

**NCAA Division I Committee on Athletics Certification  
Equity and Student-Athlete Well-Being (Class 9)**

The NCAA Division I Committee on Athletics Certification developed these measurable standards to clarify expectations for each operating principle and to bring more consistency to the athletics certification process for institutions, peer-review teams and the committee.

*~ Measurable Standards for Operating Principle 3.1 ~  
Gender Issues*

The institution must...

- Demonstrate that it has implemented its first-cycle gender-equity plan or the institution must provide an explanation for partial completion of the plan.

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

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

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

- The institution was not required to submit a first-cycle written plan for improvement.
- The institution has chosen a different action to achieve the same results outlined in its first-cycle gender-equity plan.

- Analyze its Equity in Athletics Disclosure Act report for the three most recent academic years and explain and address any significant discrepancies and comment on trends.

- Conduct a thorough and written review of each of the 13 program areas. Please see program area definitions located in Equity and Student-Athlete Well-Being Attachment No. 2 of the self-study instrument. The review must:

- Describe how the institution has ensured a complete study of each of the areas;
- Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas;

- Explain how the institution's future plan for gender issues addresses each of the areas; and
- Identify areas of deficiency and comment on any trends.
  - ❑ Please note, for the program area of accommodations of interest and ability, the use of surveys alone does not constitute a thorough review. If an institution chooses to use a survey (e.g., a Web survey or hard-copy survey) as one of its sources of data, the committee will expect an explanation regarding populations surveyed, the survey response rate and the method used to interpret the data.
  - ❑ Develop a written, stand-alone plan for addressing gender equity.
- ❑ The institution's plan to address gender equity must address all 13 program areas or have mechanism(s) to ensure a periodic evaluation of each program area.

The institution's gender-equity plan must...

- ❑ Address all deficiencies identified during the self-study.
- ❑ Maintain the institution's conformity or move an institution into conformity with the operating principle.
- ❑ Be developed through a process of broad-based campus participation.
- ❑ Receive formal institutional approval.
- ❑ Extend at least five years into the future, or until the next opportunity for review by the committee. In addition, the institution must have an active plan at all times.
- ❑ Clearly address all problems identified.
- ❑ Include measurable goals the institution intends to achieve.
- ❑ Include steps to achieve the goals.
- ❑ Include specific timetables for completing the work.
- ❑ Include individuals and/or offices responsible for carrying out the specific actions identified in the plan.

*As a reminder, plans for improvement must extend at least five years into the future and be active at all times. If a plan for improvement 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 applicable operating principle. Please note that all institutional plans for improvement must contain all eight of the committee's required elements.*

**~ Measurable Standards for Operating Principle 3.2 ~  
Minority Issues**

The institution must...

- Demonstrate that it has implemented its first-cycle minority-issues plan or the institution must provide an explanation for partial completion of the plan.

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

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

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

- The institution was not required to submit a first-cycle written plan for improvement.
- The institution has implemented a different goal(s) to achieve the same ends outlined in its first-cycle minority-opportunities plan.

- Conduct a thorough and written review of each of the eight program areas. Please see program area definitions located in Equity and Student-Athlete Well-Being Attachment No. 3 of the self-study instrument.

- Describe how the institution has ensured a complete study of each of the areas;
- Provide data demonstrating the institution's status/commitment, including resource allocation, across each of the areas;

- Explain how the institution's future plan for minority issues addresses each of the areas; and
- Identify areas of deficiency and comment on any trends.
- Develop a written, stand-alone plan addressing minority issues.

The institution's minority-issues plan must...

- Address all eight program areas or have mechanism(s) to ensure a periodic evaluation of each program area.
- Address all deficiencies identified during the self-study.
- Address issues pertaining to student-athletes and staff.
- Maintain an institution's conformity or move an institution into conformity with the operating principle.
- Be developed through a process of broad-based campus participation.
- Be formally approved by the institution.
- Extend at least five years into the future or until the next opportunity for review by the committee.
- The institution must have an active plan at all times.
- The institution's minority-issues plan must include steps to achieve the goals.
- The institution's minority-issues plan must include specific timetables for completing the work.
- The institution's minority-issues plan must include individuals and/or offices responsible for carrying out the specific actions identified in the plan.

***The committee defines an ethnic minority as African-American, Asian American or Pacific Islander, American Indian, Alaska Native or Aleut, or of Spanish/Hispanic/Latino origin. Persons of Hispanic ethnicity are those who indicate that their origin is Mexican, Puerto Rican, Cuban, Central or South American, European Spanish or some other Spanish/Hispanic/Latino origin or decent. This definition includes ethnic-minority women, but does not include women generally.***

*Plans for improvement must extend at least five years into the future and be active at all times. If a plan for improvement 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 applicable operating principle. Please note that all institutional plans for improvement must contain all eight of the committee's required fundamentals.*

**~ Measurable Standards for Operating Principle 3.3 ~  
Student-Athlete Well-Being**

- The institution's instrument used to conduct student-athlete exit interviews must contain questions related to the institution's commitment to the academic success of its student-athletes and questions to measure the effectiveness of the institution's mechanisms (e.g., exit-interview process) to monitor the well-being of its student-athletes.
- 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.

The institution must...

- Have a mechanism to evaluate the treatment of its student-athletes.
- Demonstrate that it has an active student-athlete advisory committee pursuant to NCAA Constitution 6.1.4.
- Have appropriate mechanisms (e.g., athletic training, emergency medical procedures) in place to ensure the health and safety of its student-athletes. Those mechanisms must be periodically evaluated to ensure effectiveness.
- Have established grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid, transfer).
- Have established grievance and/or appeals procedures for areas in addition to those mandated by NCAA legislation (e.g., sexual orientation, harassment, problems with coaches, hazing, abusive behavior).
- All grievance and/or appeals procedures must be written and communicated to student-athletes and staff.

The institution must...

- Designate an individual(s) to oversee its efforts in the area of health and safety of student-athletes.
- Review its medical plan for competition and practice to ensure the plan protects the health and provides a safe environment for its student-athletes.
- Ensure there is an administrator responsible for the institutional awareness of health, safety and sports medicine policies.
- Review the travel policies (e.g., passenger vans, buses, permissible drivers, charter flights, length of trips) as they relate to student-athletes to ensure those policies protect their health and provide a safe environment.
- Ensure that policies are communicated to athletics department staff and student-athletes.