Helpful Hints for Gender-Equity and Minority-Issues
Plans for Improvement

1. Example of measurable goals versus vague goals.
   a. Measurable Goal: To provide comparable quality apparel to women’s soccer, women’s golf and gymnastics to reflect conference comparable sports (men’s soccer, men’s golf and men’s gymnastics).
   b. Non-measurable Goal: To enhance equipment and supplies for women’s athletics teams.

2. Example of specific steps versus plan-to-plan steps.
   a. Specific Step (to achieve measurable goal): Athletics department will offer internships to minority students and will provide professional development programs for minority students.
   b. Nonspecific step or plan-to-plan step: Assess whether or not athletics department can create development programs for minority students.

3. Example of specific timelines.
   a. Specific Timeline: One additional support staff for women’s soccer will be hired over the next two academic years (2004-2006). Two additional support staff for all other women’s sports will be added during the 2007-08 academic year.
   b. Nonspecific Timeline: Three support staff will be hired as the budget permits.

4. Ensure all 13 program areas for gender equity and eight program areas for minority issues are addressed before submission.

5. If there is a deficiency identified in the program area evaluation, include the deficiency as an issue within the stand-alone gender-equity or minority-issues plan. Then, rectify the deficiency with measurable goals and steps to achieve the goals as outlined above.

6. If there is NOT a deficiency identified in the program area evaluation, the measurable goal should indicate that there will be an effort to maintain the current state in the program area and the specific steps should reflect how to achieve the maintenance.

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