

NCAA ATHLETICS CERTIFICATION PROGRAM

Self-Study Report Checklist

(For use with the 2008-09 Self-Study Instrument for Class 1 institutions)

1. Introduction to Self-Study Report.

- Institutional information Item Nos. 1-9.
- Athletics information Item Nos. 1-5.
- Previous certification Self-Study Item Nos. 1-5.
- Certification Self-Study information Item Nos. 1-5

2. Governance and Commitment to Rules Compliance.

Operating Principle.

1.1 Institutional Control, Presidential Authority and Shared Responsibilities. The National Collegiate Athletic 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:

- 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 chancellor or president is assigned ultimate responsibility and authority for the operation, and personnel of the athletics program; and
- c. Appropriate campus constituencies have the opportunity, under the purview of the chancellor or president, 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 Item No. 1.
- Self-Study Item No. 2.
- Self-Study Item No. 3.
- Self-Study Item No. 4.

- The chancellor or president must have and demonstrate clear and direct oversight of the athletics program.*

- Self-Study Item No. 5.

- Self-Study Item No. 6.
 - The institution must provide evidence that specific governance policies exist for its governing board regarding the administration and oversight of athletics, including the role and responsibilities of its governing board.*

 - The institution must provide evidence that written communication (e.g., governance policies) is provided annually to its governing board with respect to athletics.*

- Self-Study Item No. 7.
 - The institution must demonstrate, through examples since the institution's previous self-study, that its governing board's oversight and policy formulation for athletics is consistent with its policies and stated responsibilities for other units of the institution (e.g., personnel, budget, facilities).*

- Self-Study Item No. 8.
 - The institution must demonstrate, through examples since the institution's previous self-study, that its governing board's oversight and policy formulation for athletics is consistent with its policies and stated responsibilities for other units of the institution (e.g., personnel, budget, facilities).*

- Self-Study Item No. 9.
 - The institution must identify involved individuals or groups external to the athletics department (e.g., faculty senate, athletics advisory group, student-athlete advisory committee) and explain how they have opportunities to provide meaningful input into the formulation of policies and how they periodically review policy implementation related to the conduct of the athletics program.*

- Self-Study Item No. 10.

- Self-Study Item No. 11.
 - Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.*

- Self-Study Item No. 12.

- Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.*
- Self-Study Item No. 13.
 - Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.*
- Self-Study Item No. 14.
 - Institutions must demonstrate that an administrative review of NCAA comparative data (i.e., dashboard indicators) has occurred on an annual basis by the chancellor or president and his/her designees.*
- Self-Study Item No. 15.

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 are clearly communicated to the athletics staff members and those individuals outside athletics who have rules-compliance responsibilities. These written policies and procedures must assign specific responsibilities in the areas of rules compliance, including assignment of direct accountability for rules compliance to the individual the chancellor or president 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. The responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes must be vested in the same agencies that have authority in these matters for students generally;
- c. Rules compliance is the subject of continuous, comprehensive educational effort to a wide range of constituencies.
- 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 Item No. 1.

Self-Study Item No. 2.

Self-Study Item No. 3.

Self-Study Item No. 4.

- The institution must provide written evidence that all individuals inside the athletics department (e.g., staff, coaches) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.*

Self-Study Item No. 5.

- The institution must provide written evidence that all individuals outside the athletics department who are involved or associated with athletics (including, but not limited to, individuals who have responsibility for admission, certification of academic standing, evaluation of academic performance and administration of financial aid for student-athletes) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, performance evaluations and job descriptions.*

Self-Study Item No. 6.

- The institution must demonstrate that 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.*

Self-Study Item No. 7.

- The institution must assign direct accountability for rules compliance to the individual the chancellor or president assigns overall responsibility for the athletics program (e.g., athletics director, vice president for athletics).*

Self-Study Item No. 8.

- The institution must identify individuals who have rules compliance-related responsibilities and the reporting lines of these individuals.*
- The institution must demonstrate that individuals external to the athletics program (including, but not limited to, financial aid personnel, registrar, faculty athletics representative) are engaged in the critical and sensitive areas of rules compliance. Examples of critical and sensitive areas of rules compliance include, but are not limited to, eligi-*

bility certification, investigation and self-reporting of rules violations, monitoring financial aid and academic performance program.

Self-Study Item No. 9.

- The institution must provide evidence that written compliance policies and procedures exist and demonstrate that they are engaged and functioning in the following areas*
 - a. Initial-eligibility certification;*
 - b. Continuing-eligibility certification;*
 - c. Transfer-eligibility certification;*
 - d. Academic performance program (e.g., data collection process, penalty implementation process);*
 - e. Financial aid administration, including individual and team limits;*
 - f. Recruiting (e.g., official and unofficial visits, hosts entertainment, contacts phone calls);*
 - g. Camps and clinics;*
 - h. Investigations and self-reporting rules violations;*
 - i. Rules education;*
 - j. Extra benefits;*
 - k. Playing and practice seasons;*
 - l. Student-athlete employment; and*
 - m. Amateurism.*

Self-Study Item No. 10.

- The institution must demonstrate that its written compliance policies and procedures are clearly communicated on an annual basis to athletics department staff and individuals outside the athletics department with rules compliance responsibilities.*

Self-Study Item No. 11.

- The institution must provide evidence that it has a continuous and comprehensive rules education program for all individuals associated with the athletics program including boosters, student-athletes, athletics department staff, coaches, faculty and institutional staff outside the athletics department.*

Self-Study Item No.12.

- The institution must demonstrate that its rules-compliance program is subject to a comprehensive, external rules-compliance evaluation at least once every four years and is conducted by an individual(s) external to athletics who is knowledgeable of NCAA compliance and who does not have day-to-day responsibilities in the areas under review.*

Self-Study Item No. 13

- The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*
- The institution must provide evidence that the comprehensive, external rules-compliance evaluation includes, at a minimum, the following areas;*
 - a. *Governance and organization (e.g., governing board policies related to athletics, responsibilities and duties of compliance personnel);*
 - b. *Initial-eligibility certification;*
 - c. *Continuing-eligibility certification;*
 - d. *Transfer-eligibility certification;*
 - e. *Academic performance program (e.g., data collection process, penalty implementation process);*
 - f. *Financial aid administration, including individual and team limits;*
 - g. *Recruiting (e.g., official and unofficial visits, hosts, entertainment, contacts, phone calls);*
 - h. *Camps and clinics;*
 - i. *Investigations and self-reporting of rules violations;*

- j. *Rules education;*
- k. *Extra benefits;*
- l. *Playing and practice seasons;*
- m. *Student-athlete employment;*
- n. *Amateurism;*
- o. *Commitment of personnel to rules-compliance activities.*

Self-Study Item No. 14.

- The institution must provide evidence that the comprehensive, external rules-compliance evaluation demonstrates that the rules-compliance program is engaged and functioning. Further, the institution must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

Self-Study Item No. 15.

Self-Study Item No. 16.

- The institution must submit a copy of the written evaluation from its comprehensive, external rules-compliance evaluation.*

Self-Study Item No. 17.

3. **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 treated consistently with 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-

athletes 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 lower than that of other student-athletes or comparable student-body groups or subgroups, this disparity shall be analyzed, explained and, if necessary, 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 conference or Association standards, whichever are higher.
- c. If the retention of student-athletes, as a whole or for any student-athlete subgroup is lower than that of other student-athletes or comparable student body groups, this disparity shall be analyzed, explained and, if necessary, addressed through specific plans for improvement by appropriate institutional authorities;
- 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 NCAA Constitution 3.2.4.13.
- e. Assessment, evaluation and plans for improvement exist to ensure acclimation, retention and academic success for student-athletes with special academic needs and student-athletes who are admitted through the institutions special-admission process or, for those institutions without a special admission process, student-athletes in the lower quartile of the institution's student academic profile.

Self-Study Item No. 1.

Self-Study Item No. 2.

Self-Study Item No. 3.

Self-Study Item No. 4.

Student-athletes must be governed by the institutional admissions policies that apply to all students.

Self-Study Item No. 5.

Academic standards and policies for student-athletes must be consistent with the standards for the student body in general, conference or NCAA standards, whichever are higher.

Self-Study Item No. 6.

- Special admissions chart.*
- Special admissions by sport group chart.*

Self-Study Item No. 7

- The institution must analyze and explain any differences between the academic profile of entering student-athletes, as a whole or for any student-athlete subgroup (i.e., sport, gender, ethnicity, transfers), and the academic profile of other student-athletes and comparable student-body groups or subgroups.*
- Test scores by gender chart.*
- Test scores by racial and ethnic group chart.*
- Test scores and grade-point average by sport chart.*

Self-Study Item No. 8.

- The institution must develop specific academic support programs to address the unique needs of student-athletes with entering academic profiles lower than those of the general student body.*

Self-Study Item No. 9.

- The institution must assess, evaluate and, if necessary, develop plans for improvement to ensure acclimation, retention and academic success for student-athletes with special academic needs and student-athletes who are admitted through the institution's special admissions process. If an institution does not employ a special admissions process, assessment, evaluation and, if necessary, plans for improvement must be completed for student-athletes in the lowest (i.e., fourth) quartile of the institution's general student academic profile or for an alternate group defined by a different benchmark (e.g., quintile) typically used by the institution.*

Self-Study Item No. 10.

Self-Study Item No. 11.

Self-Study Item No. 12.

Self-Study Item No. 13.

- The institution must analyze, explain and address any differences between the most recent four-class average federal graduation rate of student-athletes as a whole and the most recent four-class average federal graduation rate of students generally. If the*

most recent four-class average federal graduation rate of student-athletes as a whole is lower than the most recent four-class average federal graduation rate of students generally, the institution must develop a plan for improvement to address the issue.

Self-Study Item No. 14.

- The institution must analyze, explain and address any differences between the most recent four-class average federal graduation rate of all student-athlete subgroups (i.e., team, gender, ethnicity, ethnicity within team) and the most recent four-class average federal graduation rate of students generally, including comparable student body groups. If the most recent four-class average federal graduation rate of a student-athlete subgroup is lower than the most recent four-class average federal graduation rate of students generally or a comparable student body subgroup, the institution must develop a plan for improvement to address the issue.*

Self-Study Item No. 15.

- The institution must analyze, explain and address any differences between the corresponding federal graduation rate projected by the most recent academic progress rate (APR) of each sports team and the most recent four-class federal graduation rate of students generally. If a team's projected federal graduation rate is lower than the most recent four-class federal graduation rate of students generally, the institution must develop a plan for improvement to address the issue.*

Self-Study Item No. 16.

- The institution must analyze, explain and address any deficiencies between the most recent four-cohort average graduation success rate (GSR) of each sports team and the most recent four-cohort average GSR of student-athletes generally. If the most recent four-cohort average GSR of any team is lower than the most recent four-cohort average GSR of student-athletes generally, the institution must develop a plan for improvement to address the issue.*

Self-Study Item No. 17.

- The institution must analyze, explain and address any differences between the most recent four-class retention rate of student-athlete subgroups (i.e., sport, gender, ethnicity) and the most recent four-class retention rate of all student-athletes. If the most recent four-class retention rate of any student-athlete subgroup is lower than the four-class retention rate of student-athletes generally, the institution must develop a plan for improvement to address the issue.*

Self-Study Item No. 18.

- The institution must have established, written policies regarding the scheduling of practices and competition to minimize student-athletes' conflicts with class time and final examination periods due to their participation in intercollegiate athletics.*

Self-Study Item No. 19.

Self-Study Item No. 20.

Self-Study Item No. 21.

- The institution's established, written policies regarding the scheduling of practices and competition must be clearly communicated in writing to student-athletes, athletics department staff members and other appropriate faculty and administrative staff (e.g., published in the institution's student-athlete handbook, discussed during staff and team meetings, posted on institution's Web site).*

Self-Study Item No. 22.

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 experience 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 either through institutional programming or through student-athlete support services;
- d. The support services are evaluated at least once every four years by appropriate academic authorities (e.g., faculty members or academic administrators of the institution) and are reviewed and approved periodically in institutional academic authorities outside the department of intercollegiate athletics;
- e. There is a commitment to the fair and equitable treatment of student-athletes, in support of their academic endeavors; and

- f. Academic-improvement plans developed during the previous self-study or as required by the NCAA Division I Academic Performance Program have been implemented. Following initial campus approval of an academic-improvement plan, if the plan is modified or not fully implemented, the institution shall provide a written explanation prepared and approved by appropriate institutional authorities.

Self-Study Item No. 1.

Self-Study Item No. 2.

Self-Study Item No. 3.

Self-Study Item No. 4.

- Academic support services must be available to student-athletes either through institutional programming or through student-athlete support services.*
- The institution must demonstrate that its institutional structures and reporting lines for student-athlete academic support services are organized such that academic advising for student-athletes is an integral part of the institution's educational system.*

Self-Study Item No. 5.

- The institution must demonstrate that its staffing, physical space and financial support for student-athlete academic support services have been reviewed by appropriate institutional authorities and determined to meet the academic needs of student-athletes at the institution.*

Self-Study Item No. 6.

- Information related to all academic support services must be clearly communicated to student-athletes and staff (e.g., through inclusion in the student-athlete handbook, discussion during team meetings, through inclusion in personnel manuals, review during staff orientation).*
- The institution must provide effective support services for student-athletes with learning disabilities and/or other special needs, either through institutional programming or through student-athlete support services.*

Self-Study Item No. 7.

- The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation at least once every*

four years by appropriate academic authorities outside athletics who do not have day-to-day responsibilities in the academic support services area (e.g., faculty members, degree program advisors, academic administrators of the institution or noninstitutional academic support specialists). Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement.

- The comprehensive, written academic support services evaluation must include the following areas (in addition to all other services provided to student-athletes):*
 - a. Academic counseling/advising resources and services;*
 - b. Tutoring;*
 - c. Academic progress monitoring and reporting;*
 - d. Assistance for special academic needs;*
 - e. Assistance for at-risk students;*
 - f. Academic support facilities;*
 - g. Academic evaluation of prospective student-athletes; and*
 - h. Student-athlete degree selection.*

- The institution must submit a copy of the written evaluation of the academic support services. Please note that institutions that do not have a separate academic support program for student-athletes are not required to ensure that its academic support program for students generally is subject to a comprehensive written evaluation at least once every four years by authorities external to athletics.*

- Self-Study Item No. 8.

- The institution must involve on-campus personnel who are employed outside the department of intercollegiate athletics (e.g., academic board, undergraduate education office, provost office) as participants in the evaluation and periodic approval of academic support services. Further, institutions must review the written, comprehensive evaluation as part of the self-study process and determine if appropriate corrective actions are necessary in response to the written report.*

- Self-Study Item No. 9.

- Self-Study Item No. 10.

Self-Study Item No. 11.

Self-Study Item No. 12.

- The institution must provide evidence that all academic progress rate improvement plans developed and approved by the institution during the previous self-study or as required by the NCAA Division I Committee on Academic Performance have been implemented. If the plan(s) was modified or not fully implemented, the institution must provide a written explanation prepared and approved by appropriate institutional authorities.*

Self-Study Item No. 13.

4. Equity and Student-Athlete Well-Being.

Operating Principle

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

- a. Have implemented its approved gender-equity plan from the previous self-study. If modified or not fully implemented, provide an acceptable explanation from appropriate institutional authorities.
- b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of both male and female student-athletes and athletics department personnel.
- c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward a program that is equitable for both genders. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

Self-Study Item No. 1.

Self-Study Item No. 2.

- The institution must demonstrate that it has implemented its second-cycle gender-issues plan or provide an explanation for partial completion of the plan.*
- a. *The committee will not accept the following explanations for partial completion or noncompletion:*

- (1) *The institution did not possess sufficient funds to implement the plan.*
- (2) *The institution has had personnel changes since the original development of the plan.*
- b. *The committee will accept the following explanation for partial completion or noncompletion:*
 - *The institution has implemented a different plan(s) to achieve the same goal outlined in its second-cycle gender-issues plan.*

Self-Study Item No. 3.

Self-Study Item No. 4.

Self-Study Item No. 5.

Self-Study Item No. 6.

- The institution must analyze its Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (all revenue and expense categories) for the three most recent academic years and explain (using supporting data) and address any deficiencies and comment on any trends.*

Self-Study Item No. 7.

- The institution must analyze its Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (all revenue and expense categories) for the three most recent academic years and explain (using supporting data) and address any deficiencies and comment on any trends.*

Self-Study Item No. 8.

- The institution must conduct a thorough and written review of each of the 17-program areas for gender issues. Please see program area definitions located in the Gender, Diversity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's gender-issues plan for improvement.*

The review must:

- a. *Describe how the institution has ensured a complete study of each of the 17-program areas for gender issues. This study should be conducted as part of the self-study process.*

- *Please note that for the program area of accommodations of interests and abilities, the use of surveys alone does not constitute a complete study. If an institution chooses to use an interest survey (e.g., a Web survey or hard-copy survey) as one of its sources of data, the committee will require an explanation regarding populations surveyed, the survey response rate and the method used to interpret the data.*
- b. *Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
- c. *Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of the underrepresented gender within the athletics program; and*
- d. *Explain how the institution's written, stand-alone plan for gender issues addresses each of the 17-program areas.*
- The institution must demonstrate that it provides programs and activities for coaches, staff and student-athletes that address gender issues, including programs and activities designed to address the needs of the underrepresented gender within the athletics program (Program Area Nos. 15 and 16).*

Self-Study Item No. 9.

- The institution must develop a five-year written, stand-alone plan addressing gender issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.*

The institution's gender-issues plan must:

- a. *Address all 17-program areas or have mechanism(s) to ensure a periodic evaluation of each program area;*
- b. *Address all deficiencies identified during the self-study;*
- c. *Address issues pertaining to student-athletes and staff;*
- d. *Include measurable goals the institution intends to achieve;*
- e. *Include steps to achieve the goals;*

- f. *Include specific timetables for completing the work;*
- g. *Include individuals and/or offices responsible for carrying out the specific actions identified in the plan;*
- h. *Be developed through a process of broad-based campus participation; and*
- i. *Receive formal institutional approval.*

Self-Study Item No. 10.

- The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on an annual basis, including a comparison with its EADA report and NCAA financial report, to determine if the course of action is still appropriate.*

Self-Study Item No. 11.

The institution's gender-issues plan must:

- a. *Address all 17-program areas or have mechanism(s) to ensure a periodic evaluation of each program area;*
- b. *Address all deficiencies identified during the self-study;*
- c. *Address issues pertaining to student-athletes and staff;*
- d. *Include measurable goals the institution intends to achieve;*
- e. *Include steps to achieve the goals;*
- f. *Include specific timetables for completing the work;*
- g. *Include individuals and/or offices responsible for carrying out the specific actions identified in the plan;*
- h. *Be developed through a process of broad-based campus participation; and*
- i. *Receive formal institutional approval.*

Operating Principle

3.2. Diversity Issues. It is a principle of the Association to promote respect for and sensitivity to the dignity of every person and to refrain from discrimination. In accordance with this fundamental principle, the institution shall:

- a. Have implemented its approved minority-issues plan from the previous self study. If modified or if not fully implemented, provide an acceptable explanation from appropriate institutional authorities;
- b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of all minority student-athletes and athletics department personnel with diverse racial, ethnic and other backgrounds; and
- c. Formally adopt a written plan for the future for the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that expands equitable treatment of all student-athletes and athletics personnel with diverse racial, ethnic and other backgrounds. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

Self-Study Item No. 1.

Self-Study Item No. 2.

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

a. *The committee will not accept the following explanations for partial completion or non-completion:*

(1) *The institution did not possess sufficient funds to implement the plan.*

(2) *The institution has had personnel changes since the original development of the plan.*

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

➤ *The institution has implemented a different plan(s) to achieve the same goal outlined in its second-cycle minority-issues plan.*

Self-Study Item No. 3.

Self-Study Item No. 4.

Self-Study Item No. 5.

Self-Study Item No. 6.

Racial or ethnic composition of personnel chart.

Self-Study Item No. 7.

- Racial or ethnic composition of all students chart.*

Self-Study Item No. 8.

- Racial or ethnic composition of student-athletes by sport group chart.*

Self-Study Item No. 9.

- The institution must demonstrate how the institution's and athletics department's written commitment and expectations related to diversity are communicated to staff, coaches and student-athletes (Program Area No. 1)*
- The institution must conduct a thorough and written review of each of the nine-program areas for diversity issues. Please see program area definitions located in the Equity and Student-Athlete Well-Being attachment of the self-study instrument. If the institution identifies any deficiencies during this review, the deficiencies must be incorporated into the institution's diversity issues plan for improvement*

The review must:

- a. *Describe how the institution has ensured a complete study of each of the nine-program areas for diversity issues. This study should be conducted as part of the self-study process;*
- b. *Provide data demonstrating the institution's status and commitment, including resource allocation, across each of the areas;*
- c. *Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds; and*
- The institution must provide evidence that an assessment and comparison of the institution's and athletics department hiring practices has occurred at least once every five years.*
- The institution must demonstrate that it provides programs and activities for coaches, staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or diverse backgrounds (Program Area Nos. 7 and 8).*

Self-Study Item No. 10.

- The institution must develop a five-year written, stand-alone plan addressing diversity issues that maintains an institution's conformity or moves an institution into conformity with the operating principle.*

The institution's diversity-issues plan must:

- a. *Address all nine-program areas or have mechanism(s) to ensure a periodic evaluation of each program area;*
- b. *Address all deficiencies identified during the self-study;*
- c. *Address issues pertaining to student-athletes and staff;*
- d. *Include measurable goals the institution intends to achieve;*
- e. *Include steps to achieve the goals;*
- f. *Include specific timetables for completing the work;*
- g. *Include individuals and/or offices responsible for carrying out the specific actions identified in the plan;*
- h. *Be developed through a process of broad-based campus participation; and*
- i. *Receive formal institutional approval.*

Self-Study Item No. 11.

- The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on annual basis, including a comparison of its assessment (see Program Area No. 2), to determine if the course of action is still appropriate.*

Self-Study Item No. 12.

The institution's diversity-issues plan must:

- a. *Address all nine-program areas or have mechanism(s) to ensure a periodic evaluation of each program area;*
- b. *Address all deficiencies identified during the self-study;*
- c. *Address issues pertaining to student-athletes and staff;*
- d. *Include measurable goals the institution intends to achieve;*
- e. *Include steps to achieve the goals;*
- f. *Include specific timetables for completing the work;*

- g. *Include individuals and/or offices responsible for carrying out the specific actions identified in the plan;*
- h. *Be developed through a process of broad-based campus participation; and*
- i. *Receive formal 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. In accordance with this fundamental principle, the institution shall:

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; and
- c. Provide evidence that the institution has in place programs that protect the health of and provide a safe and inclusive environment for each of its student-athletes.

Self-Study Item No. 1.

Self-Study Item No. 2.

Self-Study Item No. 3.

Self-Study Item No. 4.

The institution's instrument used to conduct student-athlete exit interviews must contain questions related to the following: (Note: Institutions should note the list of examples below is not an exhaustive list and institutions are not limited to addressing only those provided.)

- a. *The institution's commitment to the academic success of its student-athletes (e.g., academic support services available, priority registration for classes, coaches' support).*
- b. *The institution's commitment to opportunities for student-athletes to integrate into campus life.*
- c. *The institution's efforts to measure the extent of time demands encountered by student-athletes.*

- d. *The institution's efforts to measure the effectiveness of the institution's mechanisms to monitor time demands of its student-athletes (e.g., travel commitments, missed class time, final exam schedules, and summer vacation periods).*
 - e. *The institution's efforts to measure the effectiveness of the institution's student-athlete advisory committee (SAAC).*
 - f. *The institution's commitment to informing student-athletes about the NCAA Special Assistance Fund and NCAA Student-Athlete Opportunity Fund.*
 - g. *The institution's efforts to measure the effectiveness of the institution's mechanisms (e.g., annual surveys, exit-interview process) to monitor the well-being of its student-athletes.*
 - h. *The institution's commitment to the physical, psychological and emotional health (e.g., athletic training, nutrition, counseling) of student-athletes.*
 - i. *The institution's commitment to the safety (e.g., travel policies, emergency medical plans) of student-athletes.*
 - j. *The institution's commitment to a safe and inclusive environment for all student-athletes.*
 - k. *The institution's commitment to diversity.**
 - l. *The value of student-athletes' athletics experience.*
 - m. *The opportunity for student-athletes to suggest proposed changes in intercollegiate athletics.*
 - n. *The opportunity for student-athletes to express concerns related to the administration of the sport(s) in which student-athletes participate.*
- The institution must demonstrate that it conducts exit interviews via in-person meetings and/or conference calls in each sport with a sample of student-athletes (as determined by the institution) whose eligibility has expired in accordance with NCAA Constitution 6.3.2*
- Self-Study Item No. 5.
- Self-Study Item No. 6.
- The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid, transfers).*

- The institution must demonstrate that grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid, transfers) are communicated in writing to student-athletes and the athletics department staff.*

Self-Study Item No. 7.

- The institution must have established written grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior).*
- The institution must demonstrate that all grievance and/or appeals procedures for other areas not mandated by NCAA legislation (e.g., harassment, problems with coaches, hazing, abusive behavior) are communicated in writing to student-athletes and the athletics department staff.*

Self-Study Item No. 8.

Self-Study Item No. 9.

- The institution must:*
 - a. *Have written policies and procedures in the areas listed below;*
 - b. *Annually evaluate the policies and procedures listed below for their effectiveness in protecting the health and providing a safe environment for its student-athletes;*
 - c. *Identify the administrator(s) responsible for annually evaluating the policies and procedures listed below for their effectiveness in protecting the health and providing a safe environment for its student-athletes; and*
 - d. *Demonstrate that policies and procedures in the following areas are communicated in writing to athletics department staff and student-athletes.*
 - (1) *Athletic training.*
 - (2) *Sports medicine.*
 - (3) *Emergency medical plans for practices and games.*
 - (4) *Emergency medical plans for out-of-season workouts, strength training and skills sessions.*
 - (5) *Travel policies (e.g., passenger vans, buses, permissible drivers, flights, length of trips).*
- The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4.*

- The institution must demonstrate that it has an active CHAMPS/Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address non-academic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership).*
- The institution must conduct a thorough and written review of each of the seven-program areas for student-athlete well-being. Please see program area definitions located in Equity and Student-Athlete Well-Being Attachment of the self-study instrument. If the institution identifies any deficiencies during this review, please incorporate these deficiencies into a student-athlete well-being plan for improvement.*
- The institution must conduct a thorough and written review of each of the seven-program areas for student-athlete well-being. Please see program area definitions located in Equity and Student-Athlete Well-Being Attachment of the self-study instrument. If the institution identifies any deficiencies during this review, please incorporate these deficiencies into a student-athlete well-being plan for improvement.*

The review must:

- a. Describe how the institution has ensured a complete study of each of the seven program areas for student-athlete well-being. This study should be conducted as part of the self-study process;*
- b. Provide data demonstrating the institution's commitment and current efforts across each of the seven areas for all student-athletes;*
- c. Using the data provided in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes; and*
- d. If the institution identifies any deficiency(ies) related to a student-athlete well-being program area, explain how the institution's written, stand-alone plan for student-athlete well-being addresses the deficiency(ies).*

Self-Study Item No. 10.