliance

Operating Principle

1.1 Institutional Control, Presidential Authority and Shared Responsibilities

Self-Study Items

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

The CAC imposed no corrective actions, conditions for certification, or strategies for improvement relating to Operating Principle 1.1 in its first-cycle certification decision.

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

With respect to OP 1.1, Bucknell developed no plans for improvement or recommendations during its first-cycle certification process.

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

While nothing as extensive as a plan for improvement has been warranted, the university has taken several major steps relating to Institutional Control, Presidential Authority and Shared Responsibilities over the past 10 years. Noteworthy are the following:

- > Establishment of a Subcommittee on Athletics of the Committee on Complementary Activities of the Board of Trustees (2002). This provides an agency for the governing board's oversight and broad policy formulation for athletics comparable to its Buildings and Grounds, Educational Policy, or University Relations committees (to name just three), with the limited scope that is typical of a subcommittee. Prior to establishing the subcommittee, the Board had convened a number of ad hoc committees to monitor athletics-related issues, including gender equity and the implementation of merit-based financial aid.

- > Fixing of the reporting line for the director of athletics with the vice president for student affairs (1999), promoting robust communication among those two officials and the president. The director of athletics also is now a member of the University Operations Group convened weekly by the president. Prior to 1999, during a three-year period without a vice president for student affairs, the director of athletics reported successively to the vice president for finance and administration and the president himself.

- > Institution of an Annual Executive Compliance Meeting, wherein the president receives a comprehensive briefing on compliance policies and procedures, monitoring systems, the rules education program, and current related issues. Additional participants include the vice president for student affairs, general counsel, faculty athletics representative, director of athletics, associate director/senior woman administrator, and assistant director for compliance and student affairs.

- > Authorization of a standing University Committee on Athletics, independent of other university or faculty

Governance and Commitment to Rules Compliance

committees (2005). The committee had previously operated under the joint authority of the Committee on Instruction and the Committee on Complementary Activities. Comprising faculty, administrative, and student representatives, it now more effectively will advise the president and the director of athletics on policies relating to the conduct of the athletics program, as well as monitor implementation of such policies.

4. Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved (if any).

In the years 2001-02 through 2003-04, the Board of Trustees was significantly involved in decisions to do the following:

- > Establish a Subcommittee on Athletics of the Committee on Complementary Activities of the governing board itself.
- > Reclassify two men's programs, wrestling and crew, from varsity to club-varsity status under the university's initial five-year gender equity plan.
- > Award merit-based financial aid in men's and women's basketball (the full Board approved a merit aid program for academics, diversity, artistic talent, and athletics).
- > Implement a second gender equity plan (Athletics Subcommittee approval).
- > Implement a Five-Year Plan for Athletics, including a Departmental Mission Statement (Athletics Subcommittee approval).
- > Undertake major construction and renovation projects, including the installation of FieldTurf and new lighting in Christy Mathewson-Memorial Stadium and the first phase of West Fields Project construction (artificial surface and lighting for women's field sport programs).
- > Finalize the scope of the Kenneth Langone Athletics and Recreation Center, including a new 4,000-seat arena (Sojka Pavilion), a new Olympic-class pool (Kinney Natatorium), a new fitness and weight-training center (Krebs Family Fitness Center and Berger Family Weight Room), and renovations to Davis Gymnasium and the Gerhard Field House. The center opened in 2002-03.

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

In the years 2001-02 through 2003-04, the president was significantly involved in all the decisions listed under the previous self-study item — that is, the decisions in which the Board of Trustees was significantly involved. In addition, the president played a major role in decisions to do the following:

- > Increase women's sports' operating and compensation budgets by a "gender equity increment" each year, independent of the normal limits on annual budget adjustments. These increments amounted to \$50,000, \$65,000, and \$70,000, respectively.
- > Restructure the Bison Club, the university's primary booster group, and significantly increase its annual fundraising goal.
- > Accept gifts to endow the head football coaching position, the men's and women's swimming and diving program, and women's sports generally.
- > Appoint Dr. Gary Sojka (in 2001-02) and Dr. Mitchell Chernin (in 2003-04) faculty athletics representative.
- > Expand staffing in support of the fitness and strength training programs.
- > Add an athletics-specific fundraising position in the University Relations division.
- > Extend the contract of the head women's basketball coach.
- > Hire the current head football coach.
- > Implement a new graphics identity program for Bison athletics.
- > Celebrate Bison athletics and the scholar-athlete model with a first-of-its-kind black-tie dinner after leading the nation in student-athletes' graduation rate.
- > Bid (successfully) to host the 2005 NCAA Men's Water Polo Championship.

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

Governance and Commitment to Rules Compliance

The day-to-day management of the athletics program is anchored by the director of athletics and his/her two senior associate directors, who together comprise the Sport Management Group. Currently, additional persons on the director's immediate staff are responsible for business and team services, external affairs, and recreation services, respectively, while the next level of professionals has oversight of compliance and student affairs, sports medicine, facilities and event operations, aquatics, strength and conditioning, and communications. Departmental and institutional organizational charts are among the resource materials available to supplement this report.

The director of athletics takes all major decisions to the vice president for student affairs, with whom s/he meets at least every two weeks and maintains regular telephonic, email and direct contact in the interim. The vice president provides advice and counsel in these matters, to ensure that the director's decision making always benefits from broad institutional perspective, and retains the right to engage others in the final resolution of issues. Decisions regarding head coaching and key administrative appointments (with additional input from search committees), awarding of major service contracts such as orthopaedic service agreements, resource allocation, fundraising strategies, and modes of enhancing interdepartmental working relationships are among the sorts of athletics-related decisions in which the vice president exercises authority.

The vice president for student affairs and the director of athletics also may take matters to the president for his/her guidance or direction. Meetings between and among these officials are scheduled as needed, while some issues are addressed by the University Policy Group or the University Operations Group. The first of these bodies, the UPG, comprises the president, the provost, the four vice presidents, the deans of Bucknell's two colleges, the general counsel, and the executive assistant to the president. The Operations Group expands the membership of the UPG to include also the associate vice presidents for facilities, finance, and information services; the directors of athletics, human resources, and institutional research and planning; and the dean of students. Athletics-related decisions in which the president has been involved significantly in recent years, often with the input of the UPG or the Operations Group, are listed under Self-Study Item 5. These include significant budgetary matters, staffing decisions, and major programmatic changes, such as the reclassification of sports to or from varsity status.

The president also may elect to engage the Board of Trustees in policy decisions regarding athletics. Since 2002, pertinent matters have been brought to the Subcommittee on Athletics of the Board's Committee on Complementary Activities; previously, athletics issues were assigned to ad hoc committees or to the Complementary Activities Committee as a whole. Athletics-related decisions in which the Board of Trustees has been involved significantly in recent years are listed under Self-Study Item 4. These include major facilities decisions, plan approvals, and Bucknell's decision to expand its financial aid program to include merit-based awards.

The director of athletics and the president also receive feedback and recommendations on policy, procedures and planning from the Committee on Athletics (CoA), which was given a formal role in the university's governance structure just prior to Bucknell's first cycle certification review. That initial role, as a subcommittee of the University Committee on Instruction, with additional reporting responsibilities to the Committee on Complementary Activities, was modified by a vote of the faculty in April 2005, to establish a free-standing CoA, one which could act in support of the director and discharge assignments from the faculty or president in a much more agile and effective fashion. The CoA, in light of its representation from the faculty and student body, is especially well suited to engage such issues as minimizing conflicts between academic and athletics schedules, assessing the academic performance of student-athletes, and assessing progress toward gender equity in athletics. At the same time, its broad base of membership makes it useful for evaluating emerging plans, such as long-range departmental plans or minority issues plans.

In rules-compliance matters, decision making is substantially influenced by the Compliance Committee (see Operating Principle 1.2, Self-Study Item 5). In matters pertaining to student-athlete welfare, the Student-Athlete Advisory Committee has an especially strong voice.

Finally, the faculty athletics representative plays a pivotal role in athletics-related decision making, both as chair of two key committees (CoA and Compliance) and as a university and faculty liaison with the NCAA and the Patriot League. As such, s/he is a singularly important advisor to the president and the director of athletics, one who indeed brings faculty values and Bucknell's academic ethos to the table. Bucknell has been extremely fortunate to have had a series of FARs who have invested the necessary time and manifested great curiosity to learn about the athletics program, and has therefore obtained invaluable perspective in moving athletics forward. Additionally, each FAR has proven an effective information source for his faculty colleagues individually and as a body, so that collective faculty sentiment on major issues has been generally well informed. General responsibilities of Bucknell's faculty athletics representative include academic integrity, rules compliance, student-athlete welfare, and intra-institutional and extra-institutional communication.

Governance and Commitment to Rules Compliance

One note: That the business and affairs of the Patriot League are managed by its Council of Presidents requires that the member institutions' chief executives maintain particularly close perspective on their respective athletics programs. For example, the Council routinely acts on eligibility cases and policies, sets financial aid and scheduling parameters, and may sanction institutions for failing to meet the league's academic standards for recruited student-athletes. The knowledge base necessitated by league decision-making facilitates the president's participation in institutional decision-making.

One further note: While the reporting line for athletics at Bucknell has been changed in the last 10 years (from the vice president for student affairs to the vice president for finance and administration, the president, and finally the vice president for student affairs again), and while different presidents have interacted with the director of athletics more and less personally, decisions for athletics have been made in a consistent fashion, always adhering to the principles of institutional control, presidential authority, and shared responsibilities.

7. Please provide the composition of the athletics board or committee, if one exists, including titles and positions.

For 2004-05, the university's Committee on Athletics comprised the following voting members:

Mitch Chernin, Professor of Biology (Committee Chair/Faculty Athletics Representative)
 Thomas Kinnaman, Associate Professor of Economics
 Jean Peterson, Associate Professor of English
 Alexander Richman, Assistant Professor of Mathematics (First Semester)
 George Exner, Associate Professor of Mathematics (Second Semester)
 Richard Ferraro, Dean of Students
 John Hardt, Director of Athletics
 Samij Patel, Class of 2006
 (Note: One student seat went unfilled)

In addition, Amanda Backus, associate director of athletics/senior woman administrator, and Tim Pavlechko, senior associate director of athletics, provided administrative support as non-voting committee members.

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

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

Evaluation

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

Governance and Commitment to Rules Compliance

Operating Principle

1.2 Rules Compliance

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 1.3 (Rules Compliance). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The CAC identified two "strategies for improvement" relating to Operating Principle 1.2 (Rules Compliance).

WRITTEN POLICIES

- (a) "Complete a set of written policies and procedures that assign specific responsibilities in the area of rules compliance, including those for determining the initial and continuing eligibility of all student-athletes, consistent with the provisions of NCAA Bylaw 23.2.1.5 (assignment of rules-compliance responsibilities)."
- (b) A comprehensive Compliance Policies and Procedures Manual is now in force. Copies are distributed to Athletics Department and appropriate non-departmental personnel, and the manual is accessible online. The manual was informed initially by reviews of the compliance program completed in 1999 by the Patriot League and by R. Dale Smith of Smith Consulting Services, and has been revised annually since (major changes were made in 2001, 2003, and 2005). A second audit by Mr. Smith was completed in 2003.
- (c) See (b) above. The current Compliance Manual was issued in Fall 2005, for 2005-06, with the first edition having been created in 1999.
- (d) N/A — All necessary policies and procedures assigning rules-compliance responsibilities are now in written form.

CONTRACTUAL AGREEMENTS

- (a) "Review the institution's contractual agreements with coaches and bring those contracts into compliance with Bylaws 11.2.1 and 11.2.2."
- (b) Contractual agreements have been so revised; that is, they now stipulate that (1) a coach found in violation of NCAA regulations shall be subject to disciplinary or corrective action according to NCAA enforcement procedures; and (2) staff members are required to report annually to the president all athletically related income and benefits from extra-institutional sources.
- (c) Contractual agreements, including appointment letters, have complied with the stated bylaws since May 1997.
- (d) N/A

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process for Operating Principle 1.3 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

With respect to Operating Principle 1.2 (Rules Compliance), Bucknell developed no plans for improvement or recommendations during its first-cycle certification process.

3. Describe any additional plans for improvement/recommendations relating to Operating Principle 1.3 (Rules Compliance) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

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Since the rendering of its first-cycle certification decision, Bucknell has taken the following significant steps relating to Rules Compliance, above and beyond the "strategies for improvement" identified by the Committee on Athletics Certification:

> The appointment of John Hardt as director of athletics, bringing particular expertise in rules compliance to the university. Prior to coming to Bucknell in February 2000, Mr. Hardt was the associate director of athletics responsible for rules compliance services at Michigan State University, director of athletic compliance at Syracuse University, and a compliance representative with the NCAA. He also recently completed five-plus years of service with the NCAA's Committee on Athletics Certification.

> The creation of a full-time position — assistant director of athletics for compliance and student affairs — to oversee compliance work primarily. This occurred soon after Mr. Hardt's arrival, in November 2000. (In 1996, compliance responsibilities had been assigned to the associate director of athletics, who oversaw many other programs and operations. In 1999, the chief compliance officer's work was combined with that of the head field hockey coach, who later became the senior woman administrator as well. The dedicated, full-time compliance position was instituted shortly after that, in November 2000, as noted above.)

> The creation in 1999 of a broad-based, permanent Compliance Committee to monitor and review compliance activities, and the modification of the committee's role in 2001. Initially, the committee helped create the university's first compliance manual and assisted in the monitoring of several key compliance topics, including financial aid, eligibility, and certification. Once the Athletics Department had secured a full-time compliance officer and completed its major administrative restructuring, creating an internal checks-and-balances system, the Compliance Committee's role could be focused on oversight and evaluation of Bucknell's compliance efforts, as described under Self Study Item 5. The most recent modification of the committee's charge occurred in 2004-05, ensuring the active external oversight of compliance activities emphasized in the latest evaluation of Bucknell's compliance program.

> Initiation in 2000-01 of an Annual Executive Compliance Meeting among the president, faculty athletics representative, vice president for student affairs, general counsel, director of athletics, associate director/senior woman administrator, and assistant director for compliance and student affairs. Areas reviewed include, as appropriate, Bucknell's compliance policies and procedures, external audits, rules violations, NCAA Certification, long-range plans, rules education programming, and outside athletically related income, among other topics.

> The implementation by the Compliance Services Office of a comprehensive rules-education program for coaches, student-athletes, other athletics staff, other university staff, representatives of athletic interests, and others whose contact with student-athletes or prospective student-athletes may fall within the scope of NCAA, Patriot League, or university policies. For example, monthly rules-education meetings are held with all the head coaches and assistant coaches, and routine additional communication addresses critical compliance topics and new legislation. Each student-athlete is required to attend a team certification meeting at the start of each academic year, the agenda for which includes rules education. Moreover, monthly emails to student-athletes, as well as signs posted throughout the university's athletics facilities, provide supplemental compliance-related information. Additional meetings are held with offices such as Financial Aid, Admissions, the Registrar, and University Relations, as well as with admissions volunteers and athletics boosters. Boosters are given important rules information in written form as well, including the sport-specific newsletters that coaches produce each year, every issue of the quarterly Bison Roundup (the principal booster group periodical), occasional issues of Bucknell World (the university's alumni/parent publication of record), game-day programs, recruitment publications, a compliance pamphlet mailed with the annual Bison Club solicitation (and distributed at receptions), and an online compliance site linked to the Bucknell athletics home page. The compliance site also includes basic information for current and prospective student-athletes, a "Compliance Tip of the Month," compliance Internet newsletters, interpretation sketches, and recruiting calendar links.

> The completion of all conditions of Bucknell's four-year probation resulting from Infractions Case No. 161, as outlined in the NCAA's Infractions Report of July 15, 1999. These conditions included the submission of annual reports to the Committee on Infractions illustrating the progress made in Bucknell's compliance program, as well as the findings of a 2003 compliance audit by R. Dale Smith Consulting, which audit found that the Athletics Department was operating in substantial compliance with NCAA regulations. Letters from R. Dale Smith to Bucknell President Steffen Rogers and from President Rogers to Shepard Cooper, Director of the NCAA Infractions Committee, attest to Bucknell's state of substantial compliance and are among the resource materials available to supplement this report.

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

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The Bison Club is the official booster group for Bucknell's varsity athletics programs, comprising alumni, parents and other friends who have expressed interest in athletics and recreation and have contributed at least \$100 in the current fiscal year. Its mission includes serving as the fundraising arm for the Athletics Department; serving as a support group for all aspects of intercollegiate athletics; and promoting interest in varsity, club and intramural sports at Bucknell. The Bison Club also is charged with increasing the prestige of university programs, fostering and maintaining athletic traditions at Bucknell, and providing an opportunity for alumni and friends to unify their support of both intramural and intercollegiate athletics at Bucknell. The Bison Club's bylaws are among the resource materials available to supplement this report.

The Bison Club is the sole booster organization recognized by the Athletics Department and Bucknell. Groups supporting individual sports are not encouraged, and the very few that do exist are under the control of the Bison Club. All funds donated to these groups are channeled through the Bison Club office to the university's gift-processing center in the Division of University Relations. In addition, an extensive rules-education program is directed at club members. The assistant director of athletics for compliance conducts workshops for the Bison Club Board of Directors and for volunteers, and the following written materials are employed to educate all boosters: the sport-specific newsletters that coaches produce each year; every issue of the quarterly Bison Roundup (the principal Bison Club periodical); occasional issues of Bucknell World (the university's alumni/parent publication of record); game-day programs; recruitment publications; a pamphlet mailed with the annual Bison Club solicitation (and distributed at receptions); and an online compliance site linked to the Bucknell athletics home page.

The work of the Bison Club is supervised closely by the associate director of athletics for external affairs/director of the Bison Club. S/he is one of 20 members of the Bison Club Board, with four other members of the university staff: the manager of athletics fundraising, director of athletics, senior woman administrator, and a representative from University Relations (generally, the vice president). The remaining 15 Board members, the voting members, represent the university's alumni and are steadfast supporters of Bison athletics. The structure of the Bison Club, including the creation of the current Board of Directors, was changed extensively in 2003, to enhance club management.

A second component of Bison Club management, new in 2005-06, is an Advisory Board comprising 30 additional alumni and supporters. This body will serve as a feeder pool for the Board of Directors, and its members will be invited to attend one Board meeting per year.

The Athletics Department and the Division of University Relations are the principal administrative units responsible for directing and supporting the Bison Club. Athletics personnel have charge of communication with club members, determine how gift proceeds will be spent, and oversee meetings of the Board, including agenda-setting and the guidance of discussion. University Relations, which is responsible for all fundraising done by Bucknell, maintains Bison Club member information in a centralized database, conducts the club's telephone solicitation and stewardship efforts, assists in annual leadership-gift generation, and advises the Bison Club in matters relating to fundraising planning and strategy.

All Bison Club gifts are processed through normal channels in University Relations, in accordance with all applicable university policies and procedures. Bison Club gifts also are part of the annual outside financial audit of the Athletics Department.

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

Bucknell's president has designated, in writing, the director of athletics as the individual responsible for Bucknell's rules compliance. According to the director's job description, s/he "Directs and guides the NCAA compliance officer in fulfilling all NCAA procedural and reporting requirements, and ensures institutional, staff, and student-athlete accountability in all matters relating to NCAA rules and procedures." In regard to rules compliance, the director of athletics is supported especially closely by the associate director/senior woman administrator, who reports to the director regularly on compliance matters. The senior woman administrator is tasked in her job description to "Supervise and direct the administration of the Department's compliance program" and to "Oversee all aspects of

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these operations including the regular review and approval of (the) compliance and rules education program and initiatives, and the supervision and evaluation of the involved staff."

The director of athletics reports to the vice president for student affairs, who in turn reports to the president and also is expected to monitor closely the university's compliance efforts and performance. The Compliance Committee reports to the vice president. The director, vice president, and president are joined each fall by the faculty athletics representative, general counsel, senior woman administrator, and assistant director of athletics for compliance and student affairs in the Annual Executive Compliance Meeting, for which the agenda varies to accommodate evolving needs (for example, more review of existing policies and procedures is done for a new president, while greater emphasis is placed on modifications and other topics for a continuing president).

Other than the director of athletics and the senior woman administrator, the faculty athletics representative (FAR) bears the greatest responsibility at Bucknell for ensuring compliance with NCAA, Patriot League, and university rules. It is in this capacity as much as any that the FAR has a dotted-line reporting relationship to the president. As chair of the Compliance Committee, the FAR takes on additional responsibility in the rules area, beyond his/her roles with respect to academic integrity, student-athlete welfare, and communication.

Specifically, Bucknell's faculty athletics representative is charged with making sure that the university has the systems in place to determine student-athletes' eligibility for practice, financial aid, and competition under NCAA, Patriot League, and university rules, including the means to certify academic eligibility outside the Athletics Department. The FAR works with the director of athletics to ensure also that a comprehensive and effective rules-education program is being conducted, and that other programs are producing compliance in key areas such as recruiting, camps and clinics, limits on playing and practice seasons, and student-athlete employment. The FAR must be well versed in NCAA and Patriot League rules pertaining to academic eligibility, transfer requirements, and restrictions and enforcement procedures, in part so that he or she can effectively review infractions reports and participate in investigations of rules-violation allegations. Bucknell's FAR is briefed on the results of the annual financial audit of the Athletics Department and plays a pivotal role in the university's NCAA Certification reviews.

Importantly, through the work of the Compliance Committee, the FAR oversees the active engagement of key campus offices outside athletics, including Financial Aid, Admissions, the Registrar, Internal Audit, the Controller, and the General Counsel, in facilitating campus-wide communication, cooperation, and oversight with respect to Bucknell's compliance program. Specifically, the committee does the following:

- > Continuously monitors the university's compliance policies and procedures, periodically reviewing the Compliance Manual, the working compliance calendar, and the coaches' compliance calendar.
- > Periodically reviews Bucknell's schedule of NCAA violations and infractions.
- > Periodically reviews the continuing education program, eligibility certification process, financial aid compliance policies, and eligibility issues.
- > Hears financial aid and transfer appeals as necessary.
- > Submits a year-end report to the vice president for student affairs, highlighting topics reviewed, recommendations made and actions taken pertaining to NCAA rules compliance.

In addition, Compliance Committee members serve individually as official liaisons between their respective offices and the committee, and they ensure that all requests made of their offices by the Compliance Services Office (CSO) are carried out. For example, Financial Aid assists the CSO in monitoring compliance with NCAA team and individual financial aid limitations, while the Registrar's Office generates official reports verifying full-time enrollment and official grade reports for mid-year certification. The internal auditor has collaborated with the university's external auditors in the annual NCAA Agreed Upon Procedures, including documenting and testing various internal controls within the Athletics Department (he has not performed a full scope review or audit of the compliance program, as that assignment is delegated externally). Internal Audit also has been helpful to the Athletics Department and the Finance Office during the recent modification of EADA reporting procedures.

The assistant director of athletics for compliance and student affairs is yet another pivotal participant in Bucknell's compliance program, reporting to the associate director of athletics/senior woman administrator. The assistant director's job description is among the resources available to supplement this report, but his/her duties and responsibilities may generally be described as follows:

- > Serve as the department's chief compliance officer, keeping the associate director and director current on progress and issues related to maintaining NCAA, conference, and university rules compliance, as well as promptly reporting any rules violations.
- > Assist the department in taking steps to ensure that its daily operations fall within the spirit and letter of all NCAA, conference, and university rules; that staff and student-athletes are knowledgeable about, and held accountable under, these rules; and that rules violations are properly reported.
- > Act as the department's primary liaison with the Compliance Committee.

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> Manage and coordinate the day-to-day operations of the Compliance Services Office, including the certification of student-athletes' eligibility and financial aid.

Each of Bucknell's head coaches reports to one of the three members of the Sport Management Group — either the director of athletics, the senior associate director, or the associate director/senior woman administrator — and all the head and assistant coaches have direct access to the assistant director of athletics for compliance and student affairs. Expectations regarding rules compliance are included in coaches' employment agreements, and coaches' knowledge and observance of NCAA and conference rules are assessed as part of their annual performance reviews. In addition, the Department of Athletics' Staff Manual contains the following statement:

"Bucknell University and its Athletics Department are committed to operating within the framework and intent of all NCAA Legislation. The goal is full compliance with the letter and intent of each NCAA Bylaw and at no time will the Compliance Services Office (CSO) accept ignorance of the terms or intent of each Bylaw for the purpose of personal and/or professional advantage. It is the responsibility of each Athletics Department staff member to have complete knowledge of NCAA, Patriot League, and Bucknell University regulations that relate to their duties. Each and every staff member must accept ultimate responsibility for ensuring their conduct is in compliance with all such regulations. It is the purpose of the CSO to facilitate and monitor achievement of this goal. All staff members are responsible for reading and abiding (by) the Bucknell University Policies and Procedures Compliance Manual."

The Staff Manual also notes the requirements that coaches sign the NCAA Certification of Compliance for Staff Members of Athletics Departments and that coaches take the annual NCAA certification exam. Moreover, coaches are expected to share responsibility with departmental staff for educating student-athletes about NCAA rules.

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

Bucknell begins to ensure the centrality of rules compliance in intradepartmental personnel matters by including appropriate language in job descriptions. This ranges from the level of expectation articulated for the director of athletics ("... ensures institutional, staff, and student-athlete accountability in all matters relating to NCAA rules and procedures") and for the associate director/senior woman administrator ("Supervise and direct the administration of the Department's compliance program . . .") to that universally noted for a head coach ("Maintain continuing and thorough familiarity with all applicable NCAA rules and the rules and regulations of Bucknell, and be responsible for compliance with all NCAA rules"). The Athletics Department's Staff Manual also is explicit about the university's and the department's expectations with respect to compliance (see Self-Study Item 5).

Athletics personnel's letters of appointment, renewals, and contractual agreements also make explicit the following obligation: "To know, recognize, and comply with the laws, policies, rules, and regulations governing Bucknell and its employees, and the rules of the National Collegiate Athletic Association . . . and of the Patriot League, as now constituted or as they may be amended during the term hereof; to supervise and to ensure that any other employees and/or volunteers for which (Administrator/Coach) is administratively responsible comply with the aforesaid policies, rules, and regulations, and immediately advise the athletic director if (Administrator/Coach) has reasonable cause to believe violations, whether by employees or students, have occurred or will occur."

Perhaps most important, each coach's performance review includes assessment of his/her knowledge and observance of NCAA and Patriot League rules, including maintaining accurate records, performance of a compliance audit, meeting appropriate deadlines, being party to any violations, routine solicitation of guidance before acting, and participation in the continuing education program. Likewise, administrative staff performance reviews address specifically familiarity with NCAA rules impacting one's job, understanding of university rules and regulations, commitment to diversity and equity issues, and other compliance-related areas. Performance reviews within the department and elsewhere at Bucknell impact directly one's salary adjustment for the following year, as well as plans for professional improvement and, in rare cases, termination of one's employment status.

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

Currently, Bucknell does far less of a formal nature outside the Athletics Department than it does inside with respect to ensuring the centrality of rules compliance in personnel matters. The Compliance Committee's charge spells out the responsibilities of committee members collectively and respectively, including the following directive: "Ensure that commitment to rules compliance is a central element in all personnel matters (wherever university personnel are involved in compliance-related activities). Committee members and their appropriate designees must show a clear and unambiguous commitment to rules compliance as evidenced in contracts/letters of appointment,

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performance evaluations and job descriptions." At this point, the implementation activity is under way but not completed, covering both the members of the Compliance Committee and the vice president for student affairs.

That is to say, the director of athletics and the vice president for student affairs are working with the director of human resources and other responsible staff to incorporate appropriate material into selected job descriptions by July 1, 2006. Appropriate criteria also are being included in the parallel performance reviews, and appropriate language in the parallel employment agreements. A plan for improvement has been reviewed and approved by the Self-Study Steering Committee, on the recommendation of the Governance and Commitment to Rules Compliance Subcommittee, and is part of this report.

- 8.** Please describe the policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance in other areas (if applicable).

Not applicable, per NCAA staff liaison Mira Fronczek.

- 9.** Indicate the dates of the institution's rules-compliance program evaluation conducted by an authority outside of athletics at least once every four years.

R. Dale Smith of Smith Consulting Services conducted comprehensive compliance-program audits for Bucknell in the summer of 1999 and in late 2002. His reports are dated August 27, 1999 and February 2003, respectively, while his site visits occurred the week of August 15, 1999 and December 1-4, 2002. A Patriot League Compliance Audit also was conducted in 1999.

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

R. Dale Smith of Smith Consulting Services (837 Guinevere Way, Lilburn, GA 30047; 770-806-9093) conducted both of Bucknell's major evaluations. He was selected initially on the recommendation of the university's general counsel, who conducted a substantial search and screening of potential individuals and firms. Mr. Smith was selected in 2002 for the same reasons as in 1999, as well as for his by-then-developed familiarity with the university and the evolution of its compliance program.

Of particular interest to Bucknell in selecting Mr. Smith initially were the thoroughness of his methodology, the detail found in his reports, and his roughly 20 years of rules-compliance experience with the NCAA (as an enforcement representative and later assistant director of enforcement) and in Division I institutional and conference settings.

A letter dated February 1, 2003 from Mr. Smith to Bucknell President Steffen Rogers attests to Mr. Smith's audit finding that the Athletics Department was operating in substantial compliance with NCAA regulations. This letter is among the resource materials available to supplement this report.

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

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

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

The following actions have resulted already or will result shortly (as indicated) from the 2002-03 audit of Bucknell's rules-compliance program. A full Action Plan and the full Compliance Audit Report are among the resources available to supplement this report.

ORGANIZATION AND COMMUNICATION

- > Clarification of compliance roles and responsibilities, particularly as they relate to monitoring functions and external oversight. This has occurred through revision of the Compliance Committee's charge and updating and expansion of the Compliance Manual (distributed Spring 2004). Further definition in job descriptions for extra-departmental personnel also is planned. Under the new procedures, the registrar reviews and signs a continuing eligibility certification form for each Bucknell student-athlete. Initial eligibility is certified by the Initial Eligibility Clearinghouse, and each incoming student-athlete's final certification form (48-C) is maintained in an individual compliance folder and documented on the appropriate squad list.
- > Further integration of the compliance planning, documentation, and accountability process. Compliance policies and procedures are outlined in the updated Manual, and the Compliance Services Long-Range Plan was approved by the Compliance Committee and became part of the Athletics Department's Five-Year Plan.
- > Enhancement of the Annual Executive Compliance Meeting, to include evidence that monitoring systems and eligibility certification procedures are fully engaged.
- > Initiation of program-specific Compliance Task Calendars for coaches and a master administrative working calendar for 2005-06. In addition, team checklists now are employed, to monitor completion of key tasks ranging from initial eligibility certification to completion of the coaches' designation form.

DOCUMENTATION

- > Enhancement of documentation procedures for data maintenance and management.
- > Establishment of the Compliance Services Office (CSO) as the central repository for all compliance forms including, but not limited to, official visit paperwork, summer camp documentation, squad lists, playing and practice season documentation, NCAA reporting records, initial and continuing eligibility certification forms, and all compliance forms completed by student-athletes at the start of each academic year.
- > Application of new technology. The CSO has converted its online squad management system from Dragonfly Athletics to the NCAA's Compliance Assistant Internet (CAI) system. CAI includes many technological enhancements that will improve the CSO's documentation and monitoring capabilities.
- > Maintenance of a secondary violations log by sport, including the bylaw violated, a brief description of the violation, the corrective action taken, and the resolution of the matter by the NCAA.

RULES EDUCATION

- > Expansion of the continuing education program. Monthly rules-education meetings are held with all of the head and assistant coaches and with three specific staffs (football and men's and women's basketball), and the CSO regularly distributes memoranda to the coaches on compliance topics and new legislation. Annual meetings are held with athletics administrative staff units and support staff as well (e.g., Sports Medicine, Athletic Communications, Strength and Conditioning), with additional meetings scheduled as warranted. Likewise, there are annual meetings with other departments across campus directly involved in rules compliance, including Financial

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Aid, Admissions, the Registrar, and University Relations, and with admissions volunteers and athletics boosters. Finally, each student-athlete attends a team certification meeting at the beginning of the academic year, completing all required paperwork and learning about NCAA, conference and university rules and regulations. Monthly emails subsequently cover a variety of rules-education topics, and the Student-Athlete Advisory Committee is used as a vehicle for rules education.

> Inclusion of part-time, volunteer, and graduate assistant coaches in the required completion of the NCAA certification exam, whether or not they are expected to recruit off-campus.

GENERAL AND CONTINUING ELIGIBILITY

> Enhancement of management controls and strengthening of eligibility certification procedures. As noted above, the registrar signs official eligibility documentation for each returning Bucknell student-athlete and initial eligibility is certified by the NCAA Clearinghouse. Additionally, squad lists are signed by the director of athletics, the assistant director of athletics for compliance, the head coach, a Financial Aid Office representative, and the faculty athletics representative.

> Regular issuing of enrollment reports. On a daily basis during the drop/add period, and weekly thereafter, the Registrar's Office provides the CSO with a full-time enrollment report that identifies any student-athlete not enrolled in a full-time program.

INITIAL ELIGIBILITY

> Improved communication of Clearinghouse status. First-year student-athletes awarded athletically related aid (preferential packages) are not permitted to arrive on campus for practice and/or to start classes unless they have been certified as qualifiers by the Initial Eligibility Clearinghouse. The CSO informs Financial Aid of any student-athletes who have not yet been certified.

> Determination of recruitment status and eligibility documentation. Each first-year student athlete, during the certification meeting held with his/her team, is required to complete a questionnaire that verifies his/her recruitment status, identifies any amateurism issues, secures an athletics participation history, and confirms previous high school and collegiate enrollment. The head coach also identifies the recruitment status of each incoming student-athlete.

> Through the CAi system, automation of the monitoring of student-athletes' practice time prior to their final Clearinghouse certification, to ensure that the time does not exceed the relevant limit.

TRANSFER STUDENT-ATHLETES

> Certification of transfer student-athletes' eligibility by the CSO using certified transcripts from the Registrar's Office. Certification of Continuing Eligibility Forms are completed by the CSO and forwarded to the registrar and/or the associate dean of arts and sciences for their review and signature.

PERSONNEL

> Inclusion in assistant coaches' job descriptions of the requirement of full compliance with NCAA, conference, and university rules and regulations, as already included in head coaches' job descriptions.

RECRUITING

> Increased monitoring of coaches' activities. The CSO now collects at the end of each academic year the comprehensive records kept by all coaches of all telephone conversations, evaluations, and off-campus contacts with prospective student-athletes. In addition, the CSO is spot-checking telephone logs and contact/evaluation logs throughout the academic year.

> Retention of official visit documentation by the CSO after the visit, rather than return of the documentation to the coach.

> Reminding of student hosts, through a form they must sign that includes the information, of permissible uses of host monies under NCAA rules.

> Maintenance by the CSO of official visit logs for each sport, including dates of the visit, date of approval, and the date on which the prospect was informed of the five-visit limitation.

FINANCIAL AID

> Inclusion of the value of books and 21 meals per week, as permitted by NCAA legislation, in the values presented to the CSO by Financial Aid for a full grant-in-aid and cost of attendance.

> Earlier mailing (prior to July 1 each year) of letters regarding renewal of athletically related aid.

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

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).

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

Evaluation

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

Governance and Commitment to Rules Compliance

Elements		Steps		
Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals / Officers Responsible for Implementation	Specific Timetable for Completing the Work
The importance of rules compliance must be included in all contracts or letters of appointment, performance evaluations, and job descriptions for all administrative staff outside of athletics who are involved in rules compliance activities.	To conform with NCAA operating principle 1.2 and comply with applicable NCAA regulations as it relates to personnel outside of the athletics department.	Review status of all contracts, letters of appointment, performance evaluations, and job descriptions and address any deficiencies discovered.	Director of Human Resources/ General Counsel/ Vice President for Student Affairs/ Vice President for Finance and Administration/ Faculty Athletics Representative/ Asst. Director of Athletics for Compliance	July 1, 2006

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Operating Principle

2.1 Academic Standards

Self-Study Items

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

The CAC imposed no corrective actions, conditions for certification, or strategies for improvement relating to Operating Principle 2.1 in its first-cycle certification decision.

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

With respect to Operating Principle 2.1, Bucknell developed no plans for improvement or recommendations during its first-cycle certification process.

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

Bucknell has consistently maintained rigorous academic standards in accordance with Operating Principle 2.1. No plans for improvement have been warranted since the first-cycle certification decision was rendered by the Committee on Athletics Certification, although at the December 2004 meeting of the University Faculty, a motion formalizing the following final exam policy was presented by the Committee on Instruction and was passed. The policy does not single out student-athletes, but rather calls attention to culminating events, academic and athletic alike, that are sponsored by outside agencies and which may conflict with the University's final exam schedule.

"Students who wish to reschedule an exam in order to participate in a culminating academic event or culminating varsity-level athletic event may be allowed to do so upon the agreement of the associate dean of the student's college and the faculty member whose exam conflicts with the event. In order to be eligible for this accommodation, the student must be an active participant in the event; the event must be scheduled by a non-Bucknell organization; and there must be no suitable alternative to the event."

The adoption of this policy confirms that Bucknell understands that the success of all students goes beyond what is learned in the classroom.

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

The process of admitting student-athletes to Bucknell is the same as for all prospective students. To start, an application for admission and a \$60 application fee must be filed by January 1. Waivers of the application fee may be extended to any student based on a written request through the high school guidance office to the effect that the payment of the fee represents a financial hardship for the candidate's family.

Bucknell requires that applicants complete the Common Application. This form is used by many colleges and universities and simplifies the application process for prospective students. Early Decision students also must complete the Early Decision Form. The Common Application and Early Decision Form can be downloaded from Bucknell's web site.

Bucknell admits students by degree program — i.e., to the College of Engineering and the respective programs within Engineering; to Biology, Chemistry, Physics, Animal Behavior, Cell Biology/Biochemistry, Geology, Mathematics and Computer Science in the science programs; and to both programs in Business Administration (Accounting and Management). Additionally, admissions personnel have separate reading processes for candidates for the degrees in Music and Education. The largest groups of candidates apply to the College of Arts and Sciences, where most of the programs in the humanities and social sciences are located and where undecided students are assigned.

The analysis of the application and the related credentials is done in the context of the specific curricular requirements for the program to which the student has applied and the quality of other candidates. Applicants are rated on the quality of their application essay; the content of their high school program of study, with particular emphasis on honors and advanced placement coursework where available; their performance in terms of grades received; their counselor and teacher recommendations; their performance on standardized tests; and their engagement in extracurricular activities in their school and community. While such evaluations involve considerable subjectivity, there are certain and definite curricular requirements which are minimal criteria for all students, including completion of the following:

- > Two and one-half years of high school mathematics
- > One year of high school science
- > Four years of high school English
- > Four years of high school social sciences
- > Two years of high school foreign language.

It should be emphasized that these are minimal requirements and that most of Bucknell's students present credentials that include four years of high school math, four years of high school science, and three-plus years of a foreign language. These detailed requirements appear in the viewbook for prospective students, University Catalog, and Instructional Information included with the application sent to all prospective candidates.

The reading process is the same for all applicants; the application files are read by individual admissions professional staff members and are rated according to the criteria noted above. Written comments are made regarding the candidates and their ability to be successful in the Bucknell environment. Upon completion of the first reading, all files are read minimally by one other staff member before final decisions are made. The process is very much a sifting process which begins in September and normally concludes by the end of March. In recent history, Bucknell has admitted 34% of its applicants. Therefore, many well qualified students are not given the opportunity to join Bucknell as a member of the incoming class.

An athletics staff member does not have access to the applicant files. Each athletics staff member is assigned to work with a member of the admissions staff to whom s/he communicates interest in particular student-athletes.

Prior to applications being submitted, athletics staff members are encouraged to gather transcripts of candidates in whom they are most interested and present the transcripts to their admissions staff liaison for a preliminary "read." Such preliminary judgments categorize prospective candidates as "Encouraging," "Competitive," "Uncertain," "Unlikely," and "Incomplete." While such an exercise is time consuming, it is performed in an attempt to establish

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clear communication and minimize the expenditure of athletics staff time on prospects unlikely to be admitted to Bucknell.

ADMISSIONS ATHLETICS COMMITTEE (AAC)

In addition to the above process and in keeping with Bucknell's general mission and the athletics program's scholar-athlete model, all recruited student-athletes are expected to meet all admission requirements and to fulfill the academic expectations set by faculty. Comprising key members of the admissions staff, the Admissions Athletics Committee (AAC) was formed to assist and support the Athletics Department with the recruitment of student-athletes. Through a variety of programs and annual admission recruiting events, the AAC strives to provide critical enrollment, admission, and financial aid information to coaches and Athletics Department staff. The AAC also functions as an advisory board for the Athletics Department, to be consulted on matters concerning admission requirements, student recruitment, and new initiatives that impact general enrollment. AAC programs include the following:

- > Admissions-Athletics-Financial Aid Calendar of Events: a working document that lists all key events and programs pertaining to recruitment, admission, and financial aid.
- > Application Case Study Program: coaches, especially new staff, are encouraged to participate, so as to learn firsthand the application-review process.
- > Designated Liaison Program: each coach is assigned to an AAC member, who serves as his/her direct contact in the Admissions Office.
- > Fall Admissions Workshops: three fall meetings intended to provide important enrollment, admission, and financial aid updates.
- > Forecast Program: This allows coaches to forward information about potential recruits to their AAC liaison for early identification of admissible candidates (a necessary procedure that precedes financial aid early reads).
- > Personal Prospect Interviews: conducted by AAC members or other members of the admissions staff, these accomplish two distinct goals for coaches — as an extension of the recruitment process and/or to allow for immediate feedback on the candidate's admissibility.
- > Regular Decision Preread Program: coaches are provided early admissibility reads or feedback during the Regular Decision Admissions Program.

5. Compare the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I graduation rates disclosure form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts and the graduation-rates disclosure form methodology to compile these data.]

NOTE ON GPA AND TEST SCORES CHART, BY SPORT GROUP: Where the number of student-athletes presenting standardized test scores is greater than the number presenting core-course GPA (men's basketball 2003-04, women's other sports 2002-03, and women's other sports 2001-02), the difference lies in one international student-athlete who did not receive a core-course GPA, but whose SAT score was included in the averaging of standardized test scores.

ADDITIONAL NOTE ON SAME CHART: Where the average core-course GPA is reported as 4.0 (only one decimal place), the score was higher than 4.000. Online completion of the supplied chart does not permit entering averages greater than 4, even though students entering Bucknell have earned such averages on a 4-point scale.

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

Bucknell does not admit students who fail to meet its entrance requirements.

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

Please see the supplied chart. The chart consists entirely of zeros because Bucknell does not admit students on whom the chart is meant to report — that is, who fail to meet the university's entrance requirements.

8. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial eligibility for transfer student-athletes. Identify by name and title the individual(s) with final authority for certifying initial eligibility.

Coaches are instructed to contact the Compliance Services Office (CSO), currently supervised by Amanda Backus, associate director of athletics/senior woman administrator, when a prospective student-athlete expresses interest in transferring to Bucknell. Once the CSO is informed of the student's expressed interest, it contacts the appropriate school for a release. Then the following sequence occurs:

- > The CSO sends a transfer release form to the student-athlete's current school, requesting permission to contact the student.
- > Once the form is completed by the school and returned to the CSO, the coach receives a copy of the release.
- > If the student-athlete elects to transfer to Bucknell, the CSO sends the student's previous school a transfer questionnaire to determine the student-athlete's academic standing.
- > Once the student-athlete is enrolled and the transfer credits are decided, the CSO determines the student's eligibility requirements with respect to Patriot League and NCAA rules and regulations.

Certification of a transfer student-athlete's eligibility is completed by the Compliance Services Office using certified transcripts from the Registrar's Office. The CSO completes a Certification of Continuing Eligibility Form for each transfer student-athlete. Those forms are then forwarded to the registrar (Robert Dunkerly, until his retirement in December 2005) and/or the associate dean of arts and sciences (Robert Midkiff) or engineering (Karen Marosi) for their review and signature.

It should be noted that unlike many other Division I institutions, Bucknell has very few transfer student-athletes.

INITIAL ELIGIBILITY

For initial eligibility, the policies and procedures listed below are followed.

It is the goal of the CSO to have each incoming first-year student-athlete's certification status cleared through the Initial Eligibility Clearinghouse prior to the first day of classes each fall. In particular, each incoming first-year student-athlete who has been awarded an athletics preferential aid award must be certified as a qualifier through the Clearinghouse prior to his/her arrival on campus.

COACHES

- > Coaches will complete the Institutional Request List form (IRL) for all prospective student-athletes who will attend Bucknell. This form is to be submitted with all official visit approval forms. A separate IRL form for all prospective student-athletes who did not make an official visit to Bucknell must also be submitted.
- > Coaches will notify the prospective student-athlete that they must register with the Clearinghouse.
- > The CSO will regularly distribute Clearinghouse Web Status Reports in the coach's mailbox. These reports will indicate any missing transcripts, test scores, or core course deficiencies that a prospective student-athlete may have or will indicate that the prospect has been certified eligible to compete.

PROSPECTIVE STUDENT-ATHLETES

- > Each prospect must complete a release form online at www.ncaaclearinghouse.net and submit a \$60 registration fee.
- > S/he must send an official high school transcript directly from the high school to the Clearinghouse.
- > The prospect's high school must have a 48-H form (a list of core courses) on file with the Clearinghouse.
- > The prospect must send a passing score (SAT, ACT) from the high school or directly from the testing agency to the Clearinghouse.
- > At the conclusion of the prospective student-athlete's senior year, the high school must submit a "final official"

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high school transcript to the Clearinghouse. The CSO will verify the qualifier/non-qualifier status of the prospective student-athlete.

INTERNATIONAL PROSPECTIVE STUDENT-ATHLETES

In addition to registering with the Initial Eligibility Clearinghouse, international prospects must report to the CSO and complete an International Student-Athlete Questionnaire immediately upon his/her arrival on campus.

9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Identify by name and title the individual(s) with final authority for certifying continuing eligibility.

Under Patriot League rules*, a student-athlete's normal years of eligibility are the first eight semesters after initial enrollment.

Student-athletes must carry to completion a minimum of 12 credits per term to practice, receive financial aid, and compete in intercollegiate athletics. It is recommended that student-athletes maintain a 16 credit-hour schedule each semester to fulfill Bucknell's graduation requirements. If a student-athlete drops below 12 hours, s/he immediately will be ineligible to practice and compete with the team.

Academic eligibility is determined on the first day of each term. All incomplete grades must be made up by this time.

MID-YEAR CERTIFICATION REQUIREMENTS

NCAA rules require that student-athletes meet certain progress-toward-degree requirements each semester. Specifically, each student-athlete must pass a minimum of six credit hours (1.5 Bucknell hours) in order to remain eligible to compete the following semester. In addition, each student-athlete's academic progress is reviewed to ensure that s/he remains in "academic good standing" at Bucknell. The University Catalog states that "to be in good academic standing (and to be eligible for continued enrollment) students normally must pass a minimum number of courses and earn a minimum cumulative grade point average as follows:"

College of Arts and Sciences

For Semester 2 - 3 courses, 1.80
 For Semester 3 - 7 courses, 1.80
 For Semester 4 - 11 courses, 1.90
 For Semester 5 - 15 courses, 1.90
 For Semester 6 - 19 courses, 2.00
 For Semester 7 - 24 courses, 2.00
 For Semester 8 - 28 courses, 2.00

College of Engineering

For Semester 2 - 3 courses, 1.80
 For Semester 3 - 7 courses, 1.80
 For Semester 4 - see note*, 1.90
 For Semester 5 - see note*, 1.90
 For Semester 6 - see note*, 2.00
 For Semester 7 - see note*, 2.00
 For Semester 8 - 29.5 courses, 2.00

* Students must have earned within one (1) course credit of the credits required for their curriculum.

For continuing eligibility, the policies and procedures listed below are followed.

PROGRESS TOWARD DEGREE

Certification of satisfactory progress toward degree is completed by the CSO, currently supervised by Amanda Backus, associate director of athletics/senior woman administrator, using certified transcripts from the Registrar's Office. The CSO completes a Certification of Continuing Eligibility Form for each returning student-athlete. That form is then forwarded to the registrar (Robert Dunkerly, until his retirement in December 2005) for his/her review and signature. After each student-athlete has been certified as eligible, the Affirmation of Eligibility List is generated and signed by the director of athletics (John Hardt) and head coach. This list is distributed to the head coach, the Athletic Communications Office, the Equipment Room, and the sport supervisor so that all parties are informed as to which student-athletes are eligible to compete on behalf of Bucknell.

MID-YEAR CERTIFICATION PROCESS

The procedure for certifying the eligibility of student-athletes at mid-year is as follows:

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- > The CSO contacts the Registrar's Office to request an official grade report. The report is sorted by team and includes each student-athlete's semester GPA, cumulative GPA, number of credit hours passed, and individual course grades so that it is possible to determine if the student-athlete has any incomplete or unrecorded grades outstanding.
- > Copies of the grade reports for each team are distributed to the head coach, the sport administrator for that sport, and the Athletics Communications Office. The associate director of athletics/senior woman administrator receives a grade report for all varsity programs.
- > Copies of the grade report are also provided to the faculty athletics representative (Mitchell Chernin). The faculty athletics representative also certifies, by signature, that the mid-year certification requirements were reviewed for each student-athlete by the CSO.
- > Academically at-risk student-athletes also are identified as potential candidates for the study skills course offered through the Psychological Services Office in February of each year. Head coaches are instructed to submit the names of student-athletes who would benefit from taking the course. The sport supervisors review the list of candidates and identify those for whom the Athletics Department will assume the course fee.

MID-YEAR CERTIFICATION OF STUDENT-ATHLETES WHILE ABROAD

Unlike returning student-athletes and transfer student-athletes who must meet the eligibility requirements of NCAA Bylaw 14.4.3.1, Fulfillment of Credit-Hour Requirements, student-athletes who study abroad need only be certified by Bucknell that they were enrolled in an institutionally approved study-abroad program per NCAA Bylaw 14.4.3.4.12, Cooperative Education and Study Abroad Programs. Bucknell's operating procedures for this mid-year certification process are as follows:

- > During the fall semester, the CSO compiles a list of student-athletes studying abroad (as provided by each head coach).
- > In early December, the CSO submits this information to the director of international education for verification.
- > No later than the first day of classes of the spring semester, the director of international education provides a letter of verification for each student-athlete abroad.
- > The verification letter is filed in the CSO so that the student-athlete can be certified.

PATRIOT LEAGUE ELIGIBILITY WAIVERS

Normal Academic Progress Waiver

Students who complete their first baccalaureate degree in less than eight semesters of full-time study may apply for continued eligibility if they continue full-time enrollment in a second baccalaureate or graduate degree program at the certifying institution. Normal Academic Progress waivers must be approved in writing by the institution's president/superintendent and reported to the league's Policy Committee to monitor compliance with the spirit of the rule.

Years of Eligibility

A student's normal years of eligibility shall be the first eight semesters (or term equivalent) after initial enrollment. "Athletic red-shirting" (holding a student out of competition as an underclassman for the express purpose of saving a year of NCAA eligibility for a fifth year of enrollment) is prohibited. An additional semester(s) of eligibility may be granted for the following reasons, provided that the student-athlete presents sound academic rationale for continuing in his/her academic program:

Hardship Waiver

An extension of eligibility may be granted by a member institution at its discretion to a student who misses a season of competition as a result of serious injury, illness, or other cause beyond the student's control. These waivers must be approved in writing by the institution's president/superintendent, reviewed by the executive director to assure that all NCAA requirements are met, and reported to the Policy Committee to monitor compliance with the spirit of the rule.

Transfer Waiver

Transfer students whose academic programs require a ninth semester/fifth year from the date of their first college matriculation toward a baccalaureate degree normally will be eligible for athletic competition in the ninth semester/fifth year (assuming the student has met all other NCAA Division I criteria including the one-year waiting period). These waivers must be approved in writing by the institution's president/superintendent and reported to the Policy Committee to monitor compliance with the spirit of the rule.

Post-Baccalaureate Eligibility due to Hardship

The Patriot League is committed to its founding principle of providing intercollegiate athletics competitive opportunities for undergraduate students. However, under special circumstances, the Policy Committee may grant a waiver enabling a student to compete as a graduate student in his/her first year after earning the first baccalaureate degree. In order to apply for such a waiver, a student must:

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- > Have the eligibility remaining due to reasons of hardship;
- > Choose to pursue a graduate degree at the league institution from which he/she graduated;
- > Present sound academic rationale or documentation related to enrollment in a post-baccalaureate degree program; and
- > Obtain the written approval of the institution's president/superintendent supporting the additional year of eligibility.

Post-baccalaureate and other non-standard eligibility waiver requests are reviewed on a case-by-case basis by the Patriot League's Policy Committee, subject to approval by the Council of Presidents.

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

Reporting on the years 2001-2003, comprehensive tables of graduation rates broken down as follows are among the resource materials available to supplement this report:

- > Ethnicity and Gender (All Students, All Men and Women Students respectively, and All Men and Women Student-Athletes respectively, in each of these groups - All Groups, American Indian, Asian, Black, Hispanic, White, Other).
- > Men's Sports (All Men, Baseball, Basketball, Cross Country/Track, Football and Other in each of these groups - All Groups, American Indian, Asian, Black, Hispanic, White, Other).
- > Women's Sports (All Women, Basketball, Cross Country/Track and Other in each of these groups - All Groups, American Indian, Asian, Black, Hispanic, White, Other).

These tables demonstrate that, on average, more than 92% of Bucknell's student-athletes are receiving Bucknell degrees. That is, the mean rate based on data collected for the classes entering in 1994-95 (86%), 1995-96 (89%), and 1996-97 (100%) was 92%. It should be noted that Bucknell students are expected to graduate in eight semesters (four years) and must obtain special permission to enroll for a ninth semester unless they are in the university's five-year undergraduate program combining engineering and liberal arts (BS/BA degree).

The graduation rates presented in the tables' individual cells are difficult to interpret due to low numbers within categories, owing in part to the failure of students and student-athletes to self-identify. Moreover, when there are lower percentages in some categories (that is, on the rare occasions when the rates are under 80%), it is not known whether members of that cohort merely did not graduate from Bucknell or did not graduate from any baccalaureate institution; production of Graduation Success Rate data beginning this year will address that issue. In any case, it does appear that over the years presented, Bucknell's student-athletes in general and in the gross categories studied have a higher graduation rate than the student body at large.

The following are the average graduation rates for all Bucknell students and the gross cohorts studied for the three years 2001-2003 combined:

- All Students - 87%
- All Student-Athletes - 92%
- All Men Students - 86%
- All Men Student-Athletes - 90%
- All Women Student - 87%
- All Women Student-Athletes - 95%

The women's sport-specific data are as follows:

- All Women Students - 87%
- Women's Basketball - 100%
- Cross Country/Track - 95%
- Other Sports - 92%

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The men's sport-specific data are as follows:

All Men Students - 86%
 Baseball - 93%
 Men's Basketball - 100%
 Cross Country/Track - 100%
 Football - 86%
 Other - 82%

In conclusion, the student-athlete at Bucknell is well prepared to achieve his/her long-range academic goals. It could be argued that Bucknell's student-athletes are a model of academic success and should be one of the benchmarks for all NCAA Division I institutions.

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

The University Catalog requires that all students complete the following for graduation:

- > Every candidate for the degree of bachelor of arts, bachelor of science, bachelor of science in business administration, bachelor of science in education, or bachelor of music must earn credit for 32 courses, while every candidate for a degree in the College of Engineering must earn credit for 34 courses including four half courses.
- > Every candidate for any undergraduate degree must complete the curricular requirements as specified for the degree, including major requirements, major-related requirements, general education requirements, and the university writing requirement.
- > Every candidate for a bachelor's degree must have a cumulative grade point average of 2.0. In addition, every candidate for an engineering degree must have a cumulative grade point average of 2.0 for all courses in the College of Engineering.

The catalog lists the following additional policies and requirements:

- > Students are expected to meet all degree requirements within eight semesters (including semesters on approved programs off campus and semesters elsewhere for transfer students).
- > The normal course-load is four course credits. All degree candidates, including seniors, are expected to be enrolled each semester as full-time students, carrying a minimum of 3.0 and a maximum of 4.5 course credits, regardless of the number of course credits previously earned or planned for the future.
- > All candidates for a degree are required to be in residence for a minimum of two semesters during the junior and senior years, including the final semester. Transfer students must be in residence for a minimum of three semesters, earning a minimum of 12 Bucknell course credits, regardless of the number of credits earned elsewhere previously.
- > All students are expected to earn and maintain good academic standing as has been defined for their class. To be in good academic standing (and eligible for continued enrollment) students must pass the minimal number of courses and earn the minimal cumulative grade point average indicated under Self-Study Item 9.

The Bucknell Student Handbook also states the following under Academic Responsibility:

"Bucknell students are responsible to the academic community for the preparation and presentation of work representing their own individual efforts. Acceptance of this responsibility is essential to the educational process and must be considered an expression of mutual trust, the foundation upon which creative scholarship rests. Students are directed to use great care when preparing all written work and to acknowledge fully the source of all ideas and language other than their own."

The Student Handbook further defines learning strategies, solitary and cooperative, and "Appropriate Practices in Cooperative Learning."

In March 2005, Bucknell adopted an Academic Honor Code approved by the faculty and student government. The code reads:

"As a student and citizen of the Bucknell community:

1. I will not lie, cheat, or steal in my academic endeavors.
2. I will forthrightly oppose each and every instance of academic dishonesty.

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3. I will let my conscience guide my decision to communicate directly with any person or persons I believe have been dishonest in academic work.
4. I will let my conscience guide my decision on reporting breaches of academic integrity to the appropriate faculty or deans.

Adjudication of alleged student academic irresponsibility is processed by the Board of Review on Academic Responsibility (BRAR). The BRAR is composed of three faculty members and two students."

There are no exceptions for student-athletes to the institution's regular academic standards and policies.

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

Duplicate question. Please see response to Self-Study Item 11.

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

Every Bucknell student is expected to attend class at its scheduled time. Each faculty member addresses his/her attendance policy in the syllabus distributed at the beginning of class each semester. Though not required, coaches very often do random checks to determine if their student-athletes are attending their scheduled classes and laboratories.

In general, no class-day athletics practice is to begin prior to 4:00 p.m. in order to ensure that student-athletes do not miss regularly scheduled classes. Sports that have early morning practices must allow students time to attend their 8:00 a.m. and/or later morning classes.

Bucknell maintains a policy on Conflicts Between Regularly Scheduled Classes and Other Activities. The Athletics Department has fully endorsed this policy and has adopted supporting policies and procedures that are outlined in both its Athletics Staff Manual and Student-Athlete Handbook. The following are key policy provisions that impact the operation of each athletics program:

- > Academic commitments of student-athletes take priority over all external activities.
- > Coaches should not unduly influence a student-athlete to rearrange his/her academic curriculum in order to attend practices.
- > Student-athletes should attend all of their classes.
- > Student-athletes should not miss a class due to an athletics practice.
- > Student-athletes should never be penalized for missing or arriving late to a practice due to a class or lab.
- > Student-athletes should notify professors of all competitions that affect class attendance prior to their contest.
- > If a scheduling conflict occurs, student-athletes should work together with their professors to address the situation. If the conflict cannot be worked out, the student-athlete should contact not only his/her academic dean and coach, but also the associate director of athletics/senior woman administrator, who serves as the Athletics Department's academic liaison.

In general, mandatory athletically related activities as defined by the NCAA (including meetings, film sessions, chalk talks, etc.) are not to commence prior to 4:00 p.m. during any academic calendar day. However, it is permissible for coaches to accommodate individual student-athletes, as well as teams who do not have academic obligations, in providing individualized skill instruction and/or team practice opportunities at times throughout the calendar day. This policy has been approved by the associate academic deans (Drs. Midkiff, Garrett, and Marosi), the vice president for student affairs, and the faculty athletics representative.

Maintaining academic priorities and supporting the education of their student-athletes is paramount among the responsibilities of coaches and staff members in the Bucknell athletics program.

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

In light of student-athlete outcomes assessments such as academic performance (including GPA) and graduation

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rates, this is not an area warranting great concern at Bucknell. However, the scheduling policy for the Athletics Department is summarized below, to indicate the care taken to minimize missed class time.

The primary consideration for all athletic event scheduling is to minimize missed class time and the extent of academic conflict that student-athletes are likely to experience. The following steps are taken to ensure that scheduling is undertaken with sensitivity to these issues:

1. All athletic events must receive pre-approval from the appropriate sports administrator prior to contractual agreement.
2. When scheduling, consideration must be given to minimizing missed class time and, in particular, minimizing missed class time for the same class (i.e., repeat conflicts with Monday, Wednesday, Friday or Tuesday/Thursday classes).
3. When possible, home contests are conducted after the academic day or on weekends.
4. Patriot League schedules are pre-determined and provided to the university in advance. As stated in the Patriot League Policy Manual, "Patriot League principles and policies dictate that concerns for student-athlete academic welfare will always be paramount in designing athletic schedules and resolving scheduling conflicts. Care will be exercised to minimize time missed from academic obligations due to athletic participation and sensitivity to student-athlete academic welfare shall be the obvious priority in all scheduling and/or travel decisions."

DEPARTMENTAL AND STUDENT-ATHLETE RESPONSIBILITY

It is the responsibility of the Athletics Department, including coaches, to be aware of potential conflicts and flexible in resolving them. In addition, departmental staff members are expected to communicate with all parties involved when a conflict is imminent. In the event that conflicts cannot be resolved, appropriate university and departmental administrators are consulted for appropriate guidance in determining the best possible solution. And, finally, it is the responsibility of all head coaches to provide their student-athletes with timely notification of travel schedules.

It is also the responsibility of the student-athlete to be aware of potential conflicts and flexible in resolving them. It is the responsibility of all student-athletes to communicate with their professors in a timely manner regarding possible missed class time and to seek clarity in the conflict policy for that particular class. In the event that conflicts cannot be resolved, appropriate university and departmental administrators are consulted for appropriate guidance in determining the best possible solution. And, finally, student-athletes are responsible for class attendance and will be held accountable for missed class time not previously communicated to the professor.

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

Every student-athlete is given the Bucknell Student-Athlete Handbook upon arrival. The Handbook contains all the policies and procedures regarding the scheduling of competition and practices. Many faculty members have specific guidelines regarding missed class due to athletic competition and practices in their course syllabi. At midterm each semester, a student whose current grade in the course is a D or F receives a midterm report. In addition to the grade, a student is informed as to why s/he may be performing at that academic level; poor attendance is one possible reason. Additionally, each coach communicates the policies and procedures, particularly the missed class policy, to all student-athletes during the first team meeting.

The Student-Athlete Advisory Committee (SAAC) is another vehicle by which Bucknell's student-athletes obtain valuable information. The SAAC is a resource for:

- > Promoting communication between athletics administrators and student-athletes;
- > Promoting communication between athletics and campus-wide administrators;
- > Providing feedback and insight, as well as soliciting responses into departmental issues and proposed NCAA legislation;
- > Building a sense of community within the athletics program involving all athletics teams;
- > Organizing community service projects and efforts;
- > Creating a vehicle for student-athlete representation on campus-wide committees (e.g., student government);
- > Serving as a collective voice of campus student-athletes; and
- > Disseminating information to the student-athlete body.

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

- A copy of the institution's most recent catalog.

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

Evaluation

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

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Operating Principle

2.2 Academic Support

Self-Study Items

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

The CAC imposed no corrective actions, conditions for certification, or strategies for improvement relating to Operating Principle 2.2 in its first-cycle certification decision.

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

With respect to Operating Principle 2.2, Bucknell developed no plans for improvement or recommendations during its first-cycle certification process.

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

Nothing as extensive as a plan for improvement has been needed at Bucknell with respect to academic support since the first-cycle certification decision was rendered by the Committee on Athletics Certification. Nonetheless, a variety of new programs have been put in place to support the academic needs of Bucknell's student-athletes. These include the Academic Enhancement Program, the Laptop Program, and the Team Mentor Program, each of which is described below under Self-Study Item 5.

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

Bucknell is an unusual liberal arts institution in that it also has many nationally recognized professional programs. These programs include engineering, management, and education (elementary, secondary, and music). In order to accommodate professional programs within a liberal arts environment, the university is organized as follows: The president is the chief executive officer. The provost is the chief academic officer, overseeing the deans of the College of Engineering and the College of Arts and Sciences. It is through the Provost's Office that the educational mission of each college is coordinated to ensure that all students are receiving a liberal education regardless of their unique program area. Each of the deans' offices is staffed with associate and assistant deans who are responsible for academic support and advising as detailed below. Department chairs are responsible for assigning student majors to individual faculty advisors within a department or program. The coordinator of the Common Learning Agenda (Bucknell's set of general education requirements), in conjunction with the deans' offices, places first-year students in Foundation Seminars. In addition, the directors of Psychological Services and the Career

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Development Center report to the vice president for student affairs, and the provost oversees the Writing Center. These support units are integral to students' academic success.

Bucknell student-athletes use the same academic support and advising services available to all students. All first-year students in the College of Arts and Sciences are required to enroll in a Foundation Seminar. The Foundation Seminar professor serves as the student's academic advisor until a major is chosen by the end of the sophomore year. Students entering the College of Arts and Sciences with a declared major are assigned a departmental academic advisor by the chair of the department. In the College of Engineering, all students are required to enroll in ENGR 100. Professors who teach this course serve as academic advisors to students who have not yet declared a major. The ENGR 100 professor serves as the student's academic advisor until a specific engineering major is chosen by the end of the first semester of the first year. Students who enter the College of Engineering with a declared major are assigned an advisor in the respective department by the chair of the department.

The deans' offices in the College of Arts and Sciences and the College of Engineering are instrumental in academic support and advising. In the College of Arts and Sciences, three associate and assistant deans (Garrett, Kastner, and Kirby) are responsible for advising first-year students. Another three (Midkiff, Kastner, and Kirby) are responsible for advising upperclass students. In the College of Engineering, Associate Dean Marosi is available for academic support and advising. The associate and assistant deans in both colleges are very often the "go to" people if the faculty academic advisor does not have the answers or the student's questions are beyond the faculty advisor's knowledge. Academic support beyond typical advising matters is also handled by the deans in both colleges.

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

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

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

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

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

- c. The mechanisms by which students can use these services.

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

- 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.

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

- c. The mechanisms by which students can use these services.

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

- c. The mechanisms by which students can use these services.

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

- c.** The mechanisms by which students can use these services.

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

5. Freshman/Transfer orientation Availability, attendance requirements.

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

- c.** The mechanisms by which students can use these services.

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

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

Please see "12. All-Inclusive Response" below.

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

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Please see "12. All-Inclusive Response" below.

- c. The mechanisms by which students can use these services.

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

- c. The mechanisms by which students can use these services.

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

- c. The mechanisms by which students can use these services.

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

- c.** The mechanisms by which students can use these services.

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

- c.** The mechanisms by which students can use these services.

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

- c. The mechanisms by which students can use these services.

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

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

Please see "12. All-Inclusive Response" below.

12. All-Inclusive Response

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

Bucknell is a student-centered institution which does not distinguish student-athletes from non-athletes. Unlike many Division I institutions that have separate and unique programs specifically designed for and focused on the student-athlete's academic success, Bucknell expects all its students to excel academically. To that end, the university has in place advising and support mechanisms for all students that are under the aegis of the Academic Affairs and Student Affairs divisions. These services exist outside of the Athletics Department. Bucknell is a member of the Middle States Association of Colleges and Schools and all of its academic programs, support centers, and services are periodically reviewed and accredited by Middle States, most recently in 2004. In preparation for the Middle States review process, the university conducts ongoing internal reviews of all its programs and services.

The Academic Enhancement Center, Team-Mentor Program, Brown Bag Luncheon Program, Laptop Computer Program, and Sideline Coaching Program are all under the direct administration of the Athletics Department. These programs are relatively new and will be reviewed every three years by the Committee on Athletics, a university committee consisting of faculty and students. The Laptop Program was reviewed in Fall 2005. In Spring 2006, the Sideline Coaching and Brown Bag Luncheon programs are scheduled for review.

The program areas for academic support listed below are all covered in the University Catalog, Student Handbook, and Student-Athlete Handbook, as well as on the Bucknell web site.

ACADEMIC ADVISING

All students, including varsity student-athletes, are required to see their faculty academic advisor prior to registration for any classes. The academic deans work very closely with incoming students during the summer to make sure that schedules are complete and that minimal conflicts arise when they meet with

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their faculty academic advisor. Before the first day of class, first-year students meet with their Foundation Seminar, ENGR 100, or departmental faculty advisor to go over the schedule and to reconcile any conflicts. Adjustment to the rigors of a college environment, particularly for first-year students, is often challenging. Students question their choices and constantly seek advice from multiple sources, such as their peers, the faculty, and deans (academic and student affairs). As a result, advising is a year-long process. Bucknell does not have priority registration for any student group.

TUTORING

Bucknell has a nationally recognized Writing Center that offers a number of services to students, including: feedback on all stages of the writing process; workshops on study skills, writing resumes, and cover letters; and tutoring in Biology, Chemistry, Mathematics, and Physics. The Bucknell Student-Athlete Handbook lists all the courses for which tutors are available. Accommodations can be made, through the course professor, for students in need of assistance in a course not listed in the Handbook.

The Writing Center solicits names of outstanding students from the faculty in the sciences, engineering, and math departments to serve as paid tutors. All student tutors must attend a workshop, administered by the Writing Center professional staff, prior to employment. The Athletics Department covers the cost of tutoring for student-athletes by allocating funds to the Writing Center which in turn pays the tutors, consistent with the university's payroll policies and procedures. If a student tutor is not available, the course faculty member very often will serve voluntarily as a tutor for an individual or a small group of students requiring additional help.

SUCCESS SKILLS

As mentioned above, the Writing Center offers workshops on study skills for all students. In addition, Psychological Services offers several workshops on time management and stress reduction for all students. These workshops are presented by the professional staffs of both agencies.

Psychological Services makes available and coordinates a study skills course for all students. At the start of the spring semester, the Athletics Department selects a group of student-athletes deemed to be academically at-risk. These individuals take part in the study skills course. The department pays the fee for the course for each student-athlete. In determining which student-athletes are the best candidates for the course, the department examines fall semester grades and the student-athletes' cumulative GPAs, as well as consulting with the head coach of each program.

The Career Development Center offers a variety of services and resources that can help students make informed decisions affecting their short-term and long-term futures. The staff assists all Bucknell students in selecting career goals, identifying internship and full-time work opportunities, and preparing students for these opportunities — from creating resumes and preparing for interviews to evaluating job offers.

STUDY HALL

There is no mandatory department-wide study hall for student athletes. However, individual sport programs within the department have established study times for their student-athletes. To help facilitate academic success, the Athletics Department has made available an Academic Enhancement Center for student-athletes. This is a study/computer lab on the concourse level of the Sojka Pavilion and is open from Sunday through Thursday from 6:00-10:00 p.m. This lab is staffed by work-study students available to help with basic computer problems. Additionally, this lab can be used as a meeting place for group projects, a tutorial area, or a secluded and quiet study space before or after practice.

FRESHMAN/TRANSFER ORIENTATION

Every student is required to attend the five-day orientation program organized by the deans of students. The orientation sessions are a mix of academic and social activities designed to prepare incoming students for a successful four-year academic career at Bucknell.

All student-athletes are required to attend their team certification meeting. During this session, the Student-Athlete Handbook is distributed and the CSO and the coaches discuss key compliance and policy issues.

ACADEMIC PROGRESS MONITORING AND REPORTING

The academic deans of both of Bucknell's colleges review the academic progress of all students at midterm and the end of each semester. Students with two or more midterm grade deficiencies (see Self-Study Item 15 under Operating Principle 2.1) are required to meet with an associate dean in the College of Arts and Sciences or in the College of Engineering. All students in academic jeopardy are notified by letter and informed as to what needs to be done to correct the problem. All faculty advisors are copied on correspondence and they usually arrange a meeting with their advisee to discuss the situation further and

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offer additional recommendations, if and when appropriate. In some cases, students are required to meet with the academic deans between semesters to discuss and determine if they will be permitted to return, and what corrective actions will be necessary if they do return, or be required to take time off. Additionally, the associate director of athletics/senior woman administrator receives midterm reports for all student-athletes and passes them on to the appropriate coaches.

ASSISTANCE FOR SPECIAL ACADEMIC NEEDS

The counseling staff in Psychological Services is acquainted with many learning disabilities and will refer students to area mental health practitioners if the disability and treatment cannot be addressed adequately on campus. Students with documented disabilities are afforded reasonable accommodations under the Americans with Disabilities Act and Section 504. These accommodations include such measures as extended time for tests, Books on Tape, and testing in alternative settings. Generally, the associate academic deans are the "first responders" for students in both colleges who have special needs. Dean Midkiff in Arts and Sciences is responsible for granting the specific accommodation(s).

LEARNING ASSESSMENTS

Bucknell's only placement testing is done in the Spanish Department and Department of Foreign Language Programs. These departments administer placement exams to validate the level of proficiency of students interested in taking a foreign language course.

MENTORING

A Faculty Team-Mentor program was established recently by the faculty athletics representative. This program places a faculty volunteer with a team of his/her choice. The faculty mentor is encouraged to interact with the team at practices and games and, whenever possible, outside the athletic venue. The mentors make themselves available to student-athletes to discuss academic issues (advising, scheduling, and conflict resolution) and occasionally offer career counseling. It should be noted that this is in addition to the faculty member's normal student academic advising commitment, which may include non-athletes and student-athletes from other teams.

ASSISTANCE FOR AT-RISK STUDENTS

Psychological Services offers a study skills course for all students. At the start of the spring semester, the Athletics Department selects a group of student-athletes deemed to be academically at-risk. These individuals take part in the study skills course. The department pays the fee for the course for each student-athlete. In determining which student-athletes are the best candidates for the course, the department examines fall semester grades and the student-athletes' cumulative GPAs, as well as consulting with the head coach of each program.

POST-ELIGIBILITY PROGRAMS

The Student-Athlete Handbook outlines outside scholarship and internship opportunities available to student-athletes, particularly those who no longer are eligible to compete. These include: the NCAA Post-Graduate Scholarship Program; Walter Byers Post-Graduate Scholarship program; Ethnic Minority and Women's Enhancement Post-Graduate Scholarship Programs; Degree Completion Program; Freedom Forum-NCAA Foundation Sports-Journalism Scholarship; and NCAA Internship Program. These opportunities also are listed by the Career Development Center. Eligible students are actively recruited by the Compliance Services Office, or directed by coaches and other staff members to contact the CSO in the Kenneth Langone Athletics and Recreation Center, for more information.

LAPTOP PROGRAM

The Athletics Department owns 16 laptop computers that are available to varsity student-athletes for academic purposes. These computers are available on a first-come, first-served basis with priority given to those teams in championship segments of their seasons.

SIDELINE COACHES PROGRAM

This is one of the special programs that Bucknell offers in order to enhance the student-athlete's overall experience. A member of the faculty, administration, staff, or community is invited by a student-athlete to participate in all aspects of a particular program. The sideline coach attends a practice session where s/he is introduced to the team and learns coaching techniques, strategy, terminology, and the student-athlete's enthusiasm for the sport. The sideline coach attends an actual intercollegiate contest and is a part of the total event, participating in pre-contest to post-contest activities, including timeout and halftime discussions.

The purpose of this program is to foster a better understanding by the faculty and administration of the roles played by coaches and student-athletes in the university's competitive intercollegiate athletics arena.

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BROWN BAG LUNCHEONS

Brown Bag Luncheons are monthly meetings designed to enhance the quality of the student-athlete experience as well as to educate student-athletes on a variety of issues that may affect them throughout their collegiate careers. Topics have included alcohol, nutrition, body image, hazing, sexuality, diversity, career development, study skills, religious life, and gambling. Additional information may be found under Operating Principle 3.3, Self-Study Item 5.

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

Please see "a." under this response.

- c.** The mechanisms by which students can use these services.

Please see "a." under this response.

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

Please see "a." under this response.

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

Please see "a." under this response.

Evaluation

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

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

PART I-A: Standardized test Scores, by Gender

		Gender							
		Male Students		Male Student-Athletes		Female Students		Female Student-Athletes	
Academic Year		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	1310	443	1175	25	1285	462	1216	29
	2002-2003	1299	461	1116	23	1276	453	1202	31
	2001-2002	1295	445	1101	27	1270	468	1183	18

Name of person completing this chart: Amanda Backus
 Title: Associate AD/SWA

Academic Integrity

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

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

		Racial or Ethnic Group - All Entering Freshman Students												
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
		2003-2004	1155	4	1271	52	1153	18	1266	28	1306	755	1248	48
		2002-2003	1215	4	1266	71	1084	27	1217	20	1301	753	1215	39
		2001-2002	1268	4	1253	49	1111	27	1209	23	1290	787	1266	23
		Racial or Ethnic Group - All Entering Freshman Student-Athletes on Aid												
		Am. Ind. / AN		Asian / PI		Black		Hispanic		White		Other		
Average Standardized Test Score	Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	
		2003-2004	1055	2		0	1070	4	1210	2	1202	44	1190	2
		2002-2003		0		0	999	7		0	1187	46	1300	1
		2001-2002		0		0	1008	8	990	2	1171	35		0

Name of person completing this chart: Amanda Backus

Title: Associate AD/SWA

Academic Integrity

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS-AID

PART II: GPA and Test Scores, by Sport Group

		Sport Group																
		Football		Men's Basketball		Baseball		Men's Track/Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/Cross Country		Women's Other Sports		
		Academic Year	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students	Core GPA	# of Students
Average Core Course GPA	2003-2004	3.494	15	3.767	2	4	1	4	1	3.468	5	3.946	3	4	9	4	17	
	2002-2003	3.259	13	3.224	3	3.885	1	4	3	3.875	3	3.981	2	3.711	5	3.841	23	
	2001-2002	3.435	18	4	1	3.23	1	3.459	3	3.761	4	3.927	3	3.883	5	3.802	9	
		Academic Year	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	2003-2004	1132	15	1017	3	1250	1	1300	1	1248	5	1180	3	1194	9	1234	17	
	2002-2003	1077	13	1027	3	1240	1	1203	3	1247	3	1070	2	1246	5	1203	24	
	2001-2002	1086	18	1100	1	1200	1	1130	3	1130	4	1057	3	1142	5	1242	10	

Name of person completing this chart: Amanda Backus

Title: Associate AD/SWA

Academic Integrity

SPECIAL-ADMISSIONS INFORMATION

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

			Sport Group (Freshman)								
	Year	All Freshman Students	All Freshman Student-Athletes on Athletics Aid **	Baseball	M e n ' s Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	W o m e n ' s Basketball	Women's Track/Cross Country	Women's Other Sports
% of Special Admits	2003-2004	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	2002-2003	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	2001-2002	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Name of person completing this chart: Amanda Backus

Title: Associate AD/SWA

Equity and Student-Athlete Welfare

Operating Principle

3.1 Gender Issues

Self-Study Items

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

The CAC imposed no corrective actions, conditions for certification, or strategies for improvement relating to Operating Principle 3.1 in its first-cycle certification decision.

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

Bucknell's original Gender Equity Plan, completed in 1998, is among the resource materials available to supplement this report. In 1995, the president appointed a special committee to review the current state of Bucknell's NCAA athletics program and to make recommendations to bring that program into compliance with Title IX. The committee, with broad representation from the faculty, administration, student body, and Athletics Department, completed its analysis in the fall of 1997 and submitted its recommendations to the president. President Adams then officially responded to the 42 recommendations with specific commitments or action requirements, also requiring annual progress reports. The annual reports submitted to the president also are among the resource materials available to supplement this self-study report, and they reflect continuous improvement toward, as well as an ongoing commitment to, the gender equity goals defined by the 1998 Gender Equity Plan. Of particular note was the achievement of the plan's preeminent objective, substantial proportionality between men's and women's participation opportunities, in the 2002-03 academic year.

An explanation of incomplete action items from the original plan, entitled "Status of Original Initiatives — First 5-year GE Plan" is among the materials available to supplement this report.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.1 (Gender Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Please see Self-Study Item 7 for Bucknell's current Seven-Year Gender Equity Plan (2003-2010), the completion of which will establish gender equity in Bucknell's athletics program. The principal outstanding issues from Bucknell's first Gender Equity Plan, pertaining to staffing, operating budgets, and recruiting resources, are addressed in the current version, with resource requirements and responsible persons specifically identified and timelines established. The university is very proud of both the progress it already has made and the clarity with which its

Equity and Student-Athlete Welfare

remaining work has been laid out with respect to gender equity. An excellent overview of the current plan is provided in the resource materials supplementing this report, in the Introduction to the Seven-Year Plan.

4. Explain how the institution is organized to further its efforts related to the gender issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning gender equity are monitored, evaluated and addressed on a continuing basis.

Annually, the senior woman administrator reviews and prepares a progress report measuring and monitoring compliance with the Gender Equity Plan. Her analysis and report is then reviewed and feedback offered by the director of athletics for final review by the vice president for student affairs. It is then submitted to the faculty-student Committee on Athletics. After the committee's review and commentary, the report is submitted to the president and the vice president for student affairs and is made available to additional stakeholders, including the Trustee Subcommittee on Athletics. In the past, entities such as the university's Women's Resource Center have offered feedback on the annual progress reports, typically in meetings with the vice president for student affairs, director of athletics, and senior woman administrator.

5. Using your institution's completed Equity in Athletics Disclosure Act survey form and worksheets for the three most recent academic years for which the information is available, analyze, explain and address discrepancies in the data between male and female student-athletes and comment on any trends or significant changes.

Bucknell's EADA reports, including key indicators, their trends and the explanations, are included in the resource materials supplementing this report. The staffing, operating budget, and recruiting budget differentials that survived Bucknell's first Gender Equity Plan are specifically noted and resolved in the new Gender Equity Plan approved by the president, currently operative, and included in Self-Study Item 7 below.

Substantial proportionality in participation opportunities was achieved at Bucknell in 2002-03. Trends in this pivotal area are monitored closely even today, however, in combination with the detailed roster management guidance and direction given to coaches. As an example of the directives that are sent to coaches annually, the 2001-02 roster control instructions sent to the track and field head coach are included in the materials available to supplement this report.

In addition, although Bucknell is almost exclusively need-based in its institutional financial aid (men's and women's basketball are the only sports in which merit-based aid is awarded, a practice begun in 2003-04), it offers preferential grant aid to selected student-athletes as a replacement for the self-help (loan and work) component that otherwise would have been part of their aid packages. Because aid is predominantly need-based, and women student-athletes tend to present less financial need than their male counterparts, Bucknell's erstwhile allocation of equal numbers of preferential aid packages gave more aid dollars to men. Therefore, in the last two years, the Athletics Department has seen to it that preferential aid awards predominate in the women's sports, so that the allocated dollars are proportional.

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

- a. describe how the institution has ensured a complete study of each of the areas,
- b. Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas,
- c. Identify areas of deficiency and comment on any trends, and
- d. Explain how the institution's future plan for gender issues addresses each of the areas.

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

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

Equity and Student-Athlete Welfare

- a.** Describe how the institution has ensured a complete study of each of the areas,

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

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

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

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

Please see "a." under this response.

2. Accommodation of Interests and Abilities. Participation proportionate to enrollment; history and continuing practice of program expansion for underrepresented sex; and/or, fully and effectively accommodate underrepresented sex; equivalent levels of competition. Please note, when presenting gender-equity plans for the future, institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities.

- a.** Describe how the institution has ensured a complete study of each of the areas,

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

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

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

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

Please see "a." under this response.

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

- a.** Describe how the institution has ensured a complete study of each of the areas,

Equity and Student-Athlete Welfare

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

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

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

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

Please see "a." under this response.

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

- a.** Describe how the institution has ensured a complete study of each of the areas,

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

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

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

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

Please see "a." under this response.

5. Travel and Per Diem Allowance. Modes of transportation; housing furnished during travel; length of stay before and after competitive events; dining arrangements and per diem.

- a.** Describe how the institution has ensured a complete study of each of the areas,

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

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

Equity and Student-Athlete Welfare

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

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

Please see "a." under this response.

- 6. Tutors.** Availability - procedures and criteria for obtaining assistance; Assignment - qualifications, training, experience, etc.; Compensation - rate of pay, pupil loads, qualifications, experience, other terms and conditions of employment.

- a.** Describe how the institution has ensured a complete study of each of the areas,

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

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

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

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

Please see "a." under this response.

- 7. Coaches.** Availability - full time, part time, assistant, and graduate assistants; Assignment - training, experience, professional standing, and other professional qualifications; Compensation - rate of compensation, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.

- a.** Describe how the institution has ensured a complete study of each of the areas,

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

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

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

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Please see "a." under this response.

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

Please see "a." under this response.

8. Locker Rooms, Practice and Competitive Facilities. Quality, availability, and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.

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

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

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

Please see "a." under this response.

- c. Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

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

Please see "a." under this response.

9. Medical and Training Facilities and Services. Availability of medical personnel; availability and quality of weight training, and conditioning facilities; availability and qualifications of athletics trainers; health, accident, and injury insurance coverage.

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

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

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

Please see "a." under this response.

- c. Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

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

Please see "a." under this response.

Equity and Student-Athlete Welfare

10. Housing and Dining Facilities and Services. Housing provided; special services as part of housing; dining arrangements.

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

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

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

Please see "a." under this response.

c. Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

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

Please see "a." under this response.

11. Publicity Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices.

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

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

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

Please see "a." under this response.

c. Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

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

Please see "a." under this response.

12. Support Services. Administrative, secretarial, and clerical support; office space.

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

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

Equity and Student-Athlete Welfare

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

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

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

Please see "a." under this response.

13. Recruitment of Student-Athletes. Equal opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities, and treatment of prospective athletes.

- a.** Describe how the institution has ensured a complete study of each of the areas,

The original charge to the task force that developed Bucknell's current Gender Equity Plan, as well as its agendas, are among the resource materials available to supplement this report. The Introduction and the plan itself (see the supplemental resource materials for the plan's Introduction, and Self-Study Item 7 below for the plan itself) detail the scope of the Task Force's work and its attention to the 13 requisite program areas.

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

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

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

Please see "a." under this response.

- 7.** Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing gender equity for the future in the intercollegiate athletics program. The plan must address all 13 program areas for gender issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's gender-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

Please see the "plan for improvement" section for Bucknell's Seven-Year Gender Equity Plan (Academic Years 2003-04 through 2009-10).

Equity and Student-Athlete Welfare

8. Describe the institution's efforts to ensure the plan for addressing gender equity for the future of the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

Please see the Seven-Year Plan's Introduction, included among the resource materials supplementing this report, for the broad-based composition of the planning task force, the extensive set of stakeholder groups consulted (Committee on Athletics, etc.), and the forums in which drafts of the plan were reviewed. The president's written acceptance of the plan also is among the supplemental resource materials. Additionally, the Board of Trustees' Subcommittee on Athletics reviewed and endorsed the plan.

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

- Documentation assessing the institution's goals and actions regarding Title IX (if applicable).
- Equity in Athletics Disclosure Act survey forms and worksheets. [Please note: For confidentiality purposes, the committee will permit an institution to provide the EADA worksheets with salary information in the form of a percentage.]

Evaluation

1. Has the institution implemented its approved gender-equity plan from the previous self-study? **Currently Yes**
2. Has the institution provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which is equitable for both genders? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

Equity and Student-Athlete Welfare

Plan Date Range: 2006-07 thru 2009-10

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Athletic Scholarships.	Practice of awarding financial aid grant dollars to female student-athletes to match the female participation rate must be continued.	Proportionality in financial aid dollars.	Review the number of preferential aid packages and dollar amounts awarded and adjust as necessary.	Director of Athletics and Recreation/Senior Woman Administrator/Director of Financial Aid	Annually and ongoing
Accommodation of Interests and Abilities.	Current practice of providing equitable opportunities for male and female student-athletes must be maintained.	Female participation rates are maintained at the increased rate achieved in the last five years; and substantial proportionality relative to male-female enrollment continues to be demonstrated.	Evaluate intercollegiate athletics program to ensure compliance with "The Proportionality Prong" as defined under Title IX.	Committee on Athletics/Director of Athletics and Recreation/Sports Supervisors	Annually
			Prepare and monitor EADA report as it relates to enrollment and participation.	Committee on Athletics/Director of Athletics and Recreation/Sports Supervisors	Annually.
			Review roster goals for sport programs and adjust as necessary.	Committee on Athletics/Director of Athletics and Recreation/Sports Supervisors	Annually
Accommodation of Interests and Abilities	Possible change in federal law as it relates to Title IX, including OCR regulations and interpretations.	Continued compliance with federal regulations.	Review listing of NCAA, Patriot League, & NFSHSA emerging female sports as necessary.	General Counsel/Director of Athletics and Recreation/Sports Supervisors	Annually
			Implement a process for requesting additional varsity teams and/or reclassifying the status of athletic teams as necessary.	General Counsel/Director of Athletics and Recreation/Sports Supervisors	Annually

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Equipment and Supplies.	Non-equivalence of staffing between equipment rooms supporting men's and women's programs.	Equitable accommodation of equipment needs to support men's and women's programs.	Add new staffing position for women's equipment while also reallocating recreational duties.	Director of Athletics and Recreation/Director of Human Resources	January 1, 2003
Equipment and Supplies.	Current practice of funding appropriate and effective equipment for women's and men's teams must be maintained (i.e., laundry, clothing issuance, and maintenance).	Equipment for women's and men's teams is equitable.	Review status of equipment with equipment managers, sports supervisors and coaches and continually correct any disparities discovered.	Director of Athletics and Recreation/Senior Associate Director of Athletics	Annually by June 30
Scheduling of Games and Practice Times.	Current procedures that ensure equity in scheduling games for all teams (in-region and out-of-region) must be maintained.	Equitable allowance for travel to in-region and out-of-region competition for men's and women's teams.	Review schedules and budgets with sports supervisors for upcoming and future planning.	Director of Athletics and Recreation/Sports Supervisors	Annually by March 1
Scheduling of Games and Practice Times.	Funding allocations for non-traditional and over-break travel for women's teams not equitable with that of men's teams.	Equitable funding between men's and women's teams.	Continue to utilize gender equity budget enhancements (university funding) and implement fundraising strategies and opportunities specifically for women's sports.	Director of Athletics and Recreation/Sports Supervisors/Associate Director of Athletics-External Relations	Annually by June 30
Scheduling of Games and Practice Times.	Current procedures that ensure equity in scheduling practice and competition times and venues for all teams must be maintained.	Equitable access to practice and competition facilities for men's and women's teams.	Review practice and competition schedules with facility managers and sports supervisors.	Director of Athletics and Recreation/Sports Supervisors/Facility Schedulers	Prior to the start of each season
Travel and Per Diem Allowance.	Current practice of providing equitable travel and per diem allowances must be maintained.	Lodging accommodations and food allowances for women's and men's teams are equitable.	Review use of modes of transport, housing, dining and per diems by all teams throughout each year and continually correct any deficiencies discovered.	Director of Athletics and Recreation/Sports Supervisors	Annually by June 30

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
T u t o r s (A c a d e m i c Support).	Current practice of providing equivalent educational resources for all student-athletes must be maintained.	Educational resources available to female and male student-athletes are equitable.	Review use of first-year orientation, academic assistance programs and all other educational services for gender equity and correct as necessary.	Director of Athletics and Recreation/Senior Woman Administrator/Academic Deans/Assistant Director of Athletics-Compliance & Student Affairs	Annually by June 30
Coaches.	Inequitable allocation of assistant coaching positions in total number (26 men's v. 10 women's) and full-time number (13 men's v. 5 women's).	Equitable distribution of assistant coaching positions between men's and women's teams.	(Year 1 of the gender equity plan) Return women's volleyball and field hockey graduate assistant positions to casual positions (benefits after one year).	Director of Athletics and Recreation/Sports Supervisors/Director of Human Resources	June 30, 2003
			(Year 1 of the gender equity plan) Review assistant coach staffing distribution and develop a staffing plan for Years 2-5 of the gender equity plan.	Vice President-Student Affairs/Director of Athletics and Recreation/Director of Human Resources	January 1, 2004
			(Year 2 through Year 5 of the gender equity plan) Implement staffing plan.	Director of Athletics and Recreation/Sports Supervisors	June 2004-June 2008
			(Year 6 through Year 7 of the gender equity plan) Review allocation of assistant coaching positions and adjust as warranted.	Director of Athletics and Recreation/Sports Supervisors/Director of Human Resources	Annually by June 30

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Coaches.	Inequities in salaries with respect to responsibilities.	Salaries for men's and women's coaches in all sport programs are equitable within the criteria established (e.g., education, experience, market and merit considerations).	Monitor coaches' salaries among men's and women's programs and adjust as warranted.	Director of Athletics and Recreation/Sports Supervisors/ Director of Human Resources	Annually by May 30
Locker Rooms, Practice and Competitive Facilities.	Current practice of providing equitable use of facilities for women's and men's teams must be continued.	Equitable facility access and availability for women's and men's teams.	Monitor use and effectiveness of athletics facilities and ensure that any improvements made to facilities apply equitably to teams using those particular facilities.	Director of Athletics and Recreation/Sports Supervisors/ Facility Manager	Annually
Locker Rooms, Practice and Competitive Facilities.	Inequitable availability of locker room space for women's and men's teams.	Equitable locker room availability for use by women's and men's teams.	Correct design flaw in shower area of KLARC women's varsity locker room.	Director of Athletics and Recreation/Sports Supervisors/ Facility Managers	Summer/Fall 2003
			Include locker room facilities for women's track and women's lacrosse in facility improvements to stadium.	Director of Athletics and Recreation/Sports Supervisors/ Facility Managers	Upon the Next University Wide Capital Campaign
			Include equitable support spaces for men's and women's sports in facility upgrade to West Fields Complex.	Director of Athletics and Recreation/Sports Supervisors/ Facility Managers	Upon the Next University Wide Capital Campaign
Locker Rooms, Practice and Competitive Facilities.	Inadequacy of current practice and competition fields for field hockey and women's lacrosse.	Acceptable synthetic surface for intercollegiate women's field hockey, as well as women's lacrosse practice and competition facility.	Complete fundraising and construction of Phase I of West Fields Project	Director of Athletics and Recreation/University Relations/ Assistant Director of Athletics-Athletic Development	Summer/Fall 2003

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Medical and Training Facilities and Services.	Current practice of providing equitable medical services, training facilities and other services for women's and men's teams must be continued.	Appropriate medical and training services for women's and men's teams are provided equitably.	Monitor facilities and staffing policies and continually correct any deficiencies discovered.	Director of Athletics and Recreation/Sports Supervisors/Assistant Director of Athletics-Sports Medicine	Annually by June 30
Medical and Training Facilities and Services.	Inability to provide athletic training support for practice and competitions has disparate impact on women's programs.	Equitable staffing support for men's and women's teams.	Continue efforts to increase both full-time and part-time staffing positions per NATA recommendations for student-athletes' welfare.	Director of Athletics and Recreation/Sports Supervisors/Assistant Director of Athletics-Sports Medicine/Director of Human Resources	Review Annually
Housing and Dining Facilities and Services.	Practice of providing equitable on-campus dining service offerings for women's and men's teams must be continued.	Equitable services available for use by women's and men's teams.	Monitor use and effectiveness of dining service offerings and ensure that any improvements are provided equitably to women's and men's teams.	Director of Athletics and Recreation/Sports Supervisors	Annually by June 30
Housing and Dining Facilities and Services.	Practice of providing gender-equitable housing assignments must continue.	All housing assignment accommodations for male and female student-athletes are made on a gender-equitable basis.	Monitor facilities and practices of the Office of Housing and Residential Life.	Director of Athletics and Recreation/Sports Supervisors/Director of Housing and Residential Life	Annually by June 30
Publicity	Practice of providing appropriate communications staffing and equitable publicity for all sports must continue.	Publicity efforts for women's and men's teams are equitable within the criteria established (e.g., media interest and success of a particular sport).	Review publicity criteria and refine as needed.	Director of Athletics and Recreation/Associate Director of Athletics-External Relations/Assistant Director of Athletics-Athletic Communications	Annually by June 30
			Continue efforts to increase media coverage of women's sports as much as possible, given that decisions are outside the Department's control.	Same as previous step	Annually June 30

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Continue efforts to produce media/recruiting guides that are equitable for content and production schedule.	Same as previous step	Annually by June 30
Support Services.	Practice of providing equitable and appropriate secretarial and administrative support, office space, and equipment for all teams must be continued.	Secretarial and administrative support for all women's and men's teams is strong, competent and equitable.	Review secretarial assignments for all sports and adjust as necessary.	Director of Athletics and Recreation/Sports Supervisors/ Associate Director of Athletics-Business & Team Services	Annually by June 30
			Review distribution of technology and office amenities and adjust as necessary.	Same as previous step	Annually by June 30
Support Services.	Operating budgets are not equitable across men's and women's sports.	Equitable operating monies provided to women's and men's sports within the criteria established (e.g., number of participants, state of the industry standards, etc.).	(Year 1 of gender equity plan) Increase women's sports' operating budgets through annual gender equity enhancement.	Vice President for Student Affairs/ Vice President for Finance/ Director of Athletics and Recreation/Sports Supervisors	June 30, 2003
			(Year 1 of gender equity plan) Review operating budget distribution and develop plan for Years 2-5.	Same as previous step	January 1, 2004
			(Year 2 through Year 5 of gender equity plan) Implement plan.	Same as previous step	June 2004 - June 2008

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			(Year 6 through Year 7 of gender equity plan) Review operating budget allocations and adjust as warranted.	Same as previous step	Annually by May 30
Support Services.	Fundraising practices and staffing are not sufficient to achieve proportionality in the funding of men's and women's athletics programs.	A broad-based annual giving strategy for all sports that provides equitable opportunities and privately donated dollars to support women's and men's sports.	Restructure Bison Club to address the need for additional fundraised dollars.	Director of Athletics and Recreation/Sports Supervisors/ Associate Director of Athletics-External Relations/Assistant Director of Athletics-Athletic Development/University Relations Staff	Summer/Fall 2003
			Assess staffing for athletics fundraising and address as needed to achieve intended end result (equitable opportunities and privately donated dollars).	Same as previous step	Annually
			Develop potential donors for women's sports.	Same as previous step	Annually
			Provide equitable training support for all sport coaches in fundraising.	Same as previous step	Annually
			Tailor specific fundraising sessions for both men's and women's coaches to address gender specific topics.	Same as previous step	Annually

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Replace the 17.5% "Gender Equity Tax" on donations to specific men's programs with an Endowment for Women's Athletics, and prioritize this in fundraising.	Same as previous step	Summer/Fall 2003
Recruitment of Student-Athletes.	Inequitable capacity to perform recruiting functions, due to staffing imbalances between men's and women's sport programs.	Staffing for all men's and women's teams is appropriate and adequate to support the hours and workload entailed in performing recruiting functions equitably.	Continue to review the recruiting needs and staffing of all teams and address identified imbalances.	Vice President for Student Affairs/ Director of Athletics and Recreation/Sports Supervisors/ Director of Human Resources	Annually by June 30
Recruitment of Student-Athletes.	Allocation of recruiting dollars does not reflect women's participation rates.	Proportionality in recruiting dollars allocated to women's and men's teams based on participation rates.	(Year 1 of gender equity plan) Increase women's operating budgets through the annual gender equity enhancement.	Vice President for Student Affairs/ Vice President for Finance/ Director of Athletics and Recreation/Sports Supervisors/ Associate Director of Athletics-External Relations	June 30, 2003
			(Year 1 of gender equity plan) Review distribution of recruiting dollars and develop a plan for Years 2-5.	Same as previous step	January 1, 2004
			(Year 2 through Year 5 of gender equity plan) Implement plan.	Same as previous step	June 2004 - June 2008
			(Year 6 through Year 7 of gender equity plan) Review allocation of recruiting dollars and adjust as warranted.	Same as previous step	Annually by June 30

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Recruitment of Student-Athletes.	Allocation and use of University recruiting vehicles is not equitable.	Men's and women's sport program needs are accommodated equitably.	Review vehicle resources designated for women's recruiting, acknowledging growth of staffing, and correct deficiencies discovered.	Director of Athletics and Recreation/Sport Supervisors/ Associate Director of Athletics-External Relations	Annually by June 30
Recruitment of Student-Athletes.	Due to staffing inequities, inability of women's sport programs to fully utilize the "Admissions Liaison" system for determining the admissibility status of prospective student-athletes in a timelier manner.	Equitable use of the Liaison system.	Review policies and procedures currently in place between Athletics and Admissions and improve as necessary.	Vice President for Student Affairs/ Vice President for Enrollment Management/Director of Athletics and Recreation/Senior Woman Administrator/Director of Admissions	Annually by June 30
			Redress staffing inequities (see Coaches).	See Coaches	See Coaches

Equity and Student-Athlete Welfare

Operating Principle

3.2 Minority Issues

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The CAC imposed no corrective actions, conditions for certification, or strategies for improvement relating to Operating Principle 3.2 in its first-cycle certification decision.

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) action(s) not taken or not completed, and (e) explanation(s) for partial completion. [Please note: Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

An Addendum to Bucknell's 1995 Certification Self-Study Report (see the resource materials supplementing this report) outlined a number of general areas of targeted effort to increase minority enrollment, minority involvement, and minority opportunities as student-athletes and coaches. Inasmuch as the "plan" did not include measurable timelines or benchmarks for comparison, no precise determination of completion or noncompletion can be made, although the actions taken to comply with the spirit of the "plan" between the time of the self-study and the year 2000 were included in the university's 2000 Athletics Certification Interim Report (see Response No. 3 in the Interim Report, available among the resource materials supplementing this report).

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.2 (Minority Issues) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Please see the "plan for improvement" section under Self-Study Item 9 below for Bucknell's current Six-Year Minority Plan (Academic Years 2004-05 through 2009-10). Unlike the 1995 Self-Study Addendum, this plan was developed through a broad-based process, addresses the eight program areas critical to success, and was endorsed by the president. It also includes specific end results intended, implementation activities, responsible staff, and timelines.

4. Explain how the institution is organized to further its efforts related to the minority-issues operating principle for both athletics department staff and student-athletes and provide evidence that matters concerning minority issues are monitored, evaluated and addressed on a continuing basis.

Annually, the senior woman administrator will review and prepare a progress report measuring and monitoring compliance with the Minority Opportunities Plan. Her analysis and report will then be reviewed and feedback offered

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by the director of athletics for final review by the vice president for student affairs. It will then be submitted to the student-faculty Committee on Athletics. After the committee's review and commentary, the report will be submitted to the president and the vice president for student affairs and will be made available to other stakeholders, including the Committee for Campus Diversity and the chief multicultural affairs officer.

5. For the three most recent academic years, provide the racial or ethnic composition for full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level); other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff, and facility managers, even if the position is not funded by or does not report to the athletics department); full- and part-time head coaches; full- and part-time assistant coaches (including graduate assistant and volunteer coaches); faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members, and other advisory or policy-making group (e.g., governing board for athletics, student-athlete advisory committee) members (if any). [Note: Use the supplied chart to compile the data requested in this self-study item.]

Please see the supplied chart.

6. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart to compile the data requested in this self-study item.]

Please see the supplied chart. While the data for student-athletes are the actual data for the three subject years, respectively, the all-student data are taken from the federal IPEDS report, per direction from the NCAA. And the IPEDS data are not Bucknell's actual data for 2002-03, because the IPEDS reporting for that year asked for 2001-02 data for a second consecutive year. Thus, the repetition of all-student numbers from 2001-02 to 2002-03, even though the student-athlete numbers appropriately change.

7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the graduation-rates disclosure form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart to compile the data requested in this self-study item.]

Please see supplied chart.

8. Using the program areas for minority issues please:

- a. Describe how the institution has ensured a complete study of each of these areas,
- b. Provide data demonstrating the institution's commitment across each of the areas,
- c. Identify areas of deficiency and comment on any trends, and
- d. Explain how the institution's future plan for minority issues addresses each of the areas.

1. Institutional and Athletics Department Commitment Development and maintenance of written statements that address the issues of diversity.

- a. Describe how the institution has ensured a complete study of each of these program areas,

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In the preparation of the Minority Opportunities Plan, the agendas and preliminary scope focused the task force's attention on all eight areas of primary significance. The Charge to the Committee, summary of the primary areas of focus, and agendas of the committee meetings are among the resource materials available to supplement this report. The memorandum submitting the plan to the president (also available in the supplemental materials) further attests to the fact that the planning task force reviewed and included all requisite areas in its consideration and plan.

- b.** Provide data demonstrating the institution's commitment across each of the areas,

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

- d.** Explain how the institution's future plan for minority issues address each of the areas.

Please see "a." under this response.

2. Evaluation Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to diversity.

- a.** Describe how the institution has ensured a complete study of each of these program areas,

In the preparation of the Minority Opportunities Plan, the agendas and preliminary scope focused the task force's attention on all eight areas of primary significance. The Charge to the Committee, summary of the primary areas of focus, and agendas of the committee meetings are among the resource materials available to supplement this report. The memorandum submitting the plan to the president (also available in the supplemental materials) further attests to the fact that the planning task force reviewed and included all requisite areas in its consideration and plan.

- b.** Provide data demonstrating the institution's commitment across each of the areas,

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

- d.** Explain how the institution's future plan for minority issues address each of the areas.

Please see "a." under this response.

3. Organization and Structure Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance diversity.

- a.** Describe how the institution has ensured a complete study of each of these program areas,

In the preparation of the Minority Opportunities Plan, the agendas and preliminary scope focused the task force's attention on all eight areas of primary significance. The Charge to the Committee, summary of the primary areas of focus, and agendas of the committee meetings are among the resource materials available to supplement this report. The memorandum submitting the plan to the president (also available in the supplemental materials) further attests to the fact that the planning task force reviewed and included all requisite areas in its consideration and plan.

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- b.** Provide data demonstrating the institution's commitment across each of the areas,

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

- d.** Explain how the institution's future plan for minority issues address each of the areas.

Please see "a." under this response.

4. Enrollment Goals of the institution for enrollment of minority students and minority student-athletes.

- a.** Describe how the institution has ensured a complete study of each of these program areas,

In the preparation of the Minority Opportunities Plan, the agendas and preliminary scope focused the task force's attention on all eight areas of primary significance. The Charge to the Committee, summary of the primary areas of focus, and agendas of the committee meetings are among the resource materials available to supplement this report. The memorandum submitting the plan to the president (also available in the supplemental materials) further attests to the fact that the planning task force reviewed and included all requisite areas in its consideration and plan.

- b.** Provide data demonstrating the institution's commitment across each of the areas,

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

- d.** Explain how the institution's future plan for minority issues address each of the areas.

Please see "a." under this response.

5. Comparison of Populations Examination of the student population and comparison of the percentage of minority student-athletes in all sports, by sport, to ensure that there are no signs of discrimination revealed through the recruitment practices of the institution.

- a.** Describe how the institution has ensured a complete study of each of these program areas,

In the preparation of the Minority Opportunities Plan, the agendas and preliminary scope focused the task force's attention on all eight areas of primary significance. The Charge to the Committee, summary of the primary areas of focus, and agendas of the committee meetings are among the resource materials available to supplement this report. The memorandum submitting the plan to the president (also available in the supplemental materials) further attests to the fact that the planning task force reviewed and included all requisite areas in its consideration and plan.

- b.** Provide data demonstrating the institution's commitment across each of the areas,

Please see "a." under this response.

- c.** Identify areas of deficiency and comment on any trends, and

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Please see "a." under this response.

- d. Explain how the institution's future plan for minority issues address each of the areas.

Please see "a." under this response.

6. Participation in Governance and Decision-Making Involvement of minority student-athletes in the governance and decision-making processes of the athletics department, and provision of leadership opportunities (e.g., participation on student-athlete advisory committee) for minority student-athletes.

- a. Describe how the institution has ensured a complete study of each of these program areas,

In the preparation of the Minority Opportunities Plan, the agendas and preliminary scope focused the task force's attention on all eight areas of primary significance. The Charge to the Committee, summary of the primary areas of focus, and agendas of the committee meetings are among the resource materials available to supplement this report. The memorandum submitting the plan to the president (also available in the supplemental materials) further attests to the fact that the planning task force reviewed and included all requisite areas in its consideration and plan.

- b. Provide data demonstrating the institution's commitment across each of the areas,

Please see "a." under this response.

- c. Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

- d. Explain how the institution's future plan for minority issues address each of the areas.

Please see "a." under this response.

7. Employment Opportunities Establishment of goals for minority employment opportunities in the athletics department and the encouragement of promotion and hiring of minority coaches and administrators.

- a. Describe how the institution has ensured a complete study of each of these program areas,

In the preparation of the Minority Opportunities Plan, the agendas and preliminary scope focused the task force's attention on all eight areas of primary significance. The Charge to the Committee, summary of the primary areas of focus, and agendas of the committee meetings are among the resource materials available to supplement this report. The memorandum submitting the plan to the president (also available in the supplemental materials) further attests to the fact that the planning task force reviewed and included all requisite areas in its consideration and plan.

- b. Provide data demonstrating the institution's commitment across each of the areas,

Please see "a." under this response.

- c. Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

- d. Explain how the institution's future plan for minority issues address each of the areas.

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Please see "a." under this response.

8. Programs and Activities Establishment of programs that address the needs and issues affecting minority student-athletes.

a. Describe how the institution has ensured a complete study of each of these program areas,

In the preparation of the Minority Opportunities Plan, the agendas and preliminary scope focused the task force's attention on all eight areas of primary significance. The Charge to the Committee, summary of the primary areas of focus, and agendas of the committee meetings are among the resource materials available to supplement this report. The memorandum submitting the plan to the president (also available in the supplemental materials) further attests to the fact that the planning task force reviewed and included all requisite areas in its consideration and plan.

b. Provide data demonstrating the institution's commitment across each of the areas,

Please see "a." under this response.

c. Identify areas of deficiency and comment on any trends, and

Please see "a." under this response.

d. Explain how the institution's future plan for minority issues address each of the areas.

Please see "a." under this response.

9. Using the "plan for improvement" section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution's status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution's minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see this web site for an example format outlining all required elements of a plan.]

Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution's written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

Please see the "plan for improvement" section for Bucknell's Six-Year Minority Opportunities Plan (Academic Years 2004-05 through 2009-10).

10. Describe the institution's efforts to ensure the plan for addressing minority issues for the future in the intercollegiate athletics program was developed through a process involving broad-based participation and received institutional approval.

Please see the summary and introduction to the Six-Year Plan in the resource materials available to supplement this report.

Evaluation

1. Has the institution implemented its approved minority-opportunities plan from the previous self-study? **Currently Yes**

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2. Has the institution provided an explanation from appropriate institutional authorities if its minority-issues plan was modified or not carried out fully? **Currently Yes**
3. Has the institution demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel? **Currently Yes**
4. Has the institution formally adopted a written plan for the future for the intercollegiate athletics program that ensures the institution maintains a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel? **Currently Yes**
5. Has the institution developed a plan that includes measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables? **Currently Yes**

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Plan Date Range: 2006-07 thru 2009-10

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Institutional and Athletics Department Commitment	Institution's and Department's written statements need to be maintained and promoted.	Broad awareness of Bucknell's and Athletics' commitment to diversity.	Annual review of written University and Departmental Policies (including Athletics' Mission Statement and Five-Year Plan) by broad based campus groups.	VP for Student Affairs; Director of Athletics; Assoc. AD/SWA; Committee for Campus Diversity; Committee on Athletics	Every Fall beginning 2005
			Enhancement of student-athlete manual with updated policies and procedures regarding diversity issues.	Director of Athletics; Assoc. AD/SWA; Asst. AD/Compliance; SAAC President	Fall 2005
			Promotion of commitment in periodicals and other institutional and departmental publications, as well as on departmental and university web sites.	VP for Student Affairs; VP for Enrollment Mgmt.; Executive Director Communications; Director of Athletics; Assoc. AD/External	Continuous
Evaluation	Systematic review of Department's activities for consistency with diversity goals and objectives (institutional and departmental) has not been occurring.	Evidence that consistency is being achieved and commitment is being honored.	Annual monitoring and review of activities.	VP for Student Affairs; Director of Athletics; Assoc. AD/SWA	Every June beginning 2005
			Review of Department's Minority Opportunities Plan at yearly staff meeting.	Director of Athletics; Assoc. AD/SWA	Every Fall beginning 2005
			Continued review of Department's strategic planning priorities and selected diversity issues, as appropriate, at monthly head coaches meeting.	Director of Athletics; Assoc. AD/SWA; Senior Associate AD	Ongoing, in selected months throughout each academic year

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Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Evaluation	Regular data collection to assess the experiences of minority student-athletes should be continued.	Evidence that the Department's activities and programs are promoting a positive experience for minority student-athletes.	Annual on-line evaluation completed by SAAC members assessing their experiences, including, but not limited to, diversity issues.	Director of Athletics; Athletics Senior Mgmt.; Asst. AD/ Compliance	Every Fall beginning 2005
			Continued evaluation of student-athletes' exit interviews (upon completion of eligibility) on the questions relating to diversity issues. Also, schedule individual meetings with administrators.	Director of Athletics; Assoc. AD/SWA; Senior Associate AD; Faculty Athletics Rep.	Ongoing, at the end of each championship season segment
			Continued evaluation of student-athletes' exit interviews (upon transfer out of university) on the questions relating to diversity issues. Also, schedule individual meetings with administrators.	Same as previous step	Ongoing, when the student-athlete communicates decision to transfer
			Include student-athletes (who receive athletically related financial aid; participate with a program for at least one full year; and, who subsequently leave their program prior to their eligibility being exhausted) in the exit interview process. Furthermore, evaluate the questions relating to diversity issues and schedule individual meetings with administrators.	Same as previous step	As needed

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Organization and Structure	Organizational structure within the Athletics Department should promote diversity.	Promotion of diversity and positive climate through employing best possible organizational model - i.e., through continuation of current structure or use of any enhancements identified via benchmarking.	Examination of top-performing departments elsewhere to identify best practices, and modification of Bucknell's organization if appropriate and feasible.	VP for Student Affairs; Director of Athletics; Athletics Senior Mgmt.	Benchmarking in Fall 2006; Any modifications by Fall 2007
			Monitoring and review of the implementation and operation of the Minority Opportunities Plan.	VP for Student Affairs; Director of Athletics; Athletics Senior Mgmt.; Committee on Athletics; Head Coaches; SAAC	Every Fall beginning 2005
			Continued dissemination and review of University's diversity plan to ensure that Departmental initiatives are adhering to it.	VP for Student Affairs; Director of Athletics; Athletic Senior Mgmt.	Every Fall beginning 2005
Organization and Structure	Promotion of diversity and the climate to support it must have personal significance for Athletics staff.	Documented staff commitment to diversity and positive climate.	Inclusion of diversity as part of the Department's performance evaluation process (and therefore as part of performance expectations).	Director of Athletics; Athletics Senior Mgmt.; Head Coaches	Annually beginning Spring 2005
Organization and Structure	Partnerships with offices and programs outside of Athletics that advance diversity interests can and should be enhanced.	Increased collaboration and networking, including increased student-athlete and staff participation in, and co-sponsorship of, campus-wide diversity events.	Co-sponsorship with the several diversity offices of programming initiatives for the entire campus.	Director of Athletics; Assoc. AD/SWA; Assoc. Dean of Students/Diversity; Multicultural Student Services Director; International Student Services Director; Women's Resource Center Director; LGBT Awareness Director	Continuous; reviewed annually beginning Fall 2005

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Continued extension of invitations to staff outside department responsible for diversity issues to meet with all head coaches at least annually.	Same as previous step	Continuous; reviewed annually beginning Fall 2005
			Continued extension of invitations to staff outside department responsible for diversity issues to meet with the SAAC at least annually.	Same as previous step	Continuous; reviewed annually beginning Fall 2005
Organization and Structure	The diversity of departmentally related committees (e.g., Committee on Athletics, Bison Club committees, Compliance Committee) is not as great as we would like.	Greater minority representation on all committees, collectively and respectively.	Identification and appointment of minority candidates to existing campus committees and committees comprising representatives of athletics interests.	VP for Student Affairs; VP for Univ. Relations; Director of Athletics; Faculty Athletics Rep.; Assoc. AD/ External; Athletics Senior Mgmt.	Continuous beginning Summer 2005
Enrollment	The diversity of the entering student-athlete cohort is not as great as we would like.	Greater initial enrollment of minority student-athletes, in synch with university's progress and goals in this area.	Work with Admissions, Financial Aid and Enrollment Management to ensure that best practices are being employed for identifying, recruiting and enrolling minority student-athletes. Collaborate regarding enrollment goals and high potential recruiting markets, and assist coaches in all phases of recruiting process. As appropriate, work together to ensure that competitive financial aid packaging strategies are in place and being followed.	VP for Student Affairs; VP for Enrollment Mgmt.; Dean of Admissions; Director of Financial Aid; Director of Athletics	Annually beginning Spring 2005
			Inclusion of recruitment of diverse prospects among head coaches' performance expectations.	Director of Athletics; Athletics Senior Mgmt.	Annual beginning 2005-06

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Enrollment	Transitional issues are believed to be harming minority student-athletes' overall university experience.	Increased enrollment, academic performance, retention and graduation rates, as well as satisfaction levels, of minority student-athletes.	Creation of a working group to assess impact of transitional issues and then, as appropriate, design and implement program(s) in response. Such programs might include a summer "bridge" program for minority and first-generation-to-college students in the first-year class and/or other best practices employed by other institutions.	VP for Enrollment Mgmt.; VP for Student Affairs; Provost & Academic Deans; Director of Athletics; Athletics Senior Mgmt.; Faculty Athletics Rep.; Assoc. Dean of Students/Diversity Affairs; Multicultural SS Director; Dean of Admissions	Working Group - Fall 2005; Implementation-Summer/Fall 2006
Enrollment	There are no university academic support programs focused especially on student-athletes, including minority student-athletes, and general programming of this nature is limited.	High academic performance, retention and graduation rates, as well as satisfaction levels, of minority student-athletes.	Continued systematic review of the academic progress of student-athletes, using mid-term and final grade reports.	Registrar's Office; Academic Deans; Assoc. AD/SWA; Assist. AD/Compliance; Faculty Athletics Rep.; Head Coaches; Committee on Athletics	Ongoing, four (4) times per academic year
			Continued monitoring of student-life issues to secure feedback and ideas for improvement, both throughout the year and through exit interviews with graduating and transferring student-athletes.	Director of Athletics; Athletics Senior Mgmt.; Faculty Athletics Rep.; Asst. AD/Compliance; Head Coaches; Multicultural SS Director; SAAC	Ongoing, throughout the year
Comparison of Populations	There is no routine comparison of student-athlete minority representation with the student population to check for signs of discrimination in institutional recruiting practices.	Evidence that institutional recruiting practices are free of discrimination.	Annual review of enrollment and financial aid data.	VP for Student Affairs; VP for Enrollment Mgmt.; Director of Athletics; Dean of Admissions; Director of Financial Aid; Athletics Senior Mgmt.	Every Spring beginning 2005

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
Participation in Governance and Decision-Making	Minority student-athletes are not taking advantage of leadership opportunities within the Athletics Department (i. e., with the SAAC).	Better realization of the Department's existing prioritization of selecting diverse members for the SAAC.	Special efforts to interest minority student-athletes from each team in serving.	Assoc. AD/SWA; Asst. AD/ Compliance; Faculty Athletics Rep.; Head Coaches	Annually beginning Fall 2005
Employment Opportunities	Department has experienced difficulty attracting and retaining qualified minority candidates for its coaching and administrative staffs.	Increased minority representation on the coaching and administrative staffs through both recruitment and retention (includes improved experience once on campus).	Review and evaluation of current recruiting process to ensure optimal use of sources that target diverse populations.	VP for Student Affairs; Director of Athletics; Affirmative Action Officer; Dir. of Human Resources; Athletics Senior Mgmt.	Annually beginning Spring 2005
			Review of written search committee guidelines and on-line process to ensure consistency among sports.	Same as previous step	Annually beginning Spring 2005
			Program providing minority job candidates with opportunities to meet minority faculty, staff and community members, as well as such community resource guides as the University has made available.	Director of Athletics; Athletics Senior Mgmt.; Assoc. Dean of Students/Diversity Aff.	Continuous beginning Fall 2005
			Appointment of working group to evaluate models of "grow your own" programs utilized elsewhere to transition University's own students into coaching and administrative roles, and implementation as feasible.	Director of Athletics; Athletics Senior Mgmt.; Director of HR	Evaluation 2005-06; Implementation as feasible 2006-07
			Development of a minority staff hiring-retention-development program targeting 2-3 new positions in the Department (e.g., one women's coach, one men's coach, and one administrative/support staff member).	VP for Student Affairs; Director of Athletics; Affirmative Action Officer; Director of HR; Athletics Senior Mgmt.; Assoc. Dean of Students/Diversity Aff.	TBD

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			Continued provision of professional development planning for all coaches and athletics staff to encourage retention.	Director of Athletics; Athletics Senior Mgmt.; Human Resources	Ongoing and continuous
			Continued provision of diversity training to all staff as part of their professional development.	Director of Athletics; Athletics Senior Mgmt.; Human Resources	Ongoing and continuous
Employment Opportunities	Minority representation in staffing and promotion of minority personnel has not been systematically tracked.	Regular evaluation of minority staffing representation and minority promotions experience.	Collaboration with Human Resources to continuously assess these areas.	Director of Athletics; Affirmative Action Officer; Director of HR; Athletics Senior Mgmt.	Annually beginning Spring 2005
Employment Opportunities	Minority staff representation in Departmental leadership positions is not as great as we would like.	Increased representation of minority staff on Departmentally related committees (Committee on Athletics, Bison Club committees, Compliance Committee, NCAA Certification).	Identification and appointment of minority staff members to existing campus committees and committees comprising representatives of athletics interests.	Director of Athletics; Athletics Senior Mgmt.; Assoc. AD/ External	Annually beginning Summer 2005
Programs and Activities	Student-athletes' full schedules discourage their engagement in diversity programming outside the department, including interaction with non-athlete minority students.	Increased interaction between student-athletes and non-athlete minority students and increased engagement with broader minority issues.	Promotion of programs available to all students and solicitation of feedback from student-athletes on the types of issues affecting them.	Director of Athletics; Assoc. AD/SWA; Assist. AD/ Compliance; Head Coaches; Assoc. Dean of Students/ Diversity Aff.; Multicultural SS Director; International SS Director; LGBT Awareness Director; WRC Director	Ongoing

Equity and Student-Athlete Welfare

Elements			Steps		
Program Areas	Issues in the Self-Study	Measureable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
			SAAC-developed programs focusing on diversity issues.	Director of Athletics; Assoc. AD/SWA; Asst. AD/Compliance; Assoc. Dean of Students/Diversity Aff.; Multicultural SS Director; International SS Director; LGBT Awareness Director; WRC Director	Ongoing
Programs and Activities	Minority student-athletes should be exposed to the management aspects of intercollegiate athletics and recognized for their accomplishments.	Opportunities for minorities to gain experience in the management of intercollegiate athletics.	Promotion of the NCAA Minority Internship programs and use of available funding to offer internship opportunities to qualified minorities.	Director of Athletics; Assoc. AD/SWA; Asst. AD/Athletic Communications; Asst. AD/Compliance; Head Coaches	Ongoing
			Identification and nomination of minority student-athletes, as well as other student-athletes, for applicable University and NCAA awards.	Director of Athletics; Assoc. AD/SWA; Asst. AD/Athletic Communications; Asst. AD/Compliance; Head Coaches	Ongoing
Programs and Activities	Student-athletes' extraordinary contributions to diversity and climate efforts should be recognized and celebrated.	Demonstration of Department's commitment to diversity and climate issues.	Establishment of a new senior recognition award to be presented at the Senior Awards Dinner.	VP for Student Affairs; Director of Athletics; Athletics Senior Mgmt.; Assoc. AD/External	Annually beginning May 2005
Programs and Activities	Athletics' commitment to sponsoring Department-specific programming and workshops should be continued.	Evidence that programming promotes a positive minority student-athlete and staff experience in areas such as leadership, relationships and achievement.	Identification and utilization of speakers, alumni and other resources for programming.	Director of Athletics; Assoc. AD/SWA	Ongoing; annually reviewed in June

Equity and Student-Athlete Welfare

Operating Principle

3.3 Student-Athlete Welfare

Self-Study Items

1. List all "corrective actions," "conditions for certification" or "strategies for improvement" imposed by the NCAA Division I Committee on Athletics Certification in its first-cycle certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Welfare). In each case, provide: (a) the original "corrective action," "condition" or "strategy" imposed; (b) the action(s) taken by the institution; (c) the date(s) of the action(s); and (d) an explanation for any partial or noncompletion of such required actions. Please note, the institution is not required to respond to recommendations for required actions developed by the peer-review team unless those same recommendations were adopted by the Committee on Athletics Certification.

The CAC imposed no corrective actions, conditions for certification, or strategies for improvement relating to Operating Principle 3.3 in its first-cycle certification decision.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its first-cycle certification process as they relate to Operating Principle 3.3 (Student-Athlete Welfare). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. Please note, the institution will not be required to fulfill an element of a first-cycle plan if the element does not affect conformity with an operating principle.

With respect to Operating Principle 3.3, Bucknell developed no plans for improvement or recommendations during its first-cycle certification process.

3. Describe any additional plans for improvement/recommendations in the area of Operating Principle 3.3 (Student-Athlete Welfare) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.

Although it has not been necessary for Bucknell to develop a formal plan for improvement regarding student-athlete welfare, the university has undertaken a series of initiatives which address features related to the welfare of its student-athletes and its student body as a whole. The university does not formally distinguish those forms of student assistance which may help athletes more than the remainder of the student body, although several of these programs provide distinct aid to student-athletes.

Those general Bucknell initiatives that have included student-athletes among the beneficiaries include:

1. Creation of a specific office to house and address issues of sexual orientation. In 1992, the LGBT Office was officially commissioned and staffed. In order to address better the specific needs of lesbian, gay, bisexual and transgender students, the office now acts as a clearinghouse for information, a resource for campus presentations, and a comfortable gathering place for students.
2. Coordination with the Office of Human Resources to provide training in such areas as sexual harassment and ethnic, racial, and religious sensitivity to the staff who most closely interact with students.
3. Employment of a dietician by the Dining Services vendor.
4. Driving instruction courses for all student drivers.
5. Employment of a counselor dedicated solely to drug and alcohol issues.
6. Creation and significant expansion of the Career Development Center over the last several years.
7. Purchase of automated external defibrillators (AED).
8. Removal from service of 15-passenger vans immediately after the NHTSA warning, and replacement of those vehicles with 14-passenger minibuses.

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Those initiatives whose primary beneficiaries have been student-athletes include:

1. Employment of strength and conditioning trainers and coaches to insure proper use of equipment and weights.
2. Enhancement of arrangements with local hospitals and improvement of physical therapy and training facilities to better meet the needs of injured student-athletes.
3. Scheduled presentations on alcohol abuse and aggression to student-athletes from former student-athletes who served prison time.
4. Enlargement of the training staff.
5. Increased number of assistant coaches.
6. Tracking and monitoring of injury frequency and severity.
7. Increased staff for the recreational facility and equipment distribution, including additional staff for women's equipment delivery.
8. Numerous meetings among the director of athletics, the senior woman administrator and the lesbian, gay, bisexual, and transgender (LGBT) coordinator to discuss issues and concerns of students and student-athletes and to work together in creating a safe environment for student-athletes and coaches.
9. Significant enhancement of programs directed specifically at student-athletes, and the director of athletics' and senior woman administrator's encouragement (or requiring) of attendance by student-athletes and coaches.

4. Explain how the institution is organized to further its efforts related to the student-athlete welfare operating principle and provide evidence that matters concerning student-athlete welfare are monitored, evaluated and addressed on a continuing basis.

Two formal bodies of the university have specific responsibility for monitoring the Athletics Department and its activities, and developing policies as needed. They are the Committee on Athletics (a joint committee of faculty and students primarily, staffed by administrators) and the Compliance Committee.

The Committee on Athletics, formerly a subcommittee of the Committee on Instruction with additional reporting responsibility to the Committee on Complementary Activities, was in 2005 authorized as a free-standing entity. Its role is set forth in its original charge:

"The Committee on Athletics will serve in an advisory capacity to the director of athletics and will help in guiding the department with respect to the educational goals of the university. This subcommittee will report periodically to both the Committee on Instruction and the Committee on Complementary Activities and will make recommendations to the president concerning procedures and planning. Policy revisions will be initiated through this subcommittee. . . ."

The Compliance Committee is a key component of the University's compliance program. The committee was established originally by the Office of the President in calendar year 1999 as a permanent standing committee to regularly monitor and review the compliance activities of the intercollegiate athletics program.

While the university's chief executive officer must be the primary figure in maintaining institutional control of the athletics program, the Compliance Committee provides critical communication and oversight functions that support the university's and the president's compliance efforts while working to ensure the continued integrity of the intercollegiate athletics program. The committee plays an important role in overseeing and evaluating the university's compliance efforts.

From its inception through September 2001, the Compliance Committee was extremely effective in carrying out its assigned duties per its original charge. More specifically, its efforts helped to create the first Bucknell Compliance Manual and to coordinate systematic policies and procedures for monitoring several key compliance topics such as financial aid, eligibility and certification. During that time span, the Athletics Department also implemented operational changes with respect to its compliance efforts. First, a full-time compliance coordinator, the assistant director of athletics for compliance and student affairs, was hired in November 2000 to oversee the day-to-day compliance issues. Second, the Athletics Department completed a major administrative restructuring and organizational plan. As a result, the department acquired an appropriate internal "checks and balances" system to monitor compliance initiatives.

Given those athletics administrative changes and the fact that the Compliance Committee completed several of its previously assigned duties and responsibilities, the Compliance Committee in 2001 assumed a modified role of overseeing and evaluating the University's compliance efforts. The Compliance Committee's involvement in monitoring the athletics compliance program continues to represent an appropriate vehicle for meaningful administrative involvement and input from a broadly constituted set of university offices. This involvement is instrumental in achieving the goal of providing a successful educational experience for all student-athletes while performing a key role in maintaining institutional control of the intercollegiate athletics program.

Equity and Student-Athlete Welfare

The charge of the Compliance Committee follows:

"Bucknell University's Compliance Committee's primary charge is to uphold the following three NCAA guiding principals:

- 1) Principle of Rules Compliance;
- 2) Principle of Institutional Control; and
- 3) Principle of Ethical Conduct.

Bucknell University's Compliance Committee will report to the Vice President for Student Affairs and will consist of the following individuals:

Faculty Athletics Representative, Chair
Assistant Director of Athletics for Compliance and Student Affairs
Registrar
Dean of Admissions
Director of Financial Aid
Controller
Internal Auditor
General Counsel
Director of Athletics, Ex Officio
Senior Woman Administrator, Ex Officio

This will be a university-wide committee, which will facilitate campus wide communication, cooperation, and oversight related to the compliance program. Specific responsibilities of the committee will be to:

- A. Continually monitor Bucknell's compliance policies and procedures by periodically reviewing the Department of Athletics Compliance Manual, working compliance calendar and coaches' compliance calendar.
- B. Periodically review the Bucknell University "Schedule of NCAA Violations and Infractions."
- C. Periodically review the Continuing Education Program, the Certification Process, Financial Aid Compliance Policies and Eligibility Issues.
- D. Periodically review sections of the NCAA Manual as well as proposed/adopted NCAA legislation.
- E. Participate, when applicable, in all financial aid and transfer appeals hearings per NCAA regulations.
- F. Serve as a primary institutional resource for future NCAA-mandated comprehensive self-studies and evaluations of the intercollegiate athletics program. This may include active participation in a prescribed institutional self-study and any subsequent evaluations through the external peer review process.
- G. Submit a year-end Compliance Committee Report to the Vice President for Student Affairs. Drafted by the Chair, this report will highlight the topics reviewed, recommendations made and the actions taken as they relate to NCAA Compliance.
- H. Perform any other compliance-related duties or responsibilities as assigned by the Office of the President or the Vice President for Student Affairs.

Specific responsibilities of individual committee members will be to:

- A. Serve as the official liaison between their respective offices and the Bucknell University Compliance Committee.
- B. Ensure that all requests made of their offices by the Compliance Services Office are carried out by the appropriate designee/s.
- C. Remain actively engaged as an external resource as it relates to Bucknell's compliance policies and procedures.

Compliance Committee Directives:

- > The Assistant Athletics Director for Compliance and Student Affairs will be the primary manager of committee operations. More specifically, he or she will work with the Faculty Athletics Representative to set meeting agendas and help facilitate committee discussions. Compliance Committee members may introduce a topic to be included in the meeting agenda by communicating that issue to the Assistant Athletics Director for Compliance and Student Affairs.
- > The Compliance Committee will meet once every six weeks while the academic year is in progress at Bucknell University. The Assistant Athletics Director for Compliance and Student Affairs will coordinate the time, date and location of each meeting in conjunction with the Committee Chair.
- > Annually, the first Compliance Committee meeting shall be a review of the President's "Annual Executive Compliance Report" as presented by the Assistant Director of Athletics for Compliance and Student Affairs for the prior academic year. The report shall address the institution's current compliance policies and procedures as they relate to the Compliance Committee's Guiding Principles and the aforementioned year-end Compliance Committee Report.
- > As required by NCAA regulations, ensure that commitment to rules compliance is a central element in all

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personnel matters. Committee members and their appropriate designees must show a clear and unambiguous commitment to rules compliance as evidenced in contracts/letters of appointment, performance evaluations, and job descriptions." [End of Compliance Committee Charge]

Annually, or more frequently if needed, the senior staff of the Athletics Department reviews all aspects of student-athlete welfare issues. In addition, specific issues are addressed on an as-needed basis by the Student-Athlete Advisory Committee, the Sports Management Team, the faculty athletics representative, the vice president for student affairs, and the president. The Committee on Athletics, composed of faculty and students, also can intercede or suggest necessary changes.

5. Describe the institution's educational enhancement programs (e.g., education regarding career guidance counseling; personal counseling; health and safety; alcohol and other drug guidelines [see the NCAA Sports Medicine Handbook, Guideline No.1-E]; non-academic components of life skills programs) available to student-athletes. Describe practices/procedures in place to encourage and assure student-athletes' access to these programs.

During the orientation program for student-athletes, they are introduced to the many Bucknell resources and programs available to students in general and to student-athletes in particular. Many of the university's educational enhancement programs also are described in the Student-Athlete Handbook, including these references:

GUIDANCE COUNSELING

Psychological Services — X71604

Students often talk with a counselor in Psychological Services about depression, anxiety, and personal relationships. They also have talked with counselors about improving study habits, motivation, dealing with test anxiety, learning to deal with stress, or choosing a major. Athletes may find it helpful also to discuss problems with food, body shape, or dealing with injuries.

If a psychological emergency should occur after the office is closed for the day, a Counselor can be reached by calling X71604; an answering service operator will put you in touch with a Counselor.

CAREER COUNSELING

Career Development — X71238

The Career Development Center offers a variety of services and resources that can help students make informed decisions impacting their short-term and long-term futures. The CDC staff assists all Bucknell students in selecting career goals, identifying internship and full-time opportunities, and preparing them for these opportunities — from creating resumes and preparing for interviews to evaluating offers. Stop by the CDC (located in the Botany Building) where you can make an appointment to talk with a counselor, review online career information, or pick up helpful literature about career issues. Check out the CDC Home Page — http://www.bucknell.edu/About_Bucknell/Offices_Resources/Career_Development_Center/index.html - for updated CDC information on new programs, workshops, recruiting information, and other services.

TUTORING

Tutoring in Biology, Physics, Mathematics and Chemistry

Bucknell's tutoring program, coordinated by the Writing Center, offers supplemental academic assistance to those needing additional help in introductory courses in Biology, Physics, Mathematics and Chemistry. Before requesting a tutor from the Compliance Services Office, students must do the following:

Consult your instructor

We believe that the professor teaching the course is your best "tutor." Don't be afraid to ask for help. The instructor knows where you are having trouble and can best explain what is expected of you in the class.

Consult with teaching assistants assigned to the course

These students are selected by the department for their ability in the subject and their familiarity with course materials. Often, they are familiar with the faculty instructor, and can help you understand the teaching style of that instructor

The following courses have tutors available for Bucknell students. Should a student need assistance in a course that is not listed, he/she is to speak with the professor of the course and request a tutor. If the student is still struggling in locating a tutor for the course, please contact the Compliance Services Office.

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BIOLOGY

BIOL 121: General Biology
BIOL 122: General Biology
BIOL 205: Introduction to Molecules and Cells
BIOL 206: Organismal Biology
BIOL 207: Genetics

CHEMISTRY

CHEM 105: Introduction to Chemistry
CHEM 106: Introduction to Chemistry
CHEM 201: General Chemistry
CHEM 202: General Chemistry
CHEM 206: Intro to Environ. Chemistry
CHEM 211: Organic Chemistry I
CHEM 212: Organic Chemistry II
CHEM 221: Inorganic Chemistry

MATHEMATICS

MATH 192: Topics in Calculus
MATH 201: Calculus I
MATH 202: Calculus II
MATH 205: Accelerated Calculus I
MATH 206: Accelerated Calculus II
MATH 216: Statistics I

PHYSICS

PHYS 211: Classical and Modern Physics
PHYS 212: Classical and Modern Physics
[End of Handbook citation]

ATHLETICS DEPARTMENT PROGRAMS

Numerous programs also are provided by the Athletics Department for the specific benefit of student-athletes. Since 2001-02, speakers and activities have included:

Speakers

Joe Gervais (Hazing) — October 2001
Don MacPhearson (Diversity) — April 2002
Pat Griffin (Diversity)— February 2003
Billy Bean (LGBT) — April 2004 (Co-sponsorship)
Nancy Hogshead-Makar (Gender Equity) — February 2004 (Co-sponsorship)
Tim Weirman (Nutrition/Health) — February 2004
Martin Luther King Celebration (Diversity) — January 2005
Brian Crow (Hazing) — February 2005
Joel Fish (Diversity) — April 2005
Mike Domritz (Healthy Dating/Consent/Date Rape/Sexual Assault) —November 2005
Michael Franzes (Gambling) — February 2006

Special Meetings

Annual invitations to the associate dean of students for multicultural affairs, coordinator of LGBT Awareness, Women's Resource Center, and chaplains to meet with head coaches and SAAC.

Brown Bag Luncheon Speakers (Began Fall 2003)

Nancy Grant — Eating Disorders/Nutrition
Tim Weirman — Nutrition
Bob Thomas — Alcohol
Billy Bean — LGBT Issues
Laura Denbow — Career Development
Susan Hurd — Nutrition
Dr. John Furia — Strength Training
Mary Wyeth — Writing
Rev. Ian Oliver, Rabbi Serena Fujita, Fr. Marty Moran — Religious Life
Robert Midkiff — Exam Preparation and Stress Management
Dr. Linda Locher — In- to Off-Season Transition Challenges
Fran McDaniel — LGBT Issues

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Student-athletes are required to attend those programs sponsored by the Athletics Department unless there is a conflict with their academic schedule. Prior to their student presentations, speakers generally meet with the coaches and the SAAC to become familiar with specific issues within their general topic areas that might be particularly helpful to Bucknell student-athletes. No coaches are permitted to attend the student-athlete presentations, so that the student-athletes can ask more comfortable and candid questions of the presenters, without fear of recrimination.

The Brown Bag Luncheons are voluntary.

6. Describe the institution's process for conducting the student-athlete exit interviews required by NCAA Constitution 6.3.2 and the means by which this information is used to better the student-athlete experience. Describe other avenues available to student-athletes to provide input.

EXIT INTERVIEWS

In compliance with NCAA regulations, the Athletics Department has created four web-based exit interviews for the following groups:

- > Graduating seniors — to be completed at the end of one's championship season
- > Student-athletes transferring out of Bucknell
- > Student-athletes who receive athletically related financial aid, participate with a program for at least one full year, and subsequently leave their program prior to their eligibility being exhausted
- > All members of the Student-Athlete Advisory Committee.

In addition, the director of athletics, faculty athletics representative, and appropriate sport supervisor conduct in-person exit interviews in each sport with a sample of student-athletes whose eligibility has expired. All information and responses provided are held in strict confidence. A compilation of the evaluation results (without names) is shared with the coaching staff and other appropriate athletics staff members.

TEAM ISSUES

Bucknell's Athletics Department recognizes that difference of opinion or interpretation may arise between student-athletes and coaches. The department urges that the student-athlete first seek resolution through discussion with his/her respective head coach. If the disagreement cannot be resolved in that manner, the student-athlete is encouraged to arrange a meeting with the appropriate sport supervisor to discuss and work through the issue. Should the student-athlete still feel that s/he has been treated unfairly, s/he may ask to meet with the director of athletics or with the director of athletics and faculty athletics representative. It is in the last of these meetings that a final decision and/or plan is made.

INDIVIDUAL ISSUES

The student-athlete will generally approach the sport supervisor or, if uncomfortable with that supervisor, another person of authority within or outside the Athletics Department. In addition, the student-athlete is encouraged to contact those offices which deal with any specific issues which might concern the student-athlete.

7. Describe the institution's and/or athletics department's written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e. financial aid and transfers) and in other areas (e.g. harassment, hazing, abusive behavior, sexual orientation). Also, identify the individual(s) responsible for overseeing the administration of the grievance and/or appeals procedures and describe the means by which the grievance and/or appeals procedures are communicated to student-athletes and staff.

TRANSFER APPEAL PROCESS

Should Bucknell deny a student-athlete's request to permit any other institution to contact the student-athlete about transferring, it is the responsibility of the Compliance Services Office to notify that student-athlete, in writing, of such denial and the process by which to appeal the decision. If a student-athlete wishes to appeal this decision, s/he must submit a written request within 15 days of the issuance of the denial letter. The written request must include the following:

- > The student-athlete's name, identification number, year in school and sport;
- > The reason(s) to appeal the Athletics Department's recommendation; and
- > Copies of any relevant documents for the Compliance Committee's review.

Equity and Student-Athlete Welfare

Once a written request has been received by the faculty athletics representative, a hearing is scheduled on the student-athlete's behalf and s/he is notified of the date and time. The director of athletics and/or coach also is notified of the decision to appeal and is offered the opportunity to appear before the appeals committee (Compliance Committee) as well. Per NCAA rules, no committee member is employed in the Athletics Department.

Both the student-athlete and the Athletics Department have separate opportunities to present their respective opinions regarding the denial of the transfer request. Within 10 business days, the Compliance Committee is to issue its decision in writing and inform the student-athlete and the department. The committee's decision is final.

FINANCIAL AID APPEAL PROCESS

In accordance with NCAA, Patriot League and institutional regulations, Bucknell student-athletes may appeal the non-renewal, reduction, or cancellation of financial aid by requesting a hearing before members of the Compliance Committee. If a student-athlete wishes to appeal a financial aid decision, s/he must submit a written request within 15 days of the issuance of the notification letter. The written request must include the following:

- > The student-athlete's name, identification number, year in school and sport;
- > The amount of preferential athletic grant/athletic merit grant awarded during the previous academic year;
- > The reason(s) to appeal the Athletics Department's recommendation; and
- > Copies of any relevant documents for the Compliance Committee's review.

Once the written request has been received in the Financial Aid Office, a hearing is scheduled on the student-athlete's behalf and s/he is notified of the date and time. The director of athletics and/or coach also is notified of the decision to appeal and is offered the opportunity to appear before the committee as well. Per NCAA rules, no committee member is employed in the Athletics Department.

Both the student-athlete and the Athletics Department have separate opportunities to present their respective opinions regarding the cancellation of a preferential athletic grant or an athletic merit grant. Within 10 business days, the Compliance Committee is to issue its decision in writing and inform the student-athlete and the Athletics Department. The committee's decision is final.

In both transfer and financial aid denials, in addition to the notice of appeal in the Student-Athlete Handbook, the affected student-athlete is informed of his/her appeal rights and deadlines in the notice of denial.

HAZING

A student-athlete who believes that s/he has been the victim of hazing, harassment or abusive behavior has the same options as all students for reporting violations of the student conduct code to the Judicial Administrator for on-campus disciplinary proceedings or, if the behavior rises to the level of criminal behavior, to have campus support in reporting such behavior to the local law enforcement agencies or the District Attorney.

BUCKNELL HANDBOOK PROVISIONS (applicable to all students):

The following text has appeared since 1999 in a variety of Bucknell publications to articulate the university's commitment to diversity and to maintaining a campus climate supportive of diversity:

"As an institution of higher learning, Bucknell is committed to fostering an inclusive and diverse campus community, enriched by persons of different races, nationalities, ethnicities, gender identities, socioeconomic circumstances, ages, sexual orientation, and religious backgrounds. This commitment goes beyond the mere toleration of differences by seeking to promote equity and eliminate attitudes and actions that have separated, excluded or marginalized people in the past, and by facilitating true understanding and recognition. These aspirations inform, in a deep and abiding way, the mission of the University, its curriculum, its social life, and its general climate. Diversity at Bucknell, therefore, is a fundamental commitment, consistent with the goals of an institution of higher learning."

Promoting Equity and Respect at Bucknell

As a community committed to diversity, civility, mutual respect, and common courtesy, Bucknell retains the right to address behavior that demonstrably harasses, threatens, or expresses violence toward a person due to his/her race, color, gender, sexual orientation, age, religion, national or ethnic origin, or disability. If a student feels that s/he has been discriminated against or harassed, s/he is encouraged to speak up, to respond, and to seek assistance and counsel from a faculty member or administrator.

Bucknell stands for openness and freedom of expression. The university is committed to the intellectual and personal growth of all its students in an environment that is free of harassment and discrimination. Therefore, the university will address actions that create a hostile environment and threaten the ability to live and learn at Bucknell.

Sexual Harassment

Sexual harassment is strictly prohibited and is defined as the subjection of a person to unwanted verbal or physical attention, i.e., remarks or conversation of a sexual nature, repeated unwelcome sexual advances, retaliation for

Equity and Student-Athlete Welfare

refusal to comply with sexual demands, or the coercion of a person into a sexual relationship. The Student Code of Conduct also prohibits racial, ethnic, religious, or sexual orientation harassment.

Sexual Orientation

At Bucknell, gay issues, academic study, and personal achievement are taken seriously; the university is committed to the safety and well-being of lesbian, gay, and bisexual students, faculty, and staff. According to the university's non-discrimination policy, the institution:

"Does not discriminate on the basis of race, color, gender, sexual orientation, age, religion, national or ethnic origin, marital status, veteran status, or disability in the administration of its educational policies, admission policies, scholarships and loan programs, and athletic and other University-administered programs."

Hazing

In keeping with university policy and in support of Bucknell's Statement of Student Responsibility, the Athletics Department endorses the following policy regarding hazing of fellow students and student-athletes (Student-Athlete Handbook, p. 41):

"In recognition of the dignity of every individual, any activities which could be regarded in any manner as "hazing" will absolutely not be tolerated on any varsity athletic teams at Bucknell, either during actual team activities in the pre-season or at any time during the academic year. Such activities might include: Any type of personally dehumanizing act, any and all alcohol-related activities in which any person is encouraged or forced to use alcohol against his or her will, or any act that might cause personal embarrassment to the participants. This policy relates to the interaction of all students regardless of class year. For the purpose of this definition, any activity as described in this statement upon which the initiation or admission into or affiliation with or continued membership in an organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding.

Should any student-athlete not comply with this policy and, should the person and/or group be found guilty of hazing activities, the varsity season in that particular sport may be canceled immediately. The review of these matters will be a function of the offices of the Dean of Students and the Director of Athletics.

Violations of University policy will follow the University Judicial System if official University charges are brought against any student-athlete. Should an internal (Team) policy infraction occur (each intercollegiate athletic squad is required to have its own policy regarding, but not limited to: drugs, alcohol, and hazing), the head coach of that sport and the Athletics Director shall impose disciplinary actions which may include suspension from the squad. Therefore, it is imperative that each student-athlete fully understand team, University, local and state policies and regulations."

- 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.**

From the introduction to the Student Handbook:

"As a community committed to diversity, civility, mutual respect, and common courtesy, Bucknell retains the right to address behavior that demonstrably harasses, threatens, or expresses violence toward a person due to his/her race, color, gender, sexual orientation, age, religion, national or ethnic origin, or disability. If a student feels that he or she has been discriminated against or harassed, he or she is encouraged to speak up, to respond, and to seek assistance and counsel from a faculty member or administrator.

Bucknell stands for openness and freedom of expression. The University is committed to the intellectual and personal growth of all its students in an environment that is free of harassment and discrimination. Therefore, the University will address actions that create a hostile environment and threaten the ability to live and learn at Bucknell."

The university established the LGBT Office in 1992 to make support and resource services available to lesbian, gay, bisexual, and transgender students. That office has permanent staffing and student assistants and a variety of programs and information for students, faculty, and staff who seek their advice or information.

In order to make student-athletes aware of those resources, as well as the issues and concerns that may affect student-athletes with diverse sexual orientations, the department has sponsored several programs to educate coaches and student-athletes. Those programs have included:

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SPEAKERS

Pat Griffin (Diversity)
Billy Bean (LGBT)

BROWN BAG LUNCHEONS

Billy Bean (LGBT Issues)
Joel Fish (Diversity)
Fran McDaniel (LGBT Awareness)

Annual invitations also are extended to Fran McDaniel, coordinator of LGBT programs, among other staff members and resources, to meet with the head coaches and the SAAC.

In addition, the Student-Athlete Handbook alerts student-athletes to LGBT resources in the following text:

LGBT — Lesbian, Gay, Bisexual, Transgender Awareness - X71609

This office provides information to those seeking to learn about pertinent lesbian, gay, bisexual and transgender awareness issues. In doing this, the LGBT Office provides programming, counseling and discussion groups. The office is located in 100A Roberts Hall.

9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator (s) responsible for the institutional awareness of health, safety (including travel) and sports medicine policies. Describe the process by which these policies and guidelines are disseminated within the athletics department, who receives this information and how these issues are addressed within the athletics department. [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

The department is committed to providing student-centered operating mechanisms to ensure the health and safety of student-athletes. These mechanisms are established collaboratively by members of the Athletics Department, the university's director of student health services, and team orthopaedic physician(s) with reference to the NCAA Sports Medicine Handbook as a guideline. The policies and guidelines are addressed and disseminated in a variety of ways:

1. Overview through annual team certification meetings (video)
2. Overview through specific athletic trainer
3. Student-Athlete Handbook
4. Staff Manual
5. Sports Medicine Pamphlet
6. Coaches

Prior to any athletically related activity, a detailed health history is obtained from all first-year and transfer student-athletes as a supplement to the university's requirement that all incoming students complete a pre-enrollment physical prior to reporting to campus. For returning student-athletes, a pre-participation physical examination occurs in the spring following team participation. This examination includes the following: heart rate, blood pressure, height, weight, general physician exam; and an orthopaedic exam (football only). Beginning in the spring 2006, all student-athletes participating in contact and collision sports will participate in Standardization Assessment for Concussion (neuropsychological) testing. If additional special tests are required or previous health history records are needed, they are ordered by the team physician. The level of participation of the student-athlete is then determined by the team physician(s). The assistant director of athletics for sports medicine is responsible for the administration of these pre-participation physical exams.

It is the university's policy that all students must have comprehensive medical insurance coverage against injury or illness. Because of this university requirement, each student-athlete must have a comprehensive medical plan as his/her primary coverage and the university provides secondary or excess coverage for injuries sustained while participating in intercollegiate athletics or that may occur as a result of travel. If necessary, NCAA catastrophic insurance provides benefits above the university's secondary coverage. In conjunction with the Office of the General Counsel internally and an external insurance advocate, the assistant director of athletics for sports medicine is responsible for the tracking and coordination of insurance benefits for student-athletes.

In the event of an injury, the assigned athletic trainer, in conjunction with the team doctor(s), is responsible for injury evaluation, referral, rehabilitation, and a return to practice plan for the student-athlete. Injuries are a part of athletics, unfortunately, and all student-athletes are made aware of the risks of participating in intercollegiate sports at the

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annual team certification meeting. The department's strength and conditioning staff provides program-specific preseason workouts to prepare student-athletes for the full rigors of sports.

Practice and playing facilities are inspected by the assistant director of athletics for facilities, his event assistant, the athletic trainers and the coaching staff to ensure a safe venue for participation. If there are any safety concerns regarding a facility for maintenance and/or repairs, they are evaluated and appropriate measures are taken to provide a safe environment. Severe weather conditions (heat, lightning, etc.) are monitored by the athletic trainers and practices are cancelled, modified, or moved to an indoor facility or different time if the situation warrants. Various mechanisms, including mechanical lightning-detection equipment, bulb testers for humidity, and Accuweather Internet Direct, are utilized in making the prudent decision.

There are three equipment room operations on campus, with varying levels of responsibility in each for the purchase and oversight of mandatory safety equipment. In football, the equipment manager is responsible for ordering, maintaining, and fitting student-athletes with the required safety equipment. The football equipment manager is an active member of the national equipment managers' organization and is responsible for being up-to-date with the latest information on safety advances. In football, the coaching staff and athletic trainers also are involved in the fitting of equipment. For the remaining sports assigned to the men's and women's equipment operations in the field house, each coach is responsible for ordering uniforms and equipment for his/her team. The coaches and athletic trainers are responsible for ensuring that each student-athlete has the protective equipment that is required for NCAA participation. The equipment manager's role for these areas is focused on in-room services, and does not extend to on-field responsibilities.

The Athletics Department historically has enforced mandatory equipment rules in all sports, and places special emphasis on the use of mouth guards for selective sports where NCAA playing rules mandate usage (which is consistent with what is called for in the NCAA's 2004-05 NCAA Sports Medicine Handbook). In addition, the Department has gone to great lengths through signage and verbal communication to educate all of its student-athletes to the benefits of wearing a mouth guard during practice and competition, and it provides any student-athlete with a "mouth formed" mouth guard for each season upon request (the departmental policy is among the resource materials available to supplement this report). Coaches and staff recognize the benefits outlined by the American Dental Association and support any student-athlete wanting a "mouth fitted" mouth piece. The athletic trainers are responsible for providing student-athletes with a mouth guard. In special circumstances, student-athletes are provided the option to obtain a custom mouth guard, or request a "WHISP" protective mouth guard.

Travel arrangements for the intercollegiate teams are the responsibility of the head coach, the associate director of athletics for business and team services, and the sport administrator. Teams can utilize university motor pool vehicles, the Bucknell school bus, rental vans, charter buses, and airplane travel. University policy requires student-athletes to be certified (via a driving and written test) to be permitted to drive any university vehicle. There are some sport practices that occur off campus (rowing, cross country). University vans are made available for all off-campus practices, although the rowing teams often take their own vehicles to off-campus practices. Cross country is provided vans/buses for off-campus sessions.

In the event of inclement weather, the department's policy is that the head coach, in consultation with the charter bus service, if any, is responsible for determining safe travel protocols given each situation. Head coaches are reminded throughout the year at staff meetings to err on the side of caution and prioritize the safety and welfare of the student-athletes. When a Bucknell motor pool vehicle is being utilized for transportation, its use during an emergency or inclement weather is at the sole discretion of the Reservation, Information and Conference Services Office. Users are reminded of a 1-800 number to call in an emergency situation.

The Athletics Department tries to accommodate student-athletes' requests to travel separately from the university's official travel party to a competition. However, in consideration for not traveling with the official university travel party, Bucknell requires written parental authorization and expects to be indemnified and held harmless from any claim for injuries or damage that may arise in connection with the student-athlete's voluntary choice to take responsibility for personal travel to/from intercollegiate competition. Each head coach provides the necessary paperwork for parental acknowledgement. In consideration of the foregoing, the student-athlete, parents, and head coach agree as follows:

1. In consideration of the provision to allow for personal transportation, student-athlete hereby waives and gives up all rights he, she, or family may have against Bucknell, their agents, and employees from any claim or cause of action that may arise from the travel described above.
2. Further, student-athlete agrees to indemnify, defend, and save and hold harmless Bucknell University, their agents, and employees from any claim or cause of action that may arise from the travel described above.
3. Further, student-athlete agrees to make no claim or to sue Bucknell University, their agents, and employees as a result of any injuries or damage arising from the travel described above.

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- 10.** Describe the institution's emergency medical plan for practices and games. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

Bucknell has developed a comprehensive sports medicine program of prevention, treatment, and rehabilitation to ensure quality medical care for student-athletes. The assistant director of athletics for sports medicine and the staff of certified athletic trainers are responsible for the administration and management of the sports medicine program and for the supervision of program staff. The sports medicine staff consists of university physicians, team orthopaedic physicians, athletic trainers, and support staff. The assistant director of athletics for sports medicine directs a staff of six full-time athletic trainers, one graduate assistant, and several undergraduate student athletic trainers.

Two athletic training/treatment centers are available to all athletes at specific times. The Sports Medicine Center is located in the Kenneth Langone Athletics and Recreation Center (KLARC), behind Davis Gymnasium. The second training room is located in Christy Mathewson-Memorial Stadium. The training room hours are posted at the entrance to each training room. In general, mornings are for specialized treatments and injury evaluation, and afternoons are for practice preparation. Schedules may change during breaks, between semesters, and during the summer.

The Athletic Training Room operates on a walk-in, first-come-first-served basis; however, appointments may be scheduled with each staff member as needed. Teams that are in-season have first priority for use and service of the Athletic Training Room when conflicts occur. It is a departmental policy that all home events, traditional season and non-traditional, must have a certified athletic trainer on-site. In most instances, this requirement precludes athletic trainers from traveling with sports programs to away contests (except for football, men's and women's basketball, men's lacrosse, and wrestling). For championship events, a coach may request that an athletic trainer travel. This is accommodated only upon approval of the senior associate director of athletics and the availability of athletic trainers.

Athletic trainers are assigned to attend practices and competitions by the assistant director of athletics for sports medicine, with priority coverage given to in-season, "high-risk" sports. The assistant director and the athletic training staff are available for all 27 intercollegiate sport programs on a 24-hour, on-call emergency basis.

In addition, each coach at Bucknell, whether a graduate assistant, volunteer, full-time assistant, or head coach, is contractually required to have an up-to-date Adult CPR and Standard First-Aid card, along with being certified in the use of the automated external defibrillator (AED). Courses are offered on-site by both the athletic training staff and the American Red Cross of Union County periodically throughout the year. Athletics Department personnel also can obtain CPR/First Aid/AED training at another facility and show proof of course completion. There are six AEDs for use by the athletic trainers, four public-access AEDs in the KLARC, and one AED in the assigned Public Safety vehicle. For all home events, an AED is positioned on site or in the general vicinity if adjacent competition venues. If there are too many home events, the AED units are assigned to the sporting activities deemed to have the highest risk. In all instances of travel for football, men's lacrosse, women's lacrosse, and wrestling, the athletic trainer travels with an AED.

- 11.** Describe the institution's written emergency plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. [Note: The institution may want to refer to the emergency care section of the NCAA Sports Medicine Handbook Guideline No. 1-A as a guide in responding to this self-study item.]

EMERGENCY PLANS

There are two levels of the university's emergency medical plans that pertain to the operation of the varsity athletics program. On a macro-level, the University's Emergency Response Manual is provided via electronic copy (available at: http://www.bucknell.edu/About_Bucknell/Offices_Resources/Public_Safety/For_Your_Safety/Emergency_Response_Manual.html), discussed at departmental staff meetings, and reviewed at the time of new employee orientation by the human resources staff.

The department's tactical plans are provided to each coach for his/her respective venue, reviewed with each member of the sports medicine staff (including student assistants) and available from the Sports Medicine Office upon request. These tactical plans are among the resource materials available to supplement this report. They are:

- a. Bucknell University Emergency Action Plan — Basic

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- b. Bucknell University Action Plans — Venue Specific
- c. Coaches and Student Trainer Emergency Protocol

OUT-OF-SEASON WORKOUTS, STRENGTH TRAINING AND SKILLS SESSIONS

The head strength and conditioning coordinator develops and administers strength and conditioning programs for all varsity sports. A strength and conditioning staff member or coach always is present, supervising and administering the program for the respective teams. No varsity student-athlete is permitted to train unsupervised.

Student-athletes must work out on their assigned days and at their assigned times (as always, academic commitments take priority). If a team or individual is unable to keep its commitment (day or time), the strength and conditioning staff attempts to accommodate the requested change. If this is not possible, the student-athlete is instructed to utilize similar equipment that is available in the Krebs Fitness Center and free-weight room. For this facility, there are student and front desk monitors on-site while the facility is open.

The workout agreed upon by the head coach and the strength and conditioning staff is the only workout performed in the Berger Strength Training Center. Individual or non-approved workouts and exercises are not permitted. "Optional and supplemental" workouts are not permitted in the Berger Strength Training Center unless instructed and coordinated by the strength and conditioning staff.

In the event that an out-of-season workout or strength training or skills session occurs while the Sports Medicine Center is not staffed and there is not an ATC on-site, the strength and conditioning staff member, as well as all coaches, are certified in CPR/First Aid/AED. They are instructed to contact Public Safety and the cell phone of the respective athletic trainer in the event of an emergency (home and cell phone numbers are available both in the Sports Medicine Handbook and the department's staff directory).

12. Using the program areas for student-athlete welfare issues please:

- a. Describe how the institution studies these topics as they apply to all student-athletes;
- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and
- c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

1. Evaluation Periodic review of athletics department activities for consistency with goals and objectives set forth in the institution's and athletics department's written commitments to student-athlete welfare, including the evaluation of the effectiveness of mechanisms to ensure the health and safety of student-athletes.

- a. Describe how the institution studies these topics as they apply to all student-athletes.

The evaluation of the program, described in greater detail under Self-Study Item 4 above, primarily resides in the Athletics Department, but is monitored and overseen by campus committees (the Committee on Athletics, which consists principally of faculty; the Compliance Committee, which comprises faculty and administrators; and the Trustees' Athletics Subcommittee and Risk Management Committee) which regularly require reports on issues pertinent to student-athlete welfare.

- b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The data are found in the following sources:

- > Student-Athlete Handbook
- > Staff Manual
- > Compliance Manual

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- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Bucknell's intention is to continue to support the maturation, character growth, academic performance and athletic achievements of its student-athletes. As additional areas of concern or opportunity are presented, the university is committed to regular assessments of its programs, improvement in those which warrant improvement, and initiation of those programs which deserve introduction.

- 2. Organization and Structure** Policies, and/or organization, and/or activities of the athletics program and its activities to help enhance student-athlete welfare.

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

The organization and structure of the university approach to student-athlete welfare is overseen by those committees named above, but delegated on a programmatic basis to the Athletics Department, which regularly assesses and addresses issues which require education and information, as set forth more fully in the responses to Self-Study Items 2 and 4.

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The data are found in the following sources:

- > Student-Athlete Handbook
- > Staff Manual
- > Compliance Manual

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Bucknell's intention is to continue to support the maturation, character growth, academic performance and athletic achievements of its student-athletes. As additional areas of concern or opportunity are presented, the university is committed to regular assessments of its programs, improvement in those which warrant improvement, and initiation of those programs which deserve introduction.

- 3. Participation in Governance and Decision-Making** Involvement of student-athletes in the governance and decision-making processes of the athletics department (including the student-athlete advisory committee).

- a.** Describe how the institution studies these topics as they apply to all student-athletes.

The participation in governance and decision-making by student-athletes is encouraged at Bucknell by a variety of opportunities for involvement, including membership on the faculty-authorized committees which oversee athletics (e.g., the Committee on Athletics) and the Student-Athlete Advisory Committee, and by incorporation of answers and suggestions from the exit interviews and individual concerns expressed to coaches or other persons of authority (see Self-Study Item 6.)

- b.** Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The data are found in the following sources:

- > Student-Athlete Handbook
- > Staff Manual
- > Compliance Manual

- c.** Explain how the institution will address these topics in the future for the welfare of all student-athletes.

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Bucknell's intention is to continue to support the maturation, character growth, academic performance and athletic achievements of its student-athletes. As additional areas of concern or opportunity are presented, the university is committed to regular assessments of its programs, improvement in those which warrant improvement, and initiation of those programs which deserve introduction.

4. Programs and Activities Establishment of programs that address the needs and issues affecting student-athletes.

a. Describe how the institution studies these topics as they apply to all student-athletes.

The program and activities to enhance student-athlete welfare are abundant and varied, ranging from academic assistance to Brown Bag Luncheons on topics such as sexual identity. Those programs are described in greater detail under Self-Study Item 5.

b. Provide data demonstrating the institution's commitment to these issues for all student-athletes; and

The data are found in the following sources:

- > Student-Athlete Handbook
- > Staff Manual
- > Compliance Manual

c. Explain how the institution will address these topics in the future for the welfare of all student-athletes.

Bucknell's intention is to continue to support the maturation, character growth, academic performance and athletic achievements of its student-athletes. As additional areas of concern or opportunity are presented, the university is committed to regular assessments of its programs, improvement in those which warrant improvement, and initiation of those programs which deserve introduction.

Evaluation

1. Does the institution provide evidence that the welfare of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis? **Currently Yes**
2. Does the institution have established grievance or appeal procedures available to student-athletes in appropriate areas? **Currently Yes**
3. Does the institution provide evidence that the institution has in place programs that protect the health of and provide a safe environment for its student-athletes? **Currently Yes**

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION ATHLETICS AND SELECTED INSTITUTIONAL PERSONNEL

	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F	0	0	0	0	0	0	0	0	0	0	0	0	12	11	9.25	0	0	0
Other Professional Athletics Dept. Staff	F	0	0	0	1	0	0	1	2	0	0	0	0	14	14	12	0	0	0
	P	0	0	0	0	0	0	1	1	1	0	0	0	5	4	2	0	0	0
Head Coaches	F	1	1	1	0	0	0	0	0	0	0	0	0	15	15	15.75	0	0	0
	P	1	1	1	0	0	0	0	0	0	0	0	0	1	1	2	0	0	0
Assistant Coaches	F	0	0	0	1	0	0	7	4	4	0	0	0	17	17	15	0	0	0
	P	0	0	0	0	1	1	1	3	1	0	0	0	20	20	21	0	0	0
Totals (for Athletics Dept. Personnel)	F	1	1	1	2	0	0	8	6	4	0	0	0	58	57	52	0	0	0
	P	1	1	1	0	1	1	2	4	2	0	0	0	26	25	25	0	0	0
Faculty-Based Athletics Board or Committee Members		0	1	0	0	0	0	1	1	1	0	0	0	18	18	17	0	0	0
Other Advisory or Policy-Making Group Members		0	0	0	0	1	0	4	6	2	1	0	0	58	88	58	1	0	0

Name of person completing this chart: Amanda Backus

Title: Assoc. AD/SWA

Equity and Student-Athlete Welfare

RACIAL OR ETHNIC COMPOSITION STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID

Year	Racial or Ethnic Group																	
	Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students	17	17	17	203	187	187	90	101	101	78	76	76	2873	2898	2898	64	37	37
Student-Athletes	2	1	3	0	0	2	25	25	25	5	4	8	161	148	143	3	3	7

Name of person completing this chart: Amanda Backus

Title: Assoc. AD/SWA

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RACIAL OR ETHNIC COMPOSITION MEN'S AND WOMEN'S SPORTS TEAMS

Sports	Year	Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Baseball		0	0	0	0	0	0	0	0	0	0	0	0	4	3	4	0	0	0
Men's Basketball		0	1	1	0	0	0	5	5	1	0	0	0	6	5	3	0	0	1
Football		1	0	0	0	0	0	17	17	21	2	2	4	38	39	40	0	1	3
Men's Track / Cross Country		0	0	0	0	0	0	1	1	0	0	0	2	7	8	10	0	0	0
Men's Other Sports and Mixed Sports		0	0	0	0	0	1	0	0	0	0	0	0	13	10	16	1	0	1
Women's Basketball		0	0	0	0	0	0	0	0	0	0	0	0	8	10	5	1	0	0
Women's Track / Cross Country		1	0	0	0	0	0	0	0	2	2	2	1	21	16	17	1	0	0
Women's Other Sports		0	0	2	0	0	1	2	2	1	1	0	1	64	57	48	0	2	2
Total		2	1	3	0	0	2	25	25	25	5	4	8	161	148	143	3	3	7

Name of person completing this chart: Amanda Backus

Title: Assoc. AD/SWA