Operating Principle 3.1

Gender/Diversity Issues and Student-Athlete Well-Being

Operating Principle 3.1 Gender Issues

It is a principle of the Association to conduct and promote its athletics programs free from gender bias. In accordance with this fundamental principle, the institution shall:

a. Have implemented its approved gender-equity 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 both male and female student-athletes and athletics department personnel.

c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.
Self-Study Items for Operating Principle 3.1

[Note: Not applicable (N/A) in and of itself is not an appropriate response. If the institution cannot provide a response for a self-study item, the institution must provide a narrative explanation why a self-study item is not applicable.]

1. List all “conditions for certification” imposed by the Committee on Athletics Certification in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.1 (Gender Issues). For each condition, provide:

   a. The original “condition” imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

2. Report on the implementation of the plan for improvement to address gender issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:

   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

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

1. The institution did not possess sufficient funds to implement the plan; and
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

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

- The institution has implemented a different plan(s) to achieve the same goal outlined in its Cycle 2 gender-issues plan.
Measurable Standard No. 1
The institution must demonstrate that it has implemented its Cycle 2 gender-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:

- 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 gender-issues plan.

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

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

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the step(s) was completed.

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

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

6. Describe the programs and activities that the institution has in place for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.

Measurable Standard No. 2
The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program.
7. For the three most recent academic years in which information is available, analyze the institution’s Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement.

**Measurable Standard No. 3**
The institution must analyze its Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

8. For the three most recent academic years in which information is available, analyze the institution’s NCAA financial report (specified expense categories). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its analysis]. If any differences exist, the institution must explain (using supporting data) and address any deficiencies in the gender-issues plan for improvement. See Appendix H for specified expense categories.

**Measurable Standard No. 3**
The institution must analyze its Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.

9. Using the program areas for gender issues, provided on Page Nos. 75-76:
   a. Describe how the institution has ensured a complete study of each of the 15 program areas. This study must be conducted as part of the self-study process;
   
   b. Provide data demonstrating the institution’s status and commitment, including resource allocation, across each of the 15 areas;
   
   c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program (any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis). [Note: the institution must include all male and female NCAA intercollegiate sports programs offered at the institution in its program area analysis]; and
   
   d. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15 areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.
Measurable Standard No. 4
The institution must conduct a thorough and written review of each of the 15-program areas for gender issues. Please see program area definitions located in the Gender, Diversity 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 gender-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:
Describe how the institution has ensured a complete study of each of the 15-program areas for gender issues. This study should be conducted as part of the self-study process. Please note that for the program area of accommodations of interests and abilities, the use of surveys alone does not constitute a complete study. If an institution chooses to use an interest survey (e.g., a Web survey or hard-copy survey) as one of its sources of data, the committee will require an explanation regarding the survey content, populations surveyed, the survey response rate, method used to interpret the data, and written evidence demonstrating the institution’s Title IX coordinator has approved the survey. In addition, the institution must describe other methods of measuring interest and ability.

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

b. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program. Please note, any differences should be clearly explained in the institution’s narrative response, including any deficiencies the institution identifies in its analysis; and

c. Explain how the institution’s written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution’s narrative response as listed in (c) above.

Measurable Standard No. 5
The institution must develop a five-year written, stand-alone plan addressing gender issues that maintains an institution’s conformity or moves an institution into conformity with the operating principle.

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

10. Using the plan for improvement section, provide an institutional gender-issues plan that addresses all 15 aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee (Appendix B). If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution’s status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution’s gender-issues plan.

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution’s written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but
Operating Principle 3.1

not limited to participation rates and budget increases, specific numerical targets may be appropriate.

Measurable Standard No. 6
The institution’s plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution’s gender-issues plan.

11. Describe how the institution will annually compare its gender-issues plan with its EADA reports and NCAA financial reports to determine if the course of action is still appropriate. Further, please provide the names and titles of the individuals who will be responsible for this review.

Measurable Standard No. 6
The institution’s plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate and this information must be included in the institution’s gender-issues plan.

12. Describe the institution’s efforts to ensure the gender-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

Measurable Standard No. 7
If a plan concludes prior to the commencement of the institution’s next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution’s original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle. Please note that all institutional plans must contain all of the committee’s required elements.

Measurable Standard No. 8
The institution’s gender-issues plan must include the following requirements:

a. Include identification of issues or problems confronting the institution.
b. Include measurable goals the institution intends to achieve to address issues or problems.
c. Include 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 gender-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.
[Please Note: If a plan concludes before the commencement of the institution's next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution’s original plan were ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.]
Gender/Diversity Issues and Student-Athlete Well-Being

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.
Self-Study Items for Operating Principle 3.2

[Note: Not applicable (N/A) in and of itself is not an appropriate response. If the institution cannot provide a response for a self-study item, the institution must provide a narrative explanation why a self-study item is not applicable.]

1. List all “conditions for certification” imposed by the Committee on Athletics Certification in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). For each condition, provide:
   a. The original “condition” imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its Cycle 2 certification process. For each issue identified, provide:
   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

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

1. The institution did not possess sufficient funds to implement the plan; and
2. The institution has had personnel changes since the original development of the plan.
3. The institution does not have documentation of actions taken to implement the plan.

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

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

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

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:

- 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.

3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the Committee for Operating Principle 3.2 (Minority Issues). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the step(s) was completed.

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

5. Describe the institution’s written statements (e.g., vision statements, mission statements, diversity statements, policies, plans) that address issues of diversity, including where the statements are published. Describe how the institution’s written statements are communicated directly to department of athletics staff, coaches and student-athletes.

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.

6. Describe how matters concerning diversity issues for department of athletics staff, coaches, and student-athletes are monitored, evaluated and addressed on a continuing basis.

7. Describe the programs and activities the institution has in place for coaches, department of athletics staff and student-athletes that address diversity issues, including programs
and activities designed to address the needs of the underrepresented groups or individuals of diverse backgrounds.

<table>
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<tr>
<th>Measurable Standard No. 3</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

8. Describe how the institution actively recruits department of athletics staff, coaches and student-athletes from underrepresented groups or diverse backgrounds including a description of actions and strategies taken to increase diversity.

<table>
<thead>
<tr>
<th>Measurable Standard No. 4</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

9. Describe institutional and department of athletics hiring practices to ensure the department of athletics demonstrates a commitment to diversity in hiring procedures for department of athletics staff and coaches. Compare and explain any differences that exist between institutional hiring practices and department of athletics hiring practices. Please provide the date of your most recent assessment and comparison of the institution’s and athletics department’s hiring practices. Note: this assessment and comparison must occur at least once every five years.

<table>
<thead>
<tr>
<th>Measurable Standard No. 5</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

10. Describe institutional and department of athletics polices related to the use of outside firms (e.g., search firms) and truncated or expedited hiring processes. Describe the actual hiring practices used by your institution since the previous self-study for any positions (e.g., coaches, staff) determined to be high profile at your institution.

<table>
<thead>
<tr>
<th>Measurable Standard No. 6</th>
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<tbody>
<tr>
<td>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.</td>
</tr>
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</table>

11. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

a. Full-time senior administrative department of athletics staff members (i.e., assistant director of athletics up through the director of athletics level);
b. Other full- and part-time professional (i.e., nonclerical) department of athletics staff members (such as directors of operations, athletic trainers, ticket managers, academic support staff and facility managers, even if the position is not funded by or does not report to the department of athletics);

c. Full- and part-time head coaches;

d. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);

e. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and

f. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student-athlete advisory committee) members (if any).

[Note: Use the supplied chart (Racial or Ethnic Composition of Personnel on Page Nos. 62-63) to compile the data requested in this self-study item.]

12. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students.

[Note: Use the supplied chart (Racial or Ethnic Composition of all Students on Page Nos. 64-65) to compile the data requested in this self-study item.]

13. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

[Note: Use the supplied chart (Racial or Ethnic Composition of Student-Athletes by Sport Group on Page Nos. 66-67) to compile the data requested in this self-study item.]

14. Using the program areas for diversity issues, provided on Page No. 77.

a. Describe how the institution has ensured a complete study of each of the four program areas. This study must be conducted as part of the self-study process;

b. Provide data demonstrating the institution's status and commitment across each of the four areas;

c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds (any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis); and
d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four areas, including any deficiencies identified in the institution’s narrative response as listed in item (c) above.

**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.

15. Using the “plan for improvement” section, provide an institutional diversity-issues plan that addresses all four aforementioned program areas for the department of athletics. The plan must include all required elements of a plan as noted by the committee (see Appendix B). If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to maintain the institution’s status in that program area(s) and action steps the institution will take if the program area(s) becomes inequitable in the future. Finally, the institution must describe how it will review its plan on an annual basis and include this information in the institution’s diversity-issues plan.
Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution’s written plan, particularly as it relates to hiring practices. Institutions may develop plans that have broad, flexible non-numeric hiring goals. As it relates to the program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

**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.

16. Describe how the institution will periodically compare its diversity-issues plan with its assessment of the campus diversity climate (see Program Area No. 1) using the four diversity program areas to determine if the course of action is still appropriate. Further, provide the names and titles of the individuals who will be responsible for this review.

**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 an 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.

17. Describe the institution’s efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

*If a plan concludes before the commencement of the institution’s next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution’s original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

**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.
Operating Principle 3.2

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.
Racial or Ethnic Composition of Personnel - Old Race/Ethnicity Categories Chart (IPEDS)

Operating Principle 3.2, Self-study item No. 11
Click here for New Race/Ethnicity Categories Chart (IPEDS)

Indicate the number of individuals in each racial or ethnic group for each personnel group listed below for the three most recent academic years. List the most recent academic year's data first.

Note: (1) Use the definition of staff members that is included in the certification of compliance forms. (2) "F" refers to full-time staff employees who are considered by the institution as 1 FTE (full-time equivalency) in the athletics department(s) and "P" refers to part-time staff employees who are less than 1 FTE in the athletics department(s).

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<th>Racial or Ethnic Group</th>
<th>Am. Ind./AN (N)</th>
<th>Asian PI (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>NR Asian (N)</th>
<th>Other (N)</th>
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<td>Year</td>
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<td>Athletics Dept. Staff</td>
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<td>Athletic Director/</td>
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<tr>
<td>Academic Affairs</td>
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<td>Athletics Board or</td>
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<tr>
<td>Common Council Members</td>
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<tr>
<td>Other Administrative/</td>
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<td></td>
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<tr>
<td>Support Staff</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Am. Ind./AN: American Indian/Alaskan Native
Asian PI: Asian Pacific Islander
NR Asian: Non-Asian Asian

*For athletics department personnel working at more than one capacity (e.g., assistant student director and head softball coach), use decimals in the appropriate athletics staff or coach groups to indicate the approximate percentage of a full-time position devoted to each role, with the understanding that one staff member cannot count as more than one equivalency.

Name of person completing the chart: 
Title: 
Racial or Ethnic Composition of Personnel - New Race/Ethnicity Categories Chart (IPEDS)
Operating Principle 3.2, Self-Study Item No. 11
Click here for Old Race/Ethnicity Categories Chart (IPEDS)

Indicate the number of individuals in each race or ethnic group for each personnel group listed below for the three most recent academic years. List the most recent academic year’s data first.

Note: [1] Use the definition of staff members that is included in the institution's compensation form. [2] 'F' refers to full-time staff employees who are considered by the institution as 1 FTE (full-time equivalency) in the institution department(s), and 'P' refers to part-time staff employees who are less than 1 FTE in the institution department(s).

<table>
<thead>
<tr>
<th>Race/Ethnic Group</th>
<th>Native American (0%)</th>
<th>Asian (0%)</th>
<th>Black or African American (0%)</th>
<th>Hispanic Latino (0%)</th>
<th>White Non-Hispanic (0%)</th>
<th>NL Asian (0%)</th>
<th>Two or More Races (0%)</th>
<th>Unknown (0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>2023</td>
<td>2022</td>
<td>2021</td>
<td>2023</td>
<td>2022</td>
<td>2021</td>
<td>2023</td>
<td>2022</td>
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<tr>
<td>Executive Officers</td>
<td>F</td>
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<tr>
<td>Student/Non-Tradition</td>
<td>F</td>
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<tr>
<td>Faculty</td>
<td>F</td>
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<tr>
<td>Staff</td>
<td>F</td>
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</tr>
</tbody>
</table>

Add: 1% All - American Indian/Alaskan Native
NL Asian - Non-Asian Asian

The figure above represents personnel serving in more than one capacity (e.g., associate/assistant director and head laboratory tech). The number in the appropriate race/ethnic/sex/grade groups will indicate the approximate percentage of full-time positions devoted to each role, with the understanding that one staff member could serve in more than one capacity.

Name of person completing the chart: 
Title: 

Racial or Ethnic Composition of all Students - Old Race/Ethnicity Categories Chart (IPEDS)
STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID®
Operating Principle 3.2, Self-Study Item No. 12
Click here for New Race/Ethnicity Categories Chart (IPEDS)

Indicate the number of students generally (including student-athletes) and student-athletes who received athletics aid* (include partial and nonqualifiers who were eligible for aid) in each of the racial or ethnic groups listed below for the three most recent academic years. List the most recent academic year’s data first.

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
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<tr>
<td>Student-Athletes</td>
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</tr>
</tbody>
</table>

Am. Ind. / AN - American Indian / Alaskan Native
Asian PI - Asian Pacific Islander
NR Alien - Nonresident Alien

*Institutions that do not award athletics aid should compile these data for student-athletes who were recruited, in accordance with NCAA Division I Bylaw 15.602.151 (Recruited prospective student-athletes).

Name of person completing the chart: ____________________________ Title: ____________________________
Racial or Ethnic Composition of all Students - New Race Ethnicity Categories Chart (IPEDS)
STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID*
Operating Principle 3.2, Self-Study Item No. 12
Click here for Old Race/Ethnicity Categories Chart (IPEDS)

Indicate the number of students generally (excluding student-athletes) and student-athletes who received athletics aid* (include partial and nonqualifiers who were allocated for aid) in each of the racial or ethnic groups listed below for the three most recent academic years. List the most recent academic year's data first.

<table>
<thead>
<tr>
<th>Year</th>
<th>Am. Ind.-An.</th>
<th>Asian</th>
<th>Native Hawaiian/PI</th>
<th>Black/African American</th>
<th>Hispanic/Latino</th>
<th>White/Non-Hispanic</th>
<th>Native American</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(N)</td>
<td>(N)</td>
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<td>(N)</td>
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<td>(N)</td>
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<tr>
<td>All</td>
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<tr>
<td>Student</td>
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</tr>
</tbody>
</table>

Am. Ind.-An. - American Indian/Alaska Native
Non-American - Non-American Indian

*Student-athletes that do not receive athletics aid should complete these data for student-athletes who were recruited, in accordance with NCAA Division I Bylaw 12.32.11.1 (determined prospective student-athlete).

Name of person completing the chart:

Title:
Racial or Ethnic Composition of Student-Athletes by Sport Group - Old Race/Ethnicity Categories Chart (IPEDS)

Operating Principle 3.2. Self-Study Item No. 13
Click here for New Race/Ethnicity Categories Chart (IPEDS)

Indicate the number of student-athletes who received athletics aid (include partial and nonqualifiers who were ineligible for aid) in each of the racial or ethnic groups listed below for the three most recent academic years. List the most recent academic year's data first.

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Am. Ind. / AN (N)</th>
<th>Asian Pl (N)</th>
<th>Black (N)</th>
<th>Hispanic (N)</th>
<th>White (N)</th>
<th>NR Alien (N)</th>
<th>Other (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Soccer</td>
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<tr>
<td>Softball</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Wrestling</td>
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<tr>
<td>American Indian Sports</td>
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<tr>
<td>Women's Basketball</td>
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<tr>
<td>Women's Tennis / Closet Court</td>
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<td>Women's Other Sports</td>
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<tr>
<td>Track</td>
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</tbody>
</table>

Am. Ind. / AN = American Indian / Alaska Native
Asian Pl = Asian Pacific Islanders
NR Alien = Non-Resident Alien

*Institutions that do not award athletics aid should report these data for student-athletes who were recruited, in accordance with NCAA Division I Bylaw 15.02.13.1 (Recruited prospective student-athletes).

**The basis for sports listed in that column that have not been at the varsity level for three years, indicate in this column the year in which the sport was recognized as a varsity sport.

Name of person completing the chart: 
Title: 


Racial or Ethnic Composition of Student-Athletes by Sport Group - New Race/Ethnicity Categories Chart (IPEDS)

Indicate the number of student-athletes who received athletic aid (including partial and nonqualifiers who were ineligible for aid) in each of the racial or ethnic groups listed below for the three most recent academic years. List the most recent academic year's data first.

<table>
<thead>
<tr>
<th>Sports Year</th>
<th>Am. Ind. Alaska Native (20)</th>
<th>Asian (20)</th>
<th>Native Hawaiian Pacific Islander (20)</th>
<th>Black or African American (20)</th>
<th>Hispanic or Latino (20)</th>
<th>White or Non-Hispanic (20)</th>
<th>NR/Asian (20)</th>
<th>Two or More Races (20)</th>
<th>Unknown (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023/2024</td>
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<td>2022/2023</td>
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<td>2021/2022</td>
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</tr>
</tbody>
</table>

*Am. Ind. Alaska Native - American Indian/Alaska Native
*NR - Not Reported

Instructions that do not hired athlete and should complete these fields for student-athletes who were recruited, in accordance with NCAA Division I bylaw 13.01.11.4 (Recruiting Prospective Student-Athletes).

For those sports listed in this column that have not been at the varsity level for three years, indicate in this column the year in which the sport was recognized as a varsity sport.

Name of person completing this chart:

Title:

Gender/Diversity and Student-Athlete Well-Being - Page No. 67
Operating Principle 3.3

Gender/Diversity Issues and Student-Athlete Well-Being

Operating Principle - 3.3 Student-Athlete Well-Being

Conducting the intercollegiate athletics program in a manner designed to protect and enhance the physical and educational well-being of student-athletes is a basic principle of the Association.

Consistent with this fundamental principle, the institution shall:

a. Provide evidence that the well-being of student-athletes and the fairness of their treatment is monitored, evaluated and addressed on a continuing basis.

b. Have established grievance or appeal procedures available to student-athletes in appropriate areas.

c. Provide evidence that the institution has in place programs that protect the health of and provide a safe and inclusive environment for each of its student-athletes.
Self-Study Items for Operating Principle 3.3

[Note: Not applicable (N/A) in and of itself is not an appropriate response. If the institution cannot provide a response for a self-study item, the institution must provide a narrative explanation why a self-study item is not applicable.]

1. List all “conditions for certification” imposed by the committee in its Cycle 2 certification decision (if any) as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each condition, provide:
   a. The original “condition” imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or noncompletion of such required actions.

Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the committee.

2. List all actions the institution has completed or progress it has made regarding all plans for improvement/recommendations developed by the institution during its Cycle 2 certification process as they relate to Operating Principle 3.3 (Student-Athlete Well-Being). For each issue identified, provide:
   a. The original goal(s);
   b. The step(s) taken by the institution to achieve the goal(s);
   c. The date(s) the step(s) was completed; and
   d. An explanation for any partial or noncompletion of the original goal(s) and/or step(s) to achieve the goal.

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

Measurable Standard No. 1
If the institution developed a plan for improvement for Operating Principle 3.3 during Cycle 2, the institution must demonstrate that it has implemented its Cycle 2 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:
   The institution has implemented a different plan(s) or taken a different action(s) to achieve or maintain progress toward the same goal outlined in its Cycle 2 plan.
3. Describe any additional plans for improvement/recommendations developed by the institution since the Cycle 2 certification decision was rendered by the committee for Operating Principle 3.3 (Student-Athlete Well-Being). For each additional plan, provide:

a. The additional goal(s);
b. The step(s) taken by the institution to achieve the goal(s); and
c. The date(s) the step(s) was completed;

4. Please submit a copy of the student-athlete exit-interview instrument with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of your current student-athlete exit-interview instrument.]

<table>
<thead>
<tr>
<th>Measurable Standard No. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution’s instrument used to conduct student-athlete exit interviews must contain questions related to the following: (Note: Institutions should note the list of examples below is not an exhaustive list and institutions are not limited to addressing only those provided.)</td>
</tr>
</tbody>
</table>

a. The institution’s commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches’ support).
b. The institution’s commitment to opportunities for student-athletes to integrate into campus life.
c. The institution’s efforts to measure the extent of time demands encountered by student-athletes.
d. The institution’s efforts to measure the effectiveness of the institution’s mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).
e. The institution’s efforts to measure the effectiveness of the institution’s NCAA Division I Student-Athlete Advisory Committee (SAAC).
f. The institution’s commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.
g. The institution’s efforts to measure the effectiveness of the institution’s mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.
h. The institution’s commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.
i. The institution’s commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.
j. The institution’s commitment to a safe and inclusive environment for all student-athletes.
k. The institution’s commitment to diversity.
l. The value of student-athletes’ athletics experience.
m. The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.
n. The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate.

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

5. Describe the methods used to conduct student-athlete exit interviews. Further, describe the process used to evaluate and implement outcomes.

<table>
<thead>
<tr>
<th>Measurable Standard No. 3</th>
</tr>
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<tbody>
<tr>
<td>The institution must demonstrate that it conducts exit interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.</td>
</tr>
</tbody>
</table>
6. Describe opportunities other than the student-athlete exit-interview process that are available to student-athletes to provide input regarding student-athlete well-being issues (e.g., student-athlete advisory committee; open-door policy of athletics administrators, including the director of athletics, senior woman administrator, and/or faculty athletics representative).

7. Describe the department of athletics written grievance and/or appeals procedures available to student-athletes in areas mandated by NCAA legislation (i.e., financial aid and transfers). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

<table>
<thead>
<tr>
<th>Measurable Standard No. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.3.1, 14.02.2, 14.5.5.2.10 and 14.5.5.2.10.1]). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.</td>
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</table>

<table>
<thead>
<tr>
<th>Measurable Standard No. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution must demonstrate that grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.3.1, 14.02.2, 14.5.5.2.10 and 14.5.5.2.10.1]) are directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.</td>
</tr>
</tbody>
</table>

8. Describe the institution's written grievance and/or appeals procedures available to student-athletes in other areas (e.g., harassment, hazing, abusive behavior, discrimination). Also, provide the name(s) and title(s) of the individual(s) responsible for overseeing the administration of these grievance and/or appeals procedures. Describe the means by which these grievance and/or appeals procedures are directly communicated in writing to department of athletics staff members, coaches and student-athletes.

<table>
<thead>
<tr>
<th>Measurable Standard No. 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution must have established written grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measurable Standard No. 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution must demonstrate that all grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior) are directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to department of athletics staff members, coaches and student-athletes. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.</td>
</tr>
</tbody>
</table>
9. 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.

10. Describe the policies, organization and structure of the department of athletics and how it enhances student-athlete well-being. Further, describe the commitment of the institution to enhance the overall student-athlete educational experience including how issues are monitored, evaluated and addressed on a continuing basis.

11. Describe how student-athletes are involved in the governance and decision-making processes of the department of athletics, including the role of the student-athlete advisory committee (SAAC).

Measurable Standard No. 8
The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4. Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

12. List the department of athletics and/or other institutional programs in place that address the needs and issues affecting student-athletes (e.g., CHAMPS/Life Skills program and/or programming involving career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Further, describe the policies and procedures in place to encourage and ensure student-athletes’ access to these programs.

Measurable Standard No. 9
The institution must demonstrate that it has an active CHAMPS/Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address nonacademic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the certification process.

13. Describe how the department of athletics monitors student-athlete time demands, including travel commitments, missed class time, final exam schedules, summer vacation periods and intercession periods. Further, describe methods used to educate coaches and student-athletes about time demands and opportunities to integrate into campus life.

14. Please submit a copy of the department of athletics and/or institution’s written travel policies to ensure the safety and well-being of student-athletes with the submission of your self-study report (e.g., road travel; air travel, including charter policies; driver selection; training; privately owned vehicles). [Please use the file upload link contained within this question on the ACS to submit a copy of the department of athletics and/or institution’s written travel policies].

15. Describe the annual evaluation of the department of athletics and/or institution’s travel policies to ensure these policies are effective. Further, describe how the travel policies are directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.
Measurable Standard No. 10
The institution must have written travel policies that are annually evaluated for their effectiveness in protecting the health and providing a safe environment for student-athletes. Further, the administrator(s) responsible for annually evaluating travel policies must be identified and travel policies must be directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

16. Please submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions].

17. Describe the annual evaluation of the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for practices, contests, strength training and skills sessions is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

Measurable Standard No. 11
The institution must have a written emergency medical plan for practices, contests, strength training and skills sessions. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

18. Please submit a copy of the department of athletics written emergency medical plan for out-of-season workouts with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the department of athletics written emergency medical plan for out-of-season workouts].

19. Describe the annual evaluation of the department of athletics written emergency medical plan for out-of-season workouts to ensure its effectiveness. Further, describe how the department of athletics written emergency medical plan for out-of-season workouts is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in this area.

Measurable Standard No. 12
The institution must have a written emergency medical plan for out-of-season workouts. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to athletics department staff members, including coaches, and student-athletes.

20. Please submit a copy of the athletics department’s athletic training and sports medicine policies and procedures with the submission of your self-study report. [Please use the file upload link contained within this question on the ACS to submit a copy of the department of athletics athletic training and sports medicine policies and procedures].
21. Describe the annual evaluation of the department of athletics written athletic training and sports medicine policies and procedures. Further, describe how the department of athletics athletic training and sports medicine policies and procedures is directly communicated in writing to department of athletics staff members and student-athletes and list the name and title of the administrator(s) responsible for oversight in these areas.

<table>
<thead>
<tr>
<th>Measurable Standard No. 13</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution must have written athletic training and sports medicine policies that are reviewed annually. Further, the administrator(s) responsible for annually evaluating athletic training and sports medicine policies must be identified and the athletic training and sports medicine policies must be directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to athletics department staff members, including coaches, and student-athletes.</td>
</tr>
</tbody>
</table>

22. If the institution has developed a plan(s) for improvement during the current self-study process for Operating Principle 3.3, describe the institution’s efforts to ensure the plan(s) for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval.
### Program Areas to be Reviewed for Gender Issues

<table>
<thead>
<tr>
<th><strong>PROGRAM AREA</strong></th>
<th><strong>PROGRAM AREA DESCRIPTIONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accommodation of interests and abilities.</td>
<td>Participation proportionate to enrollment; and/or history and continuing practice of program expansion for the under-represented gender within the athletics program; and/or fully and effectively accommodating the under-represented gender within the athletics program; and equivalent levels of competition. Institutions must clearly identify methods (e.g., proportionality, history of program expansion, etc.) for addressing accommodation of interests and abilities when presenting gender-issues plans for the future.</td>
</tr>
<tr>
<td>2. Athletics scholarships.</td>
<td>Athletics scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.</td>
</tr>
<tr>
<td>3. Equipment and supplies.</td>
<td>Quality, amount, suitability, maintenance and replacement and availability of equipment and supplies.</td>
</tr>
<tr>
<td>4. Scheduling of contests and practice time.</td>
<td>Number of contests; number, length, and time of day of practices; time of day of contests; preseason and postseason opportunities, including foreign tours.</td>
</tr>
<tr>
<td>5. Travel allowance.</td>
<td>Modes of transportation, housing furnished during travel, length of stay before and after competitive events, dining arrangements and per diem for institutional competition and other competitive opportunities (e.g., under NCAA Division I Bylaw 16.8.1.3).</td>
</tr>
<tr>
<td>6. Academic support services.</td>
<td>Availability of, and equitable access to, academic support services that meet the needs of student-athletes based on individual student-athlete academic profiles and/or performance, and equitable criteria for obtaining assistance.</td>
</tr>
<tr>
<td>7. Coaches.</td>
<td>Availability of full time, part time, assistant and graduate assistants. Training, experience, professional standing, and other professional qualifications. Total rate of compensation package, duration of contracts, conditions relating to contract renewal, experience, nature of coaching duties, working conditions, and other terms and conditions of employment.</td>
</tr>
<tr>
<td>PROGRAM AREA</td>
<td>PROGRAM AREA DESCRIPTIONS</td>
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<td>-----------------------------------------------------</td>
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<tr>
<td>8. Locker rooms, practice and competitive facilities.</td>
<td>Quality, availability and exclusivity of practice and competitive facilities; quality and availability of locker rooms; maintenance and preparation of practice and competitive facilities.</td>
</tr>
<tr>
<td>9. Medical and training facilities and services.</td>
<td>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; provision of medical and training expenses.</td>
</tr>
<tr>
<td>10. Housing, dining facilities and services.</td>
<td>Housing provided; special services as part of housing; dining arrangements.</td>
</tr>
<tr>
<td>11. Publicity and awards.</td>
<td>Availability and quality of sports information personnel; access to other publicity resources; quantity and quality of publications and other promotional devices; availability and quality of institutional awards; opportunity for application and/or nomination for other outside awards (e.g., NCAA, national or conference awards).</td>
</tr>
<tr>
<td>12. Support services.</td>
<td>Administrative, secretarial, clerical support and office space.</td>
</tr>
<tr>
<td>13. Recruitment of Student-Athletes.</td>
<td>Equitable opportunities for professional personnel to recruit; availability of financial and other resources for recruitment; equivalent benefits, opportunities and treatment of prospective student-athletes.</td>
</tr>
<tr>
<td>14. Retention</td>
<td>Programs and services to address retention of staff, coaches and student-athletes from the under-represented gender within the athletics program; review of retention and promotion of staff and coaches from the under-represented gender within the athletics program, including professional development opportunities (e.g., mentoring programs), rate of compensation, duration of contracts, conditions relating to contract renewal; programs and services to address retention of student-athletes who are members of the under-represented gender within the athletics program.</td>
</tr>
<tr>
<td>15. Participation in governance and decision making.</td>
<td>Involvement of department of athletics staff, coaches and student-athletes from the under-represented gender within the athletics program in the governance and decision-making processes of the athletics department; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and department of athletics staff and coaches (e.g., participation at the conference and/or national level).</td>
</tr>
</tbody>
</table>
Program Areas to be Reviewed for Diversity Issues

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 the NCAA Division I 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 under-represented 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.

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<tr>
<td>1. Assessment.</td>
<td>Assessment of department of athletics activities to evaluate consistency with objectives set forth in the institution's and department of athletics' written diversity statements; assessment of campus diversity climate through evaluation of various campus constituencies using the four diversity program areas.</td>
</tr>
<tr>
<td>2. Retention.</td>
<td>Programs and services to address retention and acclimation of diverse staff, coaches and student-athletes; review of retention and promotion of staff and coaches who are members of under-represented groups, including professional development opportunities (e.g., mentoring programs), compensation, duration of contracts, conditions relating to contract renewal.</td>
</tr>
<tr>
<td>3. Partnerships.</td>
<td>Collaboration and integration between department of athletics and other institutional units or external organizations to enhance diversity efforts in programs, activities and services.</td>
</tr>
<tr>
<td>4. Participation in governance and decision making.</td>
<td>Involvement of department of athletics staff, coaches and student-athletes from under-represented groups or diverse backgrounds in the governance and decision-making processes of the department of athletics; provision of leadership opportunities for all student-athletes (e.g., participation on student-athlete advisory committee) and department of athletics staff and coaches (e.g., participation at the conference and/or national level).</td>
</tr>
</tbody>
</table>