**Operating Principle - 3.2. Diversity Issues**

It is a principle of the Association to promote respect for and sensitivity to the dignity of every person and to refrain from discrimination. In accordance with this fundamental principle, the institution shall:

a. Have implemented its approved minority-issues plan from the previous self-study. If the plan was modified or not fully implemented, provide an acceptable explanation from appropriate institutional authorities.

b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of all student-athletes and department of athletics personnel with diverse racial, ethnic and other backgrounds; and

c. Formally adopt a written plan for the future of the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that expands equitable opportunities and support for student-athletes and athletics personnel with diverse racial, ethnic and other backgrounds. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

Please note, that for purposes of athletics certification, institutions have discretion to address those areas of diversity that align with the institution’s overall mission and culture. However, institutions are reminded that the Committee on Athletics Certification expects a comprehensive and good-faith effort throughout the self-study process. Examples of areas to review for diverse backgrounds or underrepresented groups include, but are not limited to: race, ethnicity, creed, color, national origin, age, disability, sexual orientation and gender identity, in addition to other areas such as religion, marital status, education, income, geographic location and work experience.

**Measurable Standard No. 1**

The institution must demonstrate that it has implemented its Cycle 2 minority-issues plan or provide an explanation for partial completion of the plan.

a. The committee will not accept the following explanations for partial completion or noncompletion:
   1. The institution did not possess sufficient funds to implement the plan.
   2. The institution has had personnel changes since the original development of the plan.
   3. The institution does not have documentation of actions taken to implement the plan.

b. The committee will accept the following explanation for partial completion or noncompletion:
   1. The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress towards the same goal outlined in its Cycle 2 minority-issues plan.
Measurable Standard No. 2

The institution must demonstrate how the institution’s and department of athletics’ written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.

Measurable Standard No. 3

The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or individuals of diverse backgrounds.

Measurable Standard No. 4

The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics.

Measurable Standard No. 5

The institution must provide evidence that an assessment and comparison of the institution’s and department of athletics’ hiring practices has occurred at least once every five years.

Measurable Standard No. 6

The institution must demonstrate a commitment to diversity in all athletics department hiring efforts, including those involving outside firms (e.g., search firms) and truncated or expedited processes.

Measurable Standard No. 7

The institution must conduct a thorough and written review of each of the four program areas for diversity issues. Please see program area definitions located in the Equity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution’s diversity issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future. The review must:

a. Describe how the institution has ensured a complete study of each of the four program areas for diversity issues. This study should be conducted as part of the self-study process;
Please note that for the program area of assessment, the use of student-athlete exit interviews alone does not constitute a complete assessment for purposes of the self-study. An institution may choose to include student-athlete exit interviews as part of a broader assessment conducted, but the institution must ensure that an assessment of the entire department of athletics has been conducted with respect to diversity issues.

b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the areas;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes, coaches, and athletic department staff with diverse racial, ethnic and other backgrounds. Please note, any deficiencies should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis; and

d. Explain how the institution’s written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution’s narrative response as listed in (c) above.

Measurable Standard No. 8

The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution’s conformity or moves an institution into conformity with the operating principle.

Measurable Standard No. 9

The institution’s plan must be active at all times and include a mechanism to ensure the plan is reviewed on annual basis to determine if the course of action is still appropriate. This information must be included in the institution’s diversity-issues plan.

Measurable Standard No. 10

The institution must compare its diversity-issues plan with its written assessment of the campus diversity climate (see Program Area No. 1) at least once every four years, to determine if the course of action is still appropriate.

Measurable Standard No. 11

If a plan concludes prior to the commencement of the institution’s next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution’s original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the applicable operating principle. Please note that all institutional plans must contain all of the committee’s required elements.
Measurable Standard No. 12

The institution’s diversity-issues plan must include the following requirements:
   a. Include identification of issues or problems confronting the institution.
   b. Include the measurable goals the institution intends to achieve to address issues or problems.
   c. Include the specific steps the institution will take to achieve its goals.
   d. Include a specific timetable(s) for completing the work.
   e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.

Further, the institution’s diversity-issues plan must meet the following requirements:
   a. Be committed to paper and be a stand-alone document.
   b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.
   c. Must be adopted formally by the institution’s final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.