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.