

# INSTRUMENT

2006-07 NCAA® DIVISION I



2006-07 NCAA® Division I  
Athletics Certification  
Self-Study Instrument

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**N****ote to the reader...**

The NCAA Athletics Certification Self-Study Instrument is designed to assist participating NCAA member institutions in the Division I athletics certification program, as well as members of peer-review teams that will be conducting campus evaluation visits. The self-study instrument was developed by the NCAA Division I Committee on Athletics Certification.

The self-study instrument has been organized into three sections, consistent with the certification program's three basic topic areas (governance and commitment to rules compliance, academic integrity, equity and student-athlete well-being). Further, each section is formatted so that institutions' self-study reports are completed in as consistent a manner as possible.

To ensure that the self-study instrument is a useful and up-to-date resource guide, the NCAA revises it annually and distributes it each year to institutions and peer reviewers involved in the certification process for the upcoming year.

We hope that the self-study instrument is useful and that it contributes to the successful completion of campus self-studies and to the fair evaluation of those self-study efforts by members of peer-review teams.

Users of the self-study instrument are encouraged to submit questions or suggestions regarding the use of the publication to:

NCAA Membership Services  
Attention: Athletics Certification Staff  
P.O. Box 6222  
Indianapolis, Indiana 46206-6222  
Telephone: 317/917-6222

[Note: Editorial changes approved by the Committee on Athletics Certification since the self-study instrument's last publication are set off by a gray background.]

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NCAA DIVISION I COMMITTEE ON ATHLETICS CERTIFICATION

SELF-STUDY INSTRUMENT

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SELF-STUDY INSTRUMENT

**INTRODUCTION TO SELF-STUDY REPORT**

[Note: Please complete this form and include it at the beginning of the institution's self-study report.]

**Institutional Information**

\_\_\_\_\_  
(Name of Institution)

1. Type of institution:  Public  Private
2. Year institution was founded: \_\_\_\_\_
3. Special affiliation (e.g., religious, military)?  Yes  No  
\_\_\_\_\_
4. Coeducational?  Yes  No
5. Total student enrollment (undergraduate and graduate combined) [using a full-time-equivalency (FTE) basis]: \_\_\_\_\_
6. Number of faculty [using a full-time-equivalency (FTE) basis]: \_\_\_\_\_
7. Highest level of academic degree offered: \_\_\_\_\_
8. Institution's governing entity (e.g., board of trustees): \_\_\_\_\_
9. a. Regional accreditation agency: \_\_\_\_\_  
b. Date of most recent regional accreditation self-study: \_\_\_\_\_  
c. Current accreditation status: \_\_\_\_\_

**Athletics Information**

1. Subdivision status of athletics program:  I-A  I-AA  I-AAA
2. Conference affiliation(s) or independent status:  
\_\_\_\_\_  
\_\_\_\_\_

3. Athletics program structure (check all that apply):  one combined athletics department  
 separate men's and women's departments  incorporated unit separate from institution  
 department within a physical education division.

4. Date of NCAA major infractions case(s) (if any) since previous certification self-study and impact (if any) on the areas of the certification program:

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5. Other significant events (with dates) in the history of intercollegiate athletics program:

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**Previous Certification Self-Study**

(Please attach additional pages as necessary when responding to these items.)

1. Date of previous orientation visit, evaluation visit and interim self-study report (if applicable):

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2. Initial certification-status decision rendered by the NCAA Committee on Athletics Certification (and date):

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3. Subsequent actions or changes in certification status (if any) made by the NCAA Committee on Athletics Certification (and date):

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4. Changes in key senior-level positions, institutional or athletics program, (if any) since the institution's previous certification self-study:

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5. Significant changes impacting the institution and/or athletics program, if any (e.g., conference affiliation, sports sponsored, changes in admissions standards, significant changes in graduation rates, changes in mission statement of the athletics program, changes in fiscal stability/condition of the athletics program), since the institution's previous certification self-study:

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### **Certification Self-Study Information**

1. Steering committee chair (name and title):
2. Chief report writer/editor of self-study report (name and title):
3. Describe the extent of broad-based participation of campus constituencies in the self-study. Specifically, report on the opportunities that actually were provided to various individuals or groups in the broad-campus community to: (a) offer input into the self-study report before its findings and plans for improvement were formulated, and (b) review the self-study report after it was drafted.

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4. Provide a copy of the institution's written plan for conducting the self-study.
5. Please provide the institution's mission, philosophy and goals statement and the athletics program's mission, philosophy and goals statement. Also, indicate the dates of formal approval for the latest versions.

## GOVERNANCE AND COMMITMENT TO RULES COMPLIANCE

### Operating Principle

- 1.1 Institutional Control, Presidential Authority and Shared Responsibilities.** The Association's principle of institutional control vests in the institution the responsibility for the conduct of its athletics program, including the actions of its staff members and representatives of its athletics interests. In fulfilling this principle, the institution shall demonstrate that:
- The institution's governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution.
  - The chief executive officer is assigned ultimate responsibility and authority for the operation and personnel of the athletics program.
  - Appropriate campus constituencies have the opportunity, under the purview of the chief executive officer, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies.

### Self-Study Items

- 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 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). 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.
- 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 for Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) actions not taken or not completed; and (e) explanations for partial completion. 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.
- Describe any additional plans for improvement/recommendations relating to Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.
- Describe how the institution's governing board decisions are consistent with those of other on-campus units. Based upon the institution's experience in the last three years, list the decisions (if any) related to intercollegiate athletics in which the institution's governing board or individual board members have been significantly involved.
- Based upon the institution's experience in the last three years, list the decisions related to intercollegiate athletics in which the institution's chief executive officer has been significantly involved.

6. Describe the process by which the institution makes major decisions regarding intercollegiate athletics. In so doing, describe the role and authority of the institution's governing board, the chief executive officer, the athletics board or committee (if one exists), the faculty athletics representative(s), the director of athletics, and any other appropriate campus constituencies (e.g., faculty, students, institutional personnel involved in rules-compliance activities) in this process.
7. Please provide the composition of the athletics board or committee (including titles and positions).

**Information to be available** to the peer-review team, if requested:

- Minutes of athletics board or committee meetings.
- Composition of the institution's governing board (including titles and positions).
- Minutes of the institution's governing board meetings. (Please flag those that relate to the athletics program or athletics interests.)
- Published policies of the institution's governing board. (Please flag those that relate to the athletics program or athletics interests.)
- An institutional organizational chart and an athletics department organizational chart.

## **Operating Principle**

**1.2. Rules Compliance.** Membership in the Association places the responsibility on each institution to assure that its staff, student-athletes, and other individuals and groups representing the institution's athletics interests comply with the applicable Association rules and regulations. Consistent with this responsibility, the institution shall demonstrate that:

- a. It has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the chief executive officer assigns overall responsibility for the athletics program.
- b. In critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department.
- c. Rules compliance is the subject of an ongoing educational effort.
- d. A clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program.
- e. At least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department.

## **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 1.2 (Rules Compliance). 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 for Operating Principle 1.2 (Rules Compliance). Specifically include: (a) the original plan; (b) the actions(s) taken by the institution; (c) the date(s) of the action(s); (d) an explanation

tion 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 relating to Operating Principle 1.2 (Rules Compliance) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.
4. Describe how the activities of the institution's athletics booster groups, support groups and other representatives of the institution's athletics interests are maintained under the clear control of the institution, including whether institutional personnel serve on booster-club, support group or foundation boards.
5. Identify how the institution has organized itself to maintain compliance with NCAA rules. Specify the individual (other than the institution's compliance officer/coordinator) who the CEO designates as being responsible for the institution's rules compliance. Also, include a description of the reporting lines for and responsibilities assigned to the faculty athletics representative, director of athletics, compliance coordinator, coaches, and other key individuals inside and outside athletics (e.g., registrar, financial aid officer, admissions director, internal auditor) who are responsible for documenting and monitoring compliance with NCAA rules, including but not limited to eligibility certification, investigation and self reporting of violations and monitoring of financial aid.
6. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals inside the athletics department. Specifically, the institution must provide evidence that all individuals inside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.
7. Describe how the institution ensures that rules compliance is a central element in personnel matters for individuals outside the athletics department who are involved in rules-compliance activities. Specifically, the institution must provide evidence that all individuals outside the athletics department who are involved or associated with athletics have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.
8. Please indicate by clicking "yes" or "no" by the areas below, whether the institution has written policies and step-by-step procedures that include assignment of specific responsibilities pertaining to rules compliance."
  - Initial-eligibility
  - Continuing-eligibility certification
  - Transfer-eligibility certification
  - Financial aid administration
  - Recruiting
  - Camps and clinics
  - Investigations and self-reporting of rules violations
  - Rules education
  - Extra benefits
  - Playing and practice seasons
  - Student-athlete employment
9. Describe the institution's rules-education efforts for all individuals associated with the athletics department, including student-athletes, coaches, other athletics department staff members, other institutional staff members and representatives of the institution's athletics interests.

10. Indicate the individual or individuals responsible for conducting the institution's rules-compliance evaluation. Further, describe the process used in selecting this authority outside of athletics to ensure the individual or individuals do not have day-to-day compliance responsibilities for the institution's athletics department and are knowledgeable in NCAA legislation and rules-compliance practices. Also, provide the date of the institution's most recent rules-compliance evaluation.
11. The rules-compliance evaluation must consist of a review to determine that the compliance practices are engaged and functioning and must include, at minimum, specific areas. Please indicate by clicking "yes" or "no" which areas were included in the rules-compliance evaluation.

	Yes	No
Initial-eligibility certification.		
Continuing-eligibility certification.		
Transfer-eligibility certification.		
Financial aid administration, including individual and team limits.		
Recruiting (e.g., official visit, etc.).		
Camps and clinics.		
Investigations and self-reporting of rules violations.		
Rules education.		
Extra benefits.		
Playing and practice seasons.		
Student-athlete employment.		

12. Describe relevant corrective actions planned or implemented from the rules-compliance program evaluation(s).

**Information to be available** to the peer-review team, if requested:

- List of athletics booster organizations and their officers.
- Description of athletics booster group policies and procedures (e.g., constitution and bylaws).
- Documentation required by the institution to maintain compliance with NCAA rules (e.g., compliance manual, recruiting logs, eligibility files).
- Documentation generated as a result of conference involvement with the institution in reviewing compliance efforts.
- Documentation related to secondary rules violations for the last three years and the institutional response to those violations.
- Conference manual.
- Planning documents related to athletics (if any).
- Job descriptions for individuals *inside* the athletics department and individuals *outside* the athletics department who are involved in rules-compliance activities.
- Contracts or letters of appointment for individuals *inside* the athletics department and individuals *outside* the athletics department who are involved in rules-compliance activities.
- Personnel evaluation criteria for individuals *inside* the athletics department and individuals *outside* the athletics department who are involved in rules-compliance activities.

- Philosophy statements and other applicable sections of policy manuals for individuals inside the athletics department and individuals outside the athletics department who are involved in rules-compliance activities.
- Documentation related to the evaluation of the institution’s rules-compliance program by an authority outside of athletics at least once every four years.
- (Rules Compliance) Policies and Procedures

**Evaluation and Plan for Improvement**

Given the responses to the self-study items on the previous page, 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 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.]

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 plans for improvement, which should include/meet the following required elements: (a) stand-alone and in writing, (b) developed through broad-based 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 plans.]

**1.1 Institutional Control, Presidential Authority and Shared Responsibilities.**

	<b>Currently Yes</b>	<b>Currently No</b>	<b>If Currently No, If De- ficiencies Exist, or If an Enhancement has been Identified, Indicate Plan For Improvement Number</b>
Does the institution demonstrate that:			
a. The institution’s governing board provides oversight and broad policy formulation for intercollegiate athletics in a manner consistent with other units of the institution?	_____	_____	_____
b. The chief executive officer is assigned ultimate responsibility and authority for the operation and personnel of the athletics program?	_____	_____	_____

- c. Appropriate campus constituencies have the opportunity, under the purview of the chief executive officer, to provide input into the formulation of policies relating to the conduct of the athletics program and to review periodically the implementation of such policies?

\_\_\_\_\_

Yes

No

**On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 1.1 (Institutional Control, Presidential Authority and Shared Responsibilities)?**

\_\_\_\_\_

\_\_\_\_\_

*[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.]*

## 1.2 Rules Compliance.

	Currently Yes	Currently No	If Currently No, If De- ficiencies Exist, or If an Enhancement has been Identified, Indicate Plan For Improvement Number
Does the institution demonstrate that:			
a. It has in place a set of written policies and procedures that assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the chief executive officer assigns overall responsibility for the athletics program?	_____	_____	_____

- |  |       |       |       |
|--|-------|-------|-------|
| b. In critical and sensitive areas, institutional compliance procedures provide for the regular participation of persons outside of the athletics department?              | _____ | _____ | _____ |
| c. Rules compliance is the subject of an ongoing educational effort?   | _____ | _____ | _____ |
| d. A clear and unambiguous commitment to rules compliance is a central element in all personnel matters for individuals involved in the intercollegiate athletics program? | _____ | _____ | _____ |
| e. At least once every four years, its rules-compliance program is the subject of evaluation by an authority outside of the athletics department?                          | _____ | _____ | _____ |

Yes

No

**On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 1.2 (Rules Compliance)?**

\_\_\_\_\_

*[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.]*

## SELF-STUDY INSTRUMENT

# ACADEMIC INTEGRITY

### Operating Principle

**2.1 Academic Standards.** The Association's fundamental principles indicate that an intercollegiate athletics program shall be designed and maintained as a vital component of the institution's educational system, and student-athletes shall be considered an integral part of the student body. Consistent with this philosophy, the institution shall demonstrate that:

- a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees.
  - (1) If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, the contrast shall be analyzed and explained by appropriate institutional authorities.
  - (2) If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athletes or comparable student-body groups, this disparity shall be analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities.
- b. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher.
- c. The responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally; and
- d. Written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13.

### 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 2.1 (Academic Standards). 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 2.1 (Academic Standards). Specifically include: (a) the original plan; (b) the actions(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 2.1 (Academic Standards) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.
4. Describe the process by which student-athletes are admitted to your institution and identify the agencies vested with this responsibility. In what ways (if any) do the process and/or criteria used for the admission of student-athletes differ from the process for admitting students generally. Be specific and, give careful attention to key decision points (e.g., establishment of admissions criteria, approval of, special admissions) in these processes and the individuals or groups involved at each point, including the role, either formal or informal, the athletics department plays (if any) in the admissions process for student-athletes.
5. Compare and explain any differences in the admissions profiles of student-athletes who received athletics grants-in-aid with the profiles of students in general by submitting the following information for the three most recent academic years: average standardized test scores for freshman student-athletes who received athletics aid (by gender, by racial or ethnic group, and according to the eight sport groups listed in the NCAA Division I Graduation Rates Disclosure Form) and for all entering freshmen students (by gender and by racial or ethnic group). [Note: Use the supplied charts (Standardized Test Scores, by Gender on Page 19, Standardized Test Scores, by Racial or Ethnic Group on Page 20 and GPA and Test Scores, by Sport Group on Page 21) and the graduation-rates disclosure form methodology to compile these data.
6. Please describe the process by which students may be admitted if they do not meet the institution's standard or normal entrance requirements and identify the agencies vested with this responsibility. This should include any second-level or subsequent review processes or appeals procedures which may be utilized when students are not automatically admitted because they do not meet the institution's published entrance requirements.
7. Compare and explain any differences between the percentage of freshman student-athletes receiving athletics aid who were admitted through any of the processes described in Self-Study Item Number 6 above and the percentage of freshman students generally who were so admitted. Provide these comparative data for the three most recent academic years. For the student-athlete data, information should be displayed for each of the sport groups, organized by year, and listed in the NCAA Division I Graduation-Rates Supplemental Form. [Use the supplied chart (Special-Admissions Information on Page 23 to compile these data.)]
8. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify initial-eligibility and transfer-eligibility for student-athletes. Provide name(s) (including title(s)) of who has ultimate responsibility in determining student-athletes' initial and transfer eligibility.
9. List the step-by-step sequence of actions taken by particular individuals on your institution's campus to certify student-athletes' continuing eligibility. Provide name(s) (including title(s)) of who has ultimate responsibility in determining student-athlete's continuing eligibility.
10. Review the graduation rates for student-athletes who received athletics grants-in-aid, for various student-athlete subgroups and for students generally during the last three years, and comment on any trends or significant changes. Specifically, identify and explain deficiencies in graduation rates for any of the following when compared to the graduation rates of students generally: student-athletes generally, student-athletes of particular sport teams, student-athletes by gender, student-athletes by ethnicity and student-athlete subgroups (i.e., ethnicity) within particular sport teams. If the graduation rate for student-athletes, or for any student-athlete subgroup, is less than the graduation rate for students generally, the institution must analyze, explain and address, as appropriate (1) the magnitude of the difference between the student-athlete (or subgroup) rate; and (2) the trends over the three reporting periods in these rate differences.

11. Identify and describe the academic standards and policies contained in the university's catalog/bulletin, athletics department manual, student-athlete handbook and/or institutional handbook for students. Describe exceptions, if any, to the institution's regular academic standards and policies applicable to the general student body (e.g., good academic standing, definition of minimum full-time status) that are available to student-athletes.
12. Describe the procedures used by the institution to monitor missed class time for student-athletes.
13. Analyze, explain and address missed class time that has been determined by the institution to be significant or excessive for any sport(s).
14. Describe the means by which the institution's policies and procedures regarding the scheduling of athletics competition and practices (e.g., missed class policy) are communicated to student-athletes.

**Information to be available** for review by the peer-review team, if requested:

- A copy of the institution's most recent catalog and/or bulletin.
- A copy of the institution's standard or regular, published entrance requirements, including the provisions under which students may be admitted by special exception to the institution's standard or normal entrance requirements.
- Information regularly reported to the chief executive officer, faculty senate or director of athletics concerning the academic performances of sports teams (if any).
- All student-athlete eligibility files (including, when appropriate, final high-school transcripts, high schools' lists of approved core courses, and final certification reports, verification of standardized test scores, NCAA student-athlete statements, institutional transcripts, transfer documentation).
- Information from exit interviews of student-athletes.
- Athletics department manual and/or policies and procedures.
- Student-athlete handbook.
- Institutional handbook for students.

## **Operating Principle**

**2.2 Academic Support.** Members of the Association have the responsibility to conduct intercollegiate athletics programs in a manner designed to protect and enhance the educational well-being of student-athletes and to assure proper emphasis on educational objectives. Consistent with this responsibility, the institution shall demonstrate that:

- a. Adequate academic support services are available for student-athletes.
- b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing.
- c. When it is determined that individual student-athletes have special academic needs, these needs are addressed.
- d. The support services are reviewed and approved periodically by academic authorities outside the department of intercollegiate athletics; and
- e. There is a commitment to the fair treatment of student-athletes, particularly in their academic role as students.

## 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 2.2 (Academic Support). 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 2.2 (Academic Support). Specifically include: (a) the original plan; (b) the actions(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 2.2 (Academic Support) developed by the institution since the first-cycle certification decision was rendered by the Committee on Athletics Certification.
4. Identify how the institution is organized to provide academic support and advising services to student-athletes (i.e., reporting lines and identification of who does what).
5. Using the following program areas for academic support issues as examples, please describe:
  - a. The specific academic support services offered to student-athletes (if any);
  - b. Any policies that govern which students can use these services;
  - c. The mechanisms by which student-athletes are made aware of these services;
  - d. The mechanism for review of these services by academic authorities outside athletics at least once every three years; and
  - e. The mechanism for periodic approval of these services by academic authorities outside athletics.

If the institution has additional or different academic support services not included in the list of examples, please click "Add Academic Support Area."

- Academic Advising – Course selection, class scheduling, degree program assistance, priority registration.
- Tutoring – 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.
- Success Skills – Study skills, note and test taking, writing and grammar skills, time management skills.
- Study hall – Availability, facilities, policy for mandatory attendance.
- Freshman/transfer orientation – Availability, attendance requirements.
- Academic progress monitoring and reporting – Individual's responsibility, frequency, procedures for periodic grade and attendance checks.
- Assistance for special academic needs – Provisions for diagnosis and treatment of learning disabilities.

- Learning assessments – Provisions for testing and evaluation (e.g., placement testing).
  - Mentoring – Availability of mentors, identification and assignment methods, frequency of interaction.
  - Assistance for at-risk students – Availability including institution-wide assistance.
  - Post-eligibility programs – Availability of scholarships, assistantships and academic support.
6. Please submit a copy of the report from the academic support services review to your NCAA staff liaison with the submission of your self-study report.
  7. Describe relevant corrective actions planned or implemented from the academic support services review.

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID\*

PART I-A: Standardized Test Scores, by Gender

Calculate and provide the average (mean) standardized test scores for all entering freshman students and freshman student-athletes who received athletics aid\* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by gender. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the table provided on Page 22 before the average (mean) test scores are calculated. If possible, this same procedure should be used in converting the scores of freshman students generally. Otherwise, the average score for freshman students generally may be converted using the table provided on Page 22. List the most recent academic year's data first and include all freshmen students entering the institution during the year.

	Year	Gender							
		Male students		Male student-athletes		Female students		Female student-athletes	
		Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	---								
	---								
	---								

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

Name of person completing this chart: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

FOR FRESHMAN STUDENTS GENERALLY AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID\*

PART I-B: Standardized Test Scores, by Racial or Ethnic Group

Calculate and provide the average (mean) standardized test scores for all entering freshman students and freshman student-athletes who received athletics aid\* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by racial or ethnic group. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the table provided on Page 22 before the average (mean) test scores are calculated. If possible, this same procedure should be used in converting the scores of freshmen students generally. Otherwise, the average score for freshman students generally may be converted using the table provided on Page 22. List the most recent academic year's data first and include all freshmen students entering the institution during the year.

Racial or Ethnic Group – All Entering Freshman Students												
Year	Am. Ind./AN		Asian/PI		Black		Hispanic		White		Other	
	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score	---											
	---											
	---											

Racial or Ethnic Group – All Entering Freshman Students Athletes on Aid*												
Year	Am. Ind./AN		Asian/PI		Black		Hispanic		White		Other	
	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students	Score	# of Students
Average Standardized Test Score												

\* Institutions that do not award athletics aid should compile these data for freshman student-athletes who were recruited, as determined by the institution. Note: Institutions are not required to report data if the number of students in a group is two or less.

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

Name of person completing this chart: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

FOR FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID\*

PART II: GPA and Test Scores, by Sport Group

Calculate and provide the average (mean) standardized test scores and core-course grade-point average for freshman student-athletes who received athletics aid\* (include nonqualifiers who were ineligible for athletically related aid) during the three most recent academic years, by sport group. Report all scores as either recentered SAT or ACT sumscores. Individual student-athlete scores should be converted using the table provided on Page 22 before the average (mean) test scores are calculated. List the most recent academic year's data first and include all freshmen students entering the institution during the year.

Sport Group																																												
Year	Football		Men's Basketball		Baseball		Men's Track/ Cross Country		Men's Other Sports and Mixed Sports		Women's Basketball		Women's Track/ Cross Country		Women's Other Sports																													
	Core GPA	# of Stu.	Core GPA	# of Stu.	Core GPA	# of Stu.	Core GPA	# of Stu.	Core GPA	# of Stu.	Core GPA	# of Stu.	Core GPA	# of Stu.	Core GPA	# of Stu.																												
Average Core-Course GPA																																												
Year																																												
Average Standardized Test Score																																												
Year																																												

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

Note: Institutions are not required to report data if the number of students in a group is two or less.

Name of person completing this chart: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

TABLE 1. ACT/ SAT CONVERSION CHART

SAT	ACTSUM	SAT	ACTSUM	SAT	ACTSUM	SAT	ACTSUM
1600	141	1290	115	980	83	680	56
1590	140	1280	114	970	82	670	55
1580	139	1270	113	960	81	660	54
1570	138	1260	112	960	80	650	53
1560	138	1250	111	950	80	640	53
1550	137	1240	110	940	79	630	52
1540	137	1230	109	930	78	620	52
1530	136	1220	108	920	77	610	51
1520	135	1210	107	910	76	600	50
1510	134	1200	105	900	75	590	50
1500	133	1190	104	890	74	580	49
1490	132	1180	103	880	73	570	49
1480	132	1170	102	870	72	560	48
1470	131	1160	101	860	71	550	47
1460	130	1150	100	860	70	540	47
1450	129	1140	99	840-850	70	530	46
1440	129	1130	98	830	69	520	46
1430	128	1120	97	820	68	510	45
1420	127	1110	96	810	67	500	44
1410	126	1100	95	800	66	490	44
1400	125	1090	94	790	65	480	43
1390	124	1080	93	780	64	470	42
1380	123	1070	91	770	63	460	42
1370	123	1060	90	760	62	450	41
1360	122	1050	89	740-750	61	440	41
1350	121	1040	88	730	60	430	40
1340	120	1030	87	730	59	420	39
1330	119	1020	86	720	59	410	38
1320	118	1010	86	710	58	400	37
1310	117	1000	85	700	57		
1300	116	990	84	690	56		

ACADEMIC INTEGRITY ATTACHMENT NO. 2  
**ACADEMIC INTEGRITY: SELF-STUDY ITEM NO. 3**  
**FOR OPERATING PRINCIPLE 2.1**

Special-Admissions Information

FOR FRESHMAN STUDENTS GENERALLY  
 AND FRESHMAN STUDENT-ATHLETES ON ATHLETICS AID \*

Indicate the numerical percentage of entering freshman students who were admitted through special exception provisions and of entering freshman student-athletes receiving athletics aid\* (include partial and nonqualifiers who were ineligible for aid) who also were so admitted, by eight sport groups and overall, during the three most recent academic years. List the most recent academic year's data first and include all freshmen students entering the institution during the year.

Year	All Freshman Students <sup>a</sup>	All Freshman Student-Athletes on Athletics Aid <sup>b</sup>	Sport Group (Freshman)										
			Baseball <sup>c</sup>	Men's Basketball	Football	Men's Track/Cross Country	Men's Other Sports and Mixed Sports	Women's Basketball	Women's Track/Cross Country	Women's Other Sports			
---													
---													
---													

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

Note: Institutions are not required to report data if the number of students in a group is two or less.

- a. Calculate this percentage by dividing the number of all entering freshmen who were admitted through special exception provisions by the total number of freshmen who matriculated.
- b. Calculate this percentage by dividing the number of entering freshman student-athletes receiving athletics aid who were admitted through special exception provisions by the total number of entering freshman student-athletes receiving athletics aid.
- c. Calculate this percentage by dividing the number of entering freshman student-athletes in that sport receiving athletics aid who were admitted through special exception provisions by the total number of entering freshmen student-athletes receiving athletics aid who were admitted through special exception provisions.

Name of person completing this chart: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_

## Evaluation and Plan for Improvement

Given the responses to the self-study items on the previous page, 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 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.]

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 plans 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.]

### 2.1 Academic Standards.

	Currently Yes	Currently No	If Currently No, If De- ficiencies Exist, or If an Enhancement has been Identified, Indicate Plan For Improvement Number
Does the institution demonstrate that:	_____	_____	_____
a. The institution admits only student-athletes who have reasonable expectations of obtaining academic degrees?			
(1) If the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, the contrast is analyzed and explained by appropriate institutional authorities?	_____	_____	_____

	Currently Yes	Currently No	If Currently No, If De- ficiencies Exist, or If an Enhancement has been Identified, Indicate Plan For Improvement Number
(2) If the graduation rate of student-athletes, as a whole or for any student-athlete subgroup, is significantly lower than that of other student-athlete or comparable student-body groups, this disparity is analyzed, explained and addressed (through specific plans for improvement) by appropriate institutional authorities?	_____	_____	_____
b. Academic standards and policies applicable to student-athletes are consistent with those adopted by the institution for the student body in general or the NCAA's standards, whichever are higher?	_____	_____	_____
c. The responsibility for admission, certification of academic standing and evaluation of academic performance of student-athletes is vested in the same agencies that have authority in these matters for students generally?	_____	_____	_____
d. Written policies related to scheduling are established in all sports to minimize student-athletes' conflicts with class time and/or final examination periods due to participation in intercollegiate athletics, consistent with the provisions of Constitution 3.2.4.13?	_____	_____	_____

Yes                      No

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.1 (Academic Standards)?

\_\_\_\_\_

*[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.]*

**2.2 Academic Support.**

	Currently Yes	Currently No	If Currently No, If Deficiencies Exist, or If an Enhancement has been Identified, Indicate Plan For Improvement Number
Does the institution demonstrate that:			
a. Adequate academic support services are available for student-athletes?	_____	_____	_____
b. Student-athletes are encouraged and assisted in reaching attainable academic goals of their own choosing?	_____	_____	_____
c. When it is determined that student-athletes have special academic needs, these needs are addressed?	_____	_____	_____
d. The support services are approved and reviewed periodically by academic authorities outside the department of intercollegiate athletics?	_____	_____	_____
e. There is a commitment to the fair treatment of student-athletes, particularly in their academic role as students?	_____	_____	_____

Yes                      No

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 2.2 (Academic Support)?

\_\_\_\_\_

*[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.]*

## **EQUITY AND STUDENT-ATHLETE WELL-BEING**

### **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:
- 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.
  - 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.
  - 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**

- 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.
- 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.]
- 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 non-numeric 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 34) 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 35) 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 the 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 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 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 Well-Being). 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 Well-Being). Specifically include: (a) the original plan; (b) the actions(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 Well-Being) 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 well-being operating principle and provide evidence that matters concerning student-athlete well-being 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 approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.
10. Describe the institution’s written emergency medical plan for practices and games. Describe the process by which these policies and guidelines are approved and communicated to athlet-

ics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.

11. Describe the institution's written emergency medical plan for the athletics program and specific coverage for out-of-season workouts, strength training and skills sessions. Describe the process by which these policies and guidelines are approved and communicated to athletics department staff and student-athletes. In addition, describe the process by which these policies are periodically evaluated to ensure continued effectiveness.
12. Using the four program areas for student-athlete well-being issues, provided as Attachment No. 4 on Page 37, please:
  - a. Describe how the institution has ensured a complete study of each of the four areas;
  - b. Provide data demonstrating the institution's commitment across each of the four areas for all student-athletes; and
  - c. Explain how the institution will address these topics in the future for the well-being 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.

**EQUITY AND STUDENT-ATHLETE WELL-BEING: SELF-STUDY ITEM NOS. 5, 6 and 7  
FOR OPERATING PRINCIPLE 3.2**

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).]

		<b>Racial or Ethnic Group</b>														
		Am. Ind./AN (N)			Asian/PI (N)		Black (N)		Hispanic (N)		White (N)		Other (N)			
Year		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior Administrative Athletics Dept. Staff	F															
Other Professional Athletics Dept. Staff	F															
	P															
Head Coaches	F															
	P															
Assistant Coaches	F															
	P															
<b>TOTALS</b> (For Athletics Dept. Personnel)	F															
	P															
Faculty-Based Athletics Board or Committee Members																
Other Advisory or Policy-Making Group Members																

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

\*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: \_\_\_\_\_

**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.

		Racial or Ethnic Group																	
		Am. Ind./AN (N)			Asian/PI (N)			Black (N)			Hispanic (N)			White (N)			Other (N)		
Year		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
All Students																			
Student-Athletes																			

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.]

		<b>Racial or Ethnic Group</b>											
		Am. Ind./AN (N)		Asian/PI (N)		Black (N)		Hispanic (N)		White (N)		Other (N)	
Sports**	Year	1	2	3	1	2	3	1	2	3	1	2	3
Baseball													
Men's Basketball													
Football													
Men's Track/ Cross Country													
Men's Other Sports and Mixed Sports													
Women's Basketball													
Women's Track/ Cross Country													
Women's Other Sports													
<b>TOTAL</b>													

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.

\*\* 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: \_\_\_\_\_ Date: \_\_\_\_\_  
Title: \_\_\_\_\_

## PROGRAM AREAS TO BE REVIEWED FOR GENDER ISSUES

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 WELL-BEING 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 well-being, 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 well-being.
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 Well-Being): 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.

	<b>Currently Yes</b>	<b>Currently No</b>
	_____	_____
Has the institution:		
a. Implemented its approved gender-equity plan from the previous self-study?	_____	_____
b. Provided an explanation from appropriate institutional authorities if its gender-equity plan was modified or not fully carried out?	_____	_____
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?	_____	_____
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?	_____	_____

	Currently Yes	Currently No
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?	_____	_____

	Yes	No
<b>On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 3.1 (Gender Issues)?</b>	_____	_____

*[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.

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

*[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 Well-Being.

	Currently Yes	Currently No	If Currently No, If De- ficiencies Exist, or If an Enhancement has been Identified, Indicate Plan For Improvement Number
Does the institution:			
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 environment for its student-athletes?			

On the basis of the yes/no answers above, is the institution in substantial conformity with Operating Principle 3.3 (Student-Athlete Well-Being)?

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 or has a plan to address any "Currently No" response to any element(s) of the operating principle.]*

## APPENDIX A: Sample Plan Format—Rules Compliance

The following illustrates means by which an institution can present the major components of a plan. This example of one component is not meant to resemble an institution's plan. Also, it is not required that an institution follow the items in this example. An institution should formulate an original plan that addresses its unique situations and issues.

### Institution X

#### Rules Compliance Plan

Issues in the Self-Study	Measurable Goals	Steps to Achieve Goals	Individuals/Officers Responsible for Implementation	Specific Timetable for Completing the Work
The compliance review does not include a review of camps and clinics or student-athlete employment.	Incorporate camps and clinics and student-athlete employment into compliance reviews.	The compliance coordinator in conjunction with the conference office will review camps and clinics and student-athlete employment into the once-in-four-year compliance review.	Compliance coordinator and senior woman administrator.	March 1, 2005

Institutions may contact their NCAA staff liaison for athletics certification for more information regarding institutional plans.

## APPENDIX B: Sample Plan Format—Gender-Equity Issues

The following illustrates means by which an institution can present the major components of a plan. This example of one component is not meant to resemble an institution's plan. Also, it is not required that an institution follow the items in this example. An institution should formulate an original plan that addresses its unique situations and issues.

**Sample Gender-Equity Plan (2005-10)**

Program Area	Elements		Steps		Specific Timetable for Completing the Work
	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	
1. Athletics Scholarships	Women's sports teams are deficient in the number of scholarships annually awarded by the athletics department when compared to the men's program.	Increase the athletics scholarships for women's sports by an additional 14.5 full Grants-in-aid over the next five years.	Proposed scholarship increases will be funded through endowment sources. The annual "Women's Walk for Scholarships" will secure additional funds for the increase in scholarships. <ul style="list-style-type: none"> <li>Four scholarships to softball;</li> <li>Five scholarships to women's track and field;</li> <li>Three scholarships to women's soccer; and</li> <li>Two and one-half scholarships to women's water polo.</li> </ul>	Vice-President of University Advancement; and Director of Athletics Development.	Scholarships divided up equally over four sports (softball, women's track and field, women's soccer and women's water polo) each year: 2005-06: two Grants-in-aid 2006-07: three Grants-in-aid 2007-08: four Grants-in-aid 2008-09: one and one-half Grants-in-aid 2009-10: three and one-half Grants-in-aid.
2. Accommodation of Interests and Abilities	Participation ratio is not proportional for women's athletics teams vs. men's athletics teams.	Increase the ratio of participation on women's teams between two to five percent.  Add women's rowing in 2007-08 based on response in 2004-05 survey to students at institution.	Add additional roster spots for women's teams. Manage rosters of following sports: <ul style="list-style-type: none"> <li>90 on football (down from 105)</li> <li>25 on men's ice hockey (down from 30)</li> <li>30 on men's track and field (down from 40).</li> </ul> Implementation of new sport will begin in 2005-06 with hiring of head coach and assistant coaches. <ul style="list-style-type: none"> <li>\$20,000 dollars will be allocated for recruiting during 2005-06.</li> <li>Team will commence competition in 2006-07.</li> </ul>	Director of Athletics; Senior Associate Director of Athletics; and Coaches.	Five-year plan (2005-10). Annually monitor participation numbers on men's and women's team. Set roster-size goals on an annual basis.
				Athletics Council; Director of Athletics; and the Chancellor.	Athletics Council's review of proposals for interests and abilities completed in 2004-05. Perform survey biannually to research if accommodations for interests and abilities met.

Elements		Steps			
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work
3. Equipment and Supplies	Apparel is superior for men's sports vs. women's sports.	Provide comparable quality apparel to women's soccer, women's golf and women's gymnastics to reflect similar conference sports (men's soccer, men's golf and men's gymnastics).	Purchase new apparel for women's soccer, women's golf and women's gymnastics for 2005-06 and order and upgrade uniforms as needed.  Biannual review of uniform quality for all sports.	Associate Director of Athletics with sport oversight responsibilities in cooperation with the equipment manager and budget manager.	2005-06 with biannual review thereafter.
	Equipment is not equitable for comparable women's sports in ice hockey.	Provide comparable quality equipment to the women's ice hockey team to reflect men's ice hockey team equipment.	Purchase new ice hockey sticks for the women's ice hockey team.  The athletics department will continue to monitor the amount of equipment, quality of equipment and apparel and the quality of management over those areas.	Sr. Associate Director of Athletics.	2005-06.
4. Scheduling of Games and Practice Times	No issues identified within program area evaluation. Maintenance plan included.	Provide equivalent opportunities for men's and women's teams in all aspects of competition and practice times including: number of contests, practice opportunities and time of day for each and pre-season and post-season competition.	Practice: Adjust the men's and women's soccer practice time by one-half hour to allow for the equivalent amount of practice time for each team.  Request practice schedules to be developed and submitted by all coaches in accordance with established policies to facilitate review by the facilities director as well as the head athletics trainer.  Adjust as determined by annual review.	Director of Athletics; Head Coaches; Facilities Director; and Head Athletics Trainer.	Fall 2005 and ongoing each year subsequent.

Elements		Steps			
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work
5. Travel and per Diem Allowance	No issues identified within program area evaluation. Maintenance plan included.	Provide equitable modes of transportation and housing during travel, length of stay before and after competitions, dining and per diem allowances.	Assign to the Equity, Well-Being and Sportsmanship Committee the responsibility of annually reviewing and modifying as needed the written policies, procedures and criteria for travel arrangements and per diem allowances.	Equity, Well-Being and Sportsmanship Committee; Director of Athletics; Senior Woman Administrator; and Athletics Business Manager.	Beginning in 2005 and ongoing thereafter.
6. Tutors	Not enough tutorial support in women's track and field and women's volleyball.	Hire two new graduate assistants to work in the academic support services department of the athletics department.  The two new academic counselors will assist the sports of women's track and field and women's volleyball.	2005-06 raise funds necessary for two new academic counselor positions and director of academic services.  2006-07 hire all three positions and begin reassignments within academic support services.	Senior Associate Director of Athletics for Internal Affairs.	Beginning in 2005 and reviewed annually thereafter.

Elements		Steps			
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work
7. Coaches	Salaries are deficient in women's volleyball.	Increase assistant women's volleyball coaches' salaries to align with comparable salaries in equivalent men's sports.	Prepare appropriate forms for processing/implementation at salary adjustment for specific coaches.	Director of Athletics and Human Resources Office.	June 2006.
	Laundry service not currently provided for women's sports.	Provide women's coaches with laundry service in locker rooms.	Implement system developed by head equipment manager for drop-off and pick-up service of laundry beginning in September 2005.	Sr. Associate Director of Athletics; and Head Equipment Manager.	September 2005.
8. Locker Rooms, Practice and Competitive Facilities	Lockers are deficient for women's tennis.	Build new lockers for women's tennis team in locker room.	Addressed in the master plan for facilities renovation from 2003-07.	Athletics Director; and Assistant Athletics Director for Facilities and Operations.	2006-07.
	Softball facility needs upgrade.	Build new softball facility comparable to baseball stadium.	Addressed in facility renovation plan from 2003-07.	Athletics Director; and Assistant Athletics Director for Development.	Building starts January 2006. Date of completion scheduled for January 2007.

Elements		Steps			
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work
9. Medical and Training Facilities and Services	No issues identified within medical services.	Continue to provide high-quality services to all students, taking particular care that students have full access to gender-specific medical services.	Hire a trainer who has experience in dealing with women student-athletes.	Director of Athletics; and Head Athletics Trainer.	Hire the trainer by January 2006.
	Strength and conditioning programs in all sports need to be comparable. Currently, more attention is paid to revenue-producing sports.	Provide consistent athletics strength training for all sport programs, regardless of gender.	Assignments for strength coaches for male and female sports will be monitored for workload equivalence.	Director of Strength and Conditioning. Monitoring will be performed by Director of Health and Physical Education.	Beginning in 2005 and ongoing thereafter.
			Hire strength coaches with equal experience to that of men's football and basketball for women's volleyball and soccer. Salaries of strength coaches for male and female sports will be equal starting in 2005-06.	Director of Athletics; and Director of Strength and Conditioning.	Beginning in 2005 and ongoing thereafter.

Program Area	Elements		Steps	
	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation
10. Housing and Dining Facilities and Services.	No issues identified within program area evaluation. Maintenance plan included.	Provide equivalent housing and dining facilities for all student-athletes receiving scholarships by 2005-06.	Continue to monitor housing and dining options for student-athletes on scholarship.  Director of University Housing will conduct a survey to determine needs for all student-athletes on scholarship during the fall 2005 to determine needs of all scholarship student-athletes.	Associate Director of Athletics/Senior Woman Administrator; Athletics Budget Director; Head Athletic Trainer; and Director of Athletics.  Monitoring performed by Vice-Chancellor of Student Affairs; and Director of University Housing.
				Specific Timetable for Completing the Work  Beginning in 2005 and ongoing thereafter.

Program Area	Elements		Steps		
	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work
11. Publicity	All aspects of publicity need to be enhanced for women's sport teams.	Enhance marketing of women's sports in regional area to equal efforts of marketing for men's sports.	Launch Internet coverage for volleyball, women's soccer and softball.	Associate Director of Athletics/SWA; and Sports Information Director.	Beginning in Fall 2005 for volleyball and women's soccer. Start spring 2006 for softball.
			Increase coaches' television show opportunities for women's teams by converting the baseball coaches show into a shared show with softball.	Associate Athletics Director/SWA; Sports Information Director; and Baseball and Softball coaches.	Beginning in spring 2006.
			Recognize women's teams for winning conference titles during men's basketball or men's football home games.	Sr. Associate Director of Athletics.	Fall 2005 and ongoing thereafter.

Elements		Steps			
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work
12. Support Services	More staff support needed in women's soccer, softball and women's volleyball.	Provide equivalent support services for men's and women's sports and continue to monitor the quality of these support services annually.	Assign one additional support staff in women's soccer, softball and volleyball, respectively.	Director of Athletics; and Director of Organizational Effectiveness, Office of Human Resources.	Additional support staff will be hired over the next two academic years (2005-07).
	Senior Administrative oversight and support of women's sports teams is currently deficient.		Assign senior athletics department personnel to be in attendance at all home contests.	Director of Athletics; and Associate Athletics Directors with sport oversight responsibilities.	Senior athletics department personnel will be in attendance at all 2005 contests and thereafter.
			Monitoring function will be performed by Gender-Equity Subcommittee.	Monitoring will be performed by the Director of Organizational Effectiveness in the Office of Human Resources.	Monitoring component will begin spring 2006 and annually thereafter.

Elements		Steps			
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work
13. Recruitment of Student-Athletes	No issue identified within program area evaluation. Maintenance plan included.	Continue to provide equal opportunities to recruit student-athletes among men's and women's sports.	Continue to monitor the opportunities of coaches and other personnel to recruit.	Associate Directors of Athletics with sport oversight responsibilities.  Monitoring component will be performed by Vice-Chancellor.	Fall 2005 and annually thereafter.  Monitoring component will begin in the spring 2006 and will continue annually each spring.
			Continue to monitor whether financial and other recruiting resources are adequate for men's and women's programs.		
			Continue to monitor prospective student-athletes for men's and women's programs to ensure their treatment during campus visits is adequately equivalent.		

## APPENDIX C: Sample Plan Format—Minority Issues

The following illustrates means by which an institution can present the major components of a plan. This example of one component is not meant to resemble an institution's plan. Also, it is not required that an institution follow the items in this example. An institution should formulate an original plan that addresses its unique situations and issues.

Please note that an institution's plan for addressing minority issues shall address equitable opportunities for both minority student-athletes and athletics personnel. An institution-wide affirmative action plan is acceptable only if it:

1. Specifically references, in the plan or in a separate document, the intercollegiate athletics program;
2. Addresses minority opportunities and needs (e.g., special programming, services of multicultural offices, general well-being issues) for student-athletes, as well as athletics staff; and
3. Satisfies the committee's minimum expectations for a plan.

Elements		Steps			
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable For Completing the Work
1. Institutional and Athletics Department Commitment	Athletics department's commitment to diversity lacked broad-based approval.	Maintain commitment to diversity.	Review of written department policies on diversity by broad-based campus group.	Athletics Director; Chancellor; and Minority/Equity Committee.	Fall 2005 and ongoing each year subsequent.
2. Evaluation	Athletics department does not collect or review data related to monitoring the department's commitment to diversity.	Monitor the athletics department activities for consistency with the developed goals and objectives set forth in the institution and athletics department's written commitments to diversity.	Include written goals and objectives related to the commitment to diversity as part of the executive staff's strategic planning process and distribute them.  The executive staff member assigned to diversity will be responsible for collecting data designed to assess progress toward achieving the athletics department's written goals and objectives that support the department's commitment to diversity. Data will be collected concerning diversity issues from a student-athlete survey and exit interviews and reviewed by minority/equity committee.	Associate Athletics Director for Academics (executive staff); and Minority/Equity Committee.	Fall 2005 and ongoing each year subsequent.

Elements		Steps			
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable For Completing the Work
3. Organization and Structure	Maintain organization structure to promote equity and diversity within athletics department.	Continue to use the current structures and organization to promote equity and diversity.	Monitor and review the institution's structure and organization for promoting diversity in athletics.  Report completed and submitted to the faculty committee on athletics by athletics director and associate athletics director.	Athletics Director; Associate Athletics Director; and Faculty Committee on Athletics.	Fall 2005 and ongoing each year subsequent.
4. Enrollment	Overall student-athlete minority population is 10 percent below the general minority student population.	Set enrollment and graduation goals for minority student-athletes in proportion to the goals set by the institution.	Work with admissions department and minority affairs department to determine annual enrollment numbers for minority students.  Specifically, the athletics department shall encourage and solicit minority students to apply for departmental internships and professional development programs.	Coaches; Associate Athletics Director; Academic support staff; Admissions office; and Minority Affairs office.	Fall 2005 and ongoing each year subsequent.
5. Comparison of Populations	Women's basketball, men's soccer, lacrosse and women's volleyball lacked African American representation during the three-year review period.	Increase African American representation among these programs.	Encourage head coaches of each of these programs to ensure that aggressive recruitment of minorities, especially African Americans, is a part of their annual recruitment efforts.  Specifically, the athletics department shall encourage and solicit minority students to apply for departmental internships and professional-development programs.	Program administrators (Director; Associate Director, Programs and Facilities' and Assistant Director, Compliance and Operation).	Fall 2005 and ongoing each year subsequent.

Elements		Steps			
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work
6. Participation in Governance and Decision Making	Minority student-athletes not aware of leadership opportunities within the athletics department.	Maintain priority on selecting diverse representation on the Student-Athlete Advisory Committee (SAAC).	Target minority student-athletes on each team to generate interest in serving on SAAC.	Senior Associate Athletics Director for Student Development and Well-Being.	Beginning in 2005 and ongoing thereafter.
	Develop leadership opportunities for minority coaches and staff.	Involve minority coaches and staff on search committees for new coaches. Provide professional development opportunities for minority coaches and staff.			

Elements		Steps			
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work
7. Employment Opportunities	Athletics department lacked female and minority coaches and staff members.	To increase the number of female and minority coaches and staff members within the athletics department.	<p>Consult with the offices of human resources management, equal opportunity programs and campus diversity to develop strategies to successfully identify and recruit applicants from diverse and under-represented groups.</p> <p>Specifically:</p> <ol style="list-style-type: none"> <li>In order to identify qualified minority candidates, each school should have direct telephone communication with the Executive Director of the Black Coaches Association (BCA) and/or the Chair of the Minority Opportunity Interests Committee (MOIC).</li> <li>Each member institution should strive to interview a diverse pool of candidates.</li> <li>Take two or more weeks to make a final decision when selecting a new coach or administrator.</li> <li>Adhere to Affirmative Action hiring policies and procedures as required on campus.</li> <li>Advertise open positions in publications that reach diverse populations.</li> <li>Provide diversity education to staff throughout academic year.</li> <li>Develop faculty-coach minority mentor program.</li> </ol>	Director of Athletics in collaboration with the Offices of Human Resource Management, equal opportunity programs and campus diversity.	Beginning in 2005 and ongoing thereafter.

Elements		Steps			
Program Area	Issue(s)	Measurable Goals	Steps to Achieve Goal	Individuals Responsible for Implementation	Specific Timetable for Completing the Work
8. Programs and Activities	Student-athletes are not aware of minority programs offered to minority students sponsored by the institution.	Communicate current programs available to all minority students and request feedback from student-athletes on the types of issues affecting them.	Annually survey all minority student-athletes through exit interviews to provide feedback to the department regarding the needs and issues affecting minority student-athletes.	Associate Athletics Director of Community Relations and Life Skills.	Beginning in 2005 and ongoing thereafter.

360,000  
student-athletes

1,200  
member institutions

88  
championships

23  
sports

3  
divisions

1  
association

100  
years



1906-2006