Operating Principle

3.1 Gender Issues. Consistent with NCAA Constitution 2.3, it is the responsibility of each institution to implement the Association’s principle of gender equity. In accordance with this fundamental principle, the institution shall:

a. Have implemented its approved gender-equity plan from the previous self-study. If modified or not carried out fully, the institution shall provide an 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 a program, or continues progress toward a program, which 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

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.

2. Report on the implementation of the plan to address gender-equity issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) an explanation for any partial or noncompletion of such required actions. The committee will not accept the following explanations for partial completion or noncompletion: 1) the institution did not possess sufficient funds to implement the plan, and 2) The institution has had personnel changes since the original development of the plan. [Please note: Within gender-equity written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution’s written plan. If an institution has already submitted a plan to the committee that includes specific hiring numbers, the committee will not hold the institution accountable for achieving those specific numerical targets. Rather, the committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.]

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.
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.

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

6. Using the program areas for gender issues, provided as Attachment No. 2 on Page 36, please:
   a. Describe how the institution has ensured a complete study of each of the 13 areas,
   b. Provide data demonstrating the institution’s status/commitment, including resource allocation, across each of the 13 areas,
   c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution’s gender-equity issues plan for the future.
   d. Explain how the institution’s future plan for gender issues addresses each of the 13 areas.
   [Note: The institution may want to refer to the equitable medical care section of the NCAA Sports Medicine Handbook Guideline No. 1 as a guide in responding to Item No. 9 of the program area checklist.]

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 the 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.

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

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.]

Operating Principle

3.2. Minority 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 prohibited by federal and state law. Consistent with this fundamental philosophy, the institution shall:
a. Have implemented its approved minority-opportunities plan from the previous self-study. If modified or if not carried out fully, the institution shall provide an explanation from appropriate institutional authorities.

b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of all minority 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 a program, or continues progress toward a program, which expands opportunities and support for minority student-athletes and athletics personnel. 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

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.

2. Report on the implementation of the plan to address minority issues developed by the institution during its first-cycle certification process. Specifically, include: (a) the original plan, (b) the action(s) taken by the institution, (c) the date(s) of the action(s), (d) an explanation for any partial or noncompletion of such required actions. [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 nonnumeric hiring goals.]

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.

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.

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). Analyze and comment on any trends over the three-year period. [Note: Use the supplied chart (Racial or Ethnic Composition on Page 33) to compile the data requested in this self-study item.]
6. For the three most recent academic years, provide the racial or ethnic composition for student-athletes who received athletics aid and for students generally. [Note: Use the supplied chart (Racial or Ethnic Composition on Page 33) to compile the data requested in this self-study item.]

7. For the three most recent academic years, provide the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Graduation-Rates Disclosure Form. Also, for those sports not at the varsity level for three years, indicate the year in which the sport was recognized by the institution as a varsity sport. [Note: Use the supplied chart (Racial or Ethnic Composition on Page 33) to compile the data requested in this self-study item.]

8. Using the eight program areas for minority issues, provided as Attachment No. 3 on Page 37, please:
   a. Describe how the institution has ensured a complete study of each of these eight areas,
   b. Provide data demonstrating the institution’s commitment across each of the eight areas,
   c. Identify areas of deficiency and comment on any trends. If the institution identifies any areas of deficiency, include the deficiency in the institution’s minority-issues plan for the future.
   d. Explain how the institution’s future plan for minority issues addresses each of the eight areas.

9. Using the “plan for improvement” section, please provide a written, stand-alone institutional plan for addressing minority issues for the future in the intercollegiate athletics program. The plan must address all eight program areas for minority issues as listed previously; however, an evaluation mechanism to monitor the institution’s status in those program areas without deficiencies is acceptable, provided the identification of such a mechanism is included in the institution’s minority-issues plan. Further, the plan must extend at least five years into the future and be active at all times. [Note: Please see the Web site for an example format outlining all required elements of a plan.]
   Within minority-issues written plans, specific numerical targets may place an institution at legal risk and are not expected nor should they be included in an institution’s written plan. The committee advises institutions to submit plans that have broad, flexible non-numeric hiring goals.

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.

**Operating Principle**

3.3. **Student-Athlete Welfare.** Conducting the intercollegiate athletics program in a manner designed to protect and enhance the physical and educational welfare of student-athletes is a basic principle of the Association. Consistent with this fundamental principle, the institution shall:
   a. Provide evidence that the welfare 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 environment for each of its student-athletes.
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.

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 action(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation for any partial or noncompletion of such required actions. 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.

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.

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.

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

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.

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.

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.

9. Identify the mechanisms in place to ensure the health and safety of student-athletes and the administrator(s) responsible for the institutional awareness of health, safety, travel and sports medicine policies. Describe the process by which these policies and guidelines are 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 as a guide in responding to this self-study item.]
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 as a guide in responding to this self-study item.]

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 as a guide in responding to this self-study item.]

12. Using the four program areas for student-athlete welfare issues, provided as Attachment No. 4 on Page 37, 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.

Information to be available for review by the peer-review team, if requested:
- Facilities schedule for practice and competition.
- Sports schedules.
- Sports marketing materials.
- Media guides.
- Institution’s student-athlete handbook or, if no such handbook exists, institution’s method(s) for conveying athletics policies and procedures to student-athletes.
- Written materials (e.g., forms) used to document student-athlete exit interviews.
- Institution’s and/or athletics department written grievance and/or appeal procedures available to student-athletes in areas mandated by NCAA legislation and in other areas.
**Racial or Ethnic Composition**

**PART A: Athletics and Selected Institutional Personnel**

Indicate the number* of individuals in each of the racial or ethnic groups 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).)

<table>
<thead>
<tr>
<th>Racial or Ethnic Group</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am. Ind./AN (N)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Asian/PI (N)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Black (N)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Hispanic (N)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>White (N)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Other (N)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Senior Administrative Athletics Dept. Staff**
  - F

- **Other Professional Athletics Dept. Staff**
  - F
  - P

- **Head Coaches**
  - F
  - P

- **Assistant Coaches**
  - F
  - P

- **TOTALS (For Athletics Dept. Personnel)**
  - F
  - P

- **Faculty-Based Athletics Board or Committee Members**

- **Other Advisory or Policy-Making Group Members**

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*For athletics department personnel serving in more than one capacity (e.g., assistant athletics 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 this chart: ____________________________________________

Title: ____________________________________________ Date: ____________________

Am. Ind./AN—American Indian/Alaskan Native
Asian/PI—Asian/Pacific Islander

**EQUITY AND STUDENT-ATHLETE WELFARE: SELF-STUDY ITEM NOS. 5, 6 and 7**

FOR OPERATING PRINCIPLE 3.2
PART B: STUDENTS GENERALLY AND STUDENT-ATHLETES ON ATHLETICS AID*

Indicate the number of students generally and 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. Note: Information for students generally and for student-athletes who received athletics aid can be obtained from the enrollment information items included in the institution’s completed NCAA Division I graduation-rates disclosure forms. The number of students by gender also can be obtained from the Equity in Athletics Disclosure Act survey form.

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

Am. Ind./AN – American Indian/Alaskan Native  
Asian/PI – Asian/Pacific Islander

*Institutions that do not award athletics aid should compile these data for student-athletes who were recruited, as determined by the institution.

Name of person completing this chart: ______________________________________________________________________  
Title: _______________________________________________________________________  
Date: ___________________
## PART C: MEN’S AND WOMEN’S SPORTS TEAMS

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 for each sport group listed below for the three most recent academic years. List the most recent academic year’s data first. [Note: Information concerning student-athletes who received athletics aid by eight sports groups can be obtained from the enrollment information items included in the institution’s completed NCAA graduation-rates disclosure form.]

### Racial or Ethnic Group

<table>
<thead>
<tr>
<th>Sports**</th>
<th>Year</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>Other (N)</th>
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<tr>
<td>Baseball</td>
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<tr>
<td>Men’s Basketball</td>
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<tr>
<td>Football</td>
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<tr>
<td>Men’s Track/ Cross Country</td>
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<tr>
<td>Men’s Other Sports and Mixed Sports</td>
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<tr>
<td>Women’s Basketball</td>
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<tr>
<td>Women’s Track/ Cross Country</td>
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<td><strong>TOTAL</strong></td>
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</tr>
</tbody>
</table>

Am. Ind./AN—American Indian/Alaskan Native  
Asian/Pl—Asian/Pacific Islander  
*Institutions that do not award athletics aid should compile these data for student-athletes who were recruited, as determined by the institution.  
** 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: ____________________________ Date: ____________________________
1. **Athletics Scholarships** – Scholarship dollars to be awarded to women and men at same proportion as their respective rate of participation in the intercollegiate athletics program.

2. **Accommodation of Interests and Abilities** – Participation proportionate to enrollment; and/or, 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.

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

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

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.

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.

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.

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.

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.

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

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

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

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.
PROGRAM AREAS TO BE REVIEWED FOR MINORITY ISSUES

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

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.

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

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

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.

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.

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.

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

PROGRAM AREAS TO BE REVIEWED FOR STUDENT-ATHLETE WELFARE ISSUES

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.

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

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).

4. **Programs and Activities** – Establishment of programs that address the needs and issues affecting student-athletes.
Evaluation and Plan for Improvement

Given the responses to the self-study items on the previous pages, complete the responses below to: (1) indicate (with a yes or no) whether each part of the operating principle exists in the athletics program, and (2) evaluate whether the activities of the athletics program are in substantial conformity with the entire operating principle as a whole. [Note: In completing this assessment, make sure that all relevant information from the other certification areas is considered, given that some overlap does exist.]

For Operating Principle 3.3 (Student-Athlete Welfare): Where the institution concludes in its evaluation that it does not conform to the operating principle as a whole or to any particular element(s) of the operating principle [as indicated by a “Currently No” response to the element(s)] or that problems or deficiencies exist in this area, outline the institution’s specific plan for improvement, which include/meet the following required elements: (a) stand-alone and in writing, (b) developed through broad-based campus participation, (c) issues/problems identified in the self-study, (d) measurable goals the institution intends to attain to address the issues/problems, (e) step(s) to achieve the goals, (f) the specific timetable for completing the work, (g) individuals/offices responsible for carrying out the actions, and (h) institutional approval. [Note: Please see Appendix A, Page 43 for an example format outlining all required elements of a plan.]

3.1. Gender Issues.

<table>
<thead>
<tr>
<th>Has the institution:</th>
<th>Currently Yes</th>
<th>Found On Page(s)</th>
<th>Currently No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Implemented its approved gender-equity plan from the previous self-study?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out?</td>
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<tr>
<td>c. 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?</td>
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<tr>
<td>d. 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?</td>
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</tbody>
</table>
e. 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?

<table>
<thead>
<tr>
<th>Currently Yes</th>
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On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 3.1 (Gender Issues)?

[Note: The institution should not indicate “Yes” regarding conformity with the operating principle as a whole unless it has indicated “Currently Yes” for each element of the operating principle.]
3.2. Minority Issues.

Has the institution:

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<tr>
<td></td>
<td>Yes</td>
<td>Page(s)</td>
<td>No</td>
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<tr>
<td>a.</td>
<td>Implemented its approved minority-opportunities plan from the previous self-study?</td>
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<tr>
<td>b.</td>
<td>Provided an explanation from appropriate institutional authorities if its minority-opportunities plan was modified or not carried out fully?</td>
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<td>c.</td>
<td>Demonstrated that it is committed to, and has progressed toward fair and equitable treatment of all minority student-athletes and athletics department personnel?</td>
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<td>d.</td>
<td>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?</td>
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<tr>
<td>e.</td>
<td>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?</td>
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On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 3.2 (Minority Issues)?

Yes  No

[Note: The institution should not indicate “Yes” regarding conformity with the operating principle as a whole unless it has indicated “Currently Yes” for each element of the operating principle.]
3.3. Student-Athlete Welfare.

Does the institution:

a. 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   Found On Page(s)   Currently No

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

   Currently Yes   Found On Page(s)   Currently No

c. 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   Found On Page(s)   Currently No

If Currently No, If Deficiencies Exist, or If an Enhancement has been Identified, Indicate Plan For Improvement Number
On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 3.3 (Student-Athlete Welfare)?

[Note: The institution should not indicate “yes” regarding conformity with the operating principle as a whole unless it has indicated “Currently Yes” for each element of the operating principle or has a plan to address any “Currently No” response to any element(s) of the operating principle.]