

NCAA Operating Principle

1.1

Institutional Control, Presidential Authority and Shared Responsibilities

1. The chancellor or president must have and demonstrate clear and direct oversight of the athletics program.
2. 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.
3. The institution must provide evidence that written communication (e.g., annual report, governance policies) is provided annually to its governing board with respect to athletics. *Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*
4. The institution must demonstrate 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).
5. The institution must identify involved individuals or groups external to the department of athletics (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.
6. Institutions must demonstrate institutional control of the athletics program with respect to budget, accounting, purchasing and debt management.
7. 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 or his/her designees. *Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

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1.2

Rules Compliance

1. The institution must provide written evidence that all individuals inside the department of athletics (e.g., staff, coaches) have statements regarding the importance of rules compliance in all of the following documents: contracts or letters of appointment, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due its obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***
2. The institution must provide written evidence that all individuals outside the department of athletics 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, job descriptions and performance evaluations. If the institution is in the process of revising one or more of the documents noted above due its obligation to seek approval from an outside entity (e.g., union), the institution must provide written evidence supporting the planned revision. ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***
3. The institution must demonstrate that the responsibility for admission, certification of academic standing and conferment of academic degrees of student-athletes is vested in the same agencies that have authority in these matters for students in general.
4. 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., director of athletics, vice president for athletics).
5. The institution must identify individuals who have rules compliance-related responsibilities and the reporting lines of these individuals.

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

7. 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. NCAA Division I Academic Performance Program (APP) (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.

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.

8. The institution must demonstrate that its compliance policies and procedures are directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) on an annual basis to department of athletics staff and individuals outside the department of athletics with rules compliance responsibilities. ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***
9. 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, department of athletics staff, coaches, and directly involved faculty and institutional staff outside the department of athletics.
10. 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. ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***
11. 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.
12. 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. APP (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; and
 - o. Commitment of personnel to rules-compliance activities.
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.
14. The institution must submit a copy of the written evaluation from its comprehensive, external rules-compliance evaluation.

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2.1

Academic Standards

1. Student-athletes must be governed by the institutional admissions policies that apply to all students.
2. Institutional admissions decisions for student-athletes must be made solely by the authority responsible for admissions decisions.
3. 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.
4. 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.
5. 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.
6. 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.
7. The institution must have written step-by-step policies and procedures for the certification of initial, transfer, and continuing eligibility.

8. 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 there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of student-athletes and the most recent four-class average Federal Graduation Rate of students generally, the institution must develop a plan for improvement to address the issue.
9. 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, within team) and the most recent four-class average Federal Graduation Rate of students generally, including comparable student body groups. If there is a difference that cannot be adequately explained between the most recent four-class average Federal Graduation Rate of a student-athlete subgroup and 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.
10. 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. ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***
11. The institution must analyze and explain missed class time for the last two years for each sports team and address, through a plan for improvement, any missed class time that is deemed significant or excessive in nature.
12. The institution's established, written policies regarding the scheduling of practices and competition must be directly communicated in writing (e.g., provide hard copy of document, provide web link via email) to student-athletes, department of athletics staff members and other appropriate faculty and administrative staff (e.g., published in the institution's student-athlete handbook or department of athletics policies and procedures manual, an email with an attachment or link to the posting on the institution's website). ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***

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2.2

Academic Support

1. Academic support services must be available to student-athletes either through institutional programming or through student-athlete support services.
2. 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.
3. 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. *Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*
4. 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).
5. 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.
6. The institution must demonstrate that all academic support services provided to student-athletes are subject to a comprehensive, written evaluation and approval 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 non-institutional academic support specialists). The institution's faculty athletics representative must serve as a member of the group responsible for the evaluation and approval of all academic support services. Please note, academic support services evaluations conducted by athletics conference office personnel generally will not meet this requirement. *Finally, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.*

7. The comprehensive, written academic support services evaluation must include an evaluation of all services provided to student-athletes. [Note: The list below should provide institutions with a starting point for the evaluation but it is not an exhaustive list. Institutions are required to evaluate all relevant services provided.]
 - 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;
 - h. Student-athlete degree selection;
 - i. Learning assessments;
 - j. Success skills;
 - k. Study hall;
 - l. First year/transfer orientation;
 - m. Mentoring;
 - n. Post-eligibility programs; and
 - o. Any other relevant service provided to student-athletes.
8. 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.
9. The institution must involve a broad group of 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 comprehensive, written 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.

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3.1

Gender Issues

1. The institution must demonstrate that it provides programs and activities for coaches, department of athletics 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.
2. The institution must analyze its Equity in Athletics Disclosure Act (EADA) report (i.e., participation, head coaches and assistant coaches) and NCAA financial report (specified expense categories) for the three most recent academic years, explain (using supporting data) any differences, address any deficiencies and comment on any trends.
3. The institution must conduct a thorough and written review of each of the 15-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. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future. The review must:
 - a. Describe how the institution has ensured a complete study of each of the 15-program areas for gender issues. This study should be conducted as part of the self-study process.

Please note 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 hardcopy survey) as one of its sources of data, the committee will require an explanation regarding populations surveyed, the survey response rate, method used to interpret the data, and written evidence demonstrating the institution's Title IX officer has approved the survey. In addition, the institution must describe other methods of measuring interest and ability.

- 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. Please note, any differences should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and
 - d. Explain how the institution's written, stand-alone plan for gender issues addresses each of the 15-program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.
4. 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.
 5. 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 and this information must be included in the institution's gender-issues plan.

Please note that all institutional plans must contain all of the committee's required elements.

6. The institution's gender-issues plan must include the following requirements:
 - a. Include identification of issues or problems confronting the institution.
 - b. Include measurable goals the institution intends to achieve to address issues or problems.
 - c. Include specific steps the institution will take to achieve its goals.
 - d. Include a specific timetable(s) for completing the work.
 - e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.

Further, the institution's gender-issues plan must meet the following requirements:

1. Be committed to paper and be a stand-alone document.

2. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.
3. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.

NCAA Operating Principle

3.2

Diversity Issues

For purposes of the Institutional Performance Program, institutions have the discretion to address those areas of diversity that align with the institution's overall mission and culture. However, institutions are reminded that the NCAA Division I Committee on Institutional Performance expects a comprehensive and good-faith effort throughout the self-study process. Examples of areas to review for diverse backgrounds or underrepresented groups include, but are not limited to, race, ethnicity, creed, color, national origin, age, disability, sexual orientation and gender identity, in addition to other areas such as religion, marital status, education, income, geographic location and work experience.

1. The institution must demonstrate how the institutions' and department of athletics' written commitment and expectations related to diversity are communicated directly to department of athletics staff, coaches and student-athletes.
2. The institution must demonstrate that it provides programs and activities for coaches, department of athletics staff and student-athletes that address diversity issues, including programs and activities designed to address the needs of under-represented groups or individuals of diverse backgrounds.
3. The institution must demonstrate through actions and strategies how it actively recruits department of athletics staff, coaches, and student-athletes from underrepresented groups or diverse backgrounds from those currently represented in athletics.
4. The institution must provide evidence that an assessment and comparison of the institutions' and department of athletics' hiring practices has occurred at least once every five years.
5. The institution must demonstrate a commitment to diversity in all athletics department hiring efforts, including those involving outside firms (e.g., search firms) and truncated or expedited processes.
6. The institution must conduct a thorough and written review of each of the four-program areas for diversity 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 diversity issues plan for improvement. If no deficiency exists, the institution must include a maintenance plan for each program area and action steps the institution will take if the program area(s) becomes inequitable in the future.

7. The review must:

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

Please note that for the program area of assessment, the use of student-athlete exit interviews alone does not constitute a complete assessment for purposes of the self-study. An institution may choose to include student-athlete exit interviews as part of a broader assessment conducted, but the institution must ensure that an assessment of the entire athletics department has been conducted with respect to diversity issues.

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, coaches, and athletics department staff with diverse racial, ethnic and other backgrounds. Please note, any deficiencies should be clearly explained in the institution's narrative response, including any deficiencies the institution identifies in its analysis; and

d. Explain how the institution's written, stand-alone plan for diversity issues addresses each of the four program areas, including any deficiencies identified in the institution's narrative response as listed in (c) above.

8. 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.

9. The institution's plan must be active at all times and include a mechanism to ensure the plan is reviewed on annual basis to determine if the course of action is still appropriate and this information must be included in the institution's diversity-issues plan.

10. The institution must compare its diversity-issues plan to its written assessment of the campus diversity climate (see Program Area No. 1) at least once every four years, to determine if the course of action is still appropriate.

11. The institution's diversity-issues plan must include the following requirements:

- a. Include identification of issues or problems confronting the institution.
- b. Include the measurable goals the institution intends to achieve to address issues or problems.
- c. Include the specific steps the institution will take to achieve its goals.
- d. Include a specific timetable(s) for completing the work.
- e. Identify the individuals and/or offices responsible for carrying out the actions identified by the institution.

Further, the institution's diversity-issues plan must meet the following requirements:

- a. Be committed to paper and be a stand-alone document.
- b. Be developed with opportunities for significant input from appropriate constituent groups inside and outside athletics.
- c. Must be adopted formally by the institution's final authority in such matters (i.e., chancellor/president or board of trustees) to ensure that it carries the commitment and support of the entire institution.

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3.3

Student-Athlete Well-Being

1. 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 NCAA Division I 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.

Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.

- 2. 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. ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***
- 3. The institution must have established written grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.3] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.5.5.2.10 and 14.5.5.2.10.1]). ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***
- 4. The institution must demonstrate that grievance and/or appeals procedures for areas mandated by NCAA legislation (i.e., financial aid [in accordance with NCAA Division I Bylaw 15.3.2.4] and transfers [in accordance with Bylaws 13.02.1, 13.1.1.3, 13.1.1.3.1, 14.5.5.2.10 and 14.5.5.2.10.1]) are directly communicated in writing (e.g., provide hard copy of document, provide Web link via e-mail) to department of athletics staff members, coaches and student-athletes. ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***
- 5. 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). ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***

6. 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 directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to department of athletics staff members, coaches and student-athletes. ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***
7. The institution must demonstrate that it has an active SAAC pursuant to Constitution 6.1.4. ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***
8. The institution must demonstrate that it has an active Life Skills program (or an equivalent program) pursuant to NCAA legislation with programming to address nonacademic areas (e.g., career counseling, personal counseling, nutrition, diversity, gambling, alcohol and drug guidelines, sexual orientation, personal development, leadership). ***Please note, if an institution develops a plan for improvement in this area, the plan must be implemented prior to the completion of the self-study process.***
9. The institution must have written travel policies that are annually evaluated for their effectiveness in protecting the health and providing a safe environment for student-athletes. Further, the administrator(s) responsible for annually evaluating travel policies must be identified and travel policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.
10. The institution must have a written emergency medical plan for practices, contests, strength training and skills sessions. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via e-mail) to athletics department staff members, including coaches, and student-athletes.
11. The institution must have a written emergency medical plan for out-of-season workouts. Further, the administrator(s) responsible for annually evaluating this emergency medical plan must be identified and the emergency medical plan must be directly communicated in writing (e.g., provide hard copy of document, provide web link via email) to athletics department staff members, including coaches, and student-athletes.

12. The institution must have written athletic training and sports medicine policies that are reviewed annually. Further, the administrator(s) responsible for annually evaluating athletic training and sports medicine policies must be identified and the athletic training and sports medicine policies must be directly communicated in writing (e.g., provide hard copy of document, provide web link via email) to athletics department staff members, including coaches, and student-athletes.

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