

TOP 10 ISSUES IDENTIFIED FOR DIVISION I INSTITUTIONS IN THE ATHLETICS CERTIFICATION PROCESS

The purpose of this document is to educate Division I member institutions and conference offices by providing information on the 10 issues most frequently identified by the committee since the revision of the athletics certification process in January 2004. This information is intended to assist institutions that already have gone through the second-cycle of athletics certification, as well as those institutions that are preparing to go through the certification process in the near future.

1. Institutions must provide a statement regarding the importance of rules compliance in all of the following for all individuals external to athletics with rules compliance responsibilities: contracts or letter of appointments, performance evaluations and job descriptions. [*Operating Principle 1.2*]
2. Institutions must analyze, explain and address all deficiencies between the three-class average graduation rate of student-athletes as a whole and the three-class average general student graduation rate. [*Operating Principle 2.1*]
3. Institutions must provide a statement regarding the importance of rules compliance in all of the following for all coaches and administrative staff associated with athletics: contracts or letter of appointments, performance evaluations and job descriptions. [*Operating Principle 1.2*]
4. Institutions must develop a gender-equity plan that address all 13 program areas or have mechanism(s) to ensure a periodic evaluation of each program area. Institutions must develop a minority-issues plan that addresses all eight program areas or have mechanism(s) to ensure a periodic evaluation of each program area. [*Operating Principle 3.1/Operating Principle 3.2*]
5. Institutions must provide evidence that comprehensive, written compliance policies/procedures exist and ensure that the compliance policies and procedures are functioning. [*Operating Principle 1.2*]
6. Institutions must demonstrate that academic support services (e.g., tutoring, academic advising, monitoring of missed class time) for student-athletes are subject to a comprehensive review at least once every three years by academic authorities outside of athletics, who do not have day-to-day responsibilities in the academic support services area. [*Operating Principle 2.2*]
7. Institutions must review the travel policies (e.g., passenger vans, buses, permissible drivers, charter flights, length of trips) as they relate to student-athletes to ensure those policies protect their health and provide a safe environment. [*Operating Principle 3.3*]

8. Institutions must designate an individual(s) to oversee efforts in the area of health and safety of student-athletes and review medical plans for competition and practice to ensure the plans protect the health of and provide a safe environment for student-athletes. [*Operating Principle 3.3*]
9. Institutions must develop a gender-equity plan that extends at least five years into the future or until the next opportunity for review by the committee. Institutions must develop a minority-issues plan that extends at least five years into the future or until the next opportunity for review by the committee. [*Operating Principle 3.1/Operating Principle 3.2*]
10. Institutions must provide evidence that instruments used to conduct student-athlete exit interviews contain questions related to their commitment to the academic success of their student-athletes and questions to measure the effectiveness of the institution mechanisms (e.g., exit-interview process) to monitor the well-being of their student-athletes. [*Operating Principle 3.3*]