

**REPORT OF THE NCAA DIVISION III  
DIVERSITY AND INCLUSION WORKING GROUP  
NOVEMBER 11, 2015, MEETING**

**ACTION ITEMS**

- None.

**INFORMATIONAL ITEMS.**

1. **Welcome and roster.** The NCAA Division III Diversity and Inclusion Working Group commenced business at 8 a.m. Eastern time Wednesday, November 11, 2015. Chancellor Dennis Shields welcomed the group and staff conducted a roll call.
2. **Report of September 30 teleconference.** The working group reviewed the report and noted no changes.
3. **Convention framework and goal.** Chancellor Shields set the stage for the working group's first in-person meeting. He outlined the meeting's goals; Division III's mission including diversity and inclusion; the importance of engaging presidents and chancellors; and the working group's presentation at the 2016 NCAA Convention. Staff reviewed two supplements detailing the importance of diversity related to societal and on-campus benefits. The working group discussed that while the membership understood the importance of diversity, there are practical application issues. One issue is getting everyone in the department to understand and implement diversity best practices (e.g., head coaches developing a diverse candidate pool for assistant coach positions).

The working group discussed the Convention presentation and noted the following: 1.) The presentation outline should include the membership's feedback from the 2015 Convention; 2.) explain the working group's charge; 3.) outline diversity and inclusion initiatives overall in higher education; 4.) explain the importance of diversity; and 5.) create a presentation that is digestible and useful for the largest constituent group in the room – the 400 plus athletics directors.

4. **Informed decision making.** The research and governance staffs reviewed several documents detailing the Division III demographics landscape, as well as, the information related to diversity and inclusion collected in the 2013 Division III membership-wide survey.

- a. Turnover rates in athletics director positions. An analysis of the change among Division III athletics directors revealed that within the past 18 months, 70 positions had a change in leadership. Further data analysis shows that these positions were being re-filled largely by individuals of the same demographic profile as those who left (e.g. white males and females). The working group also observed a lack of diversity in the associate and assistant director of athletics positions which speaks to a larger pipeline issue for potential new directors of athletics. The working group noted the importance of sharing this information with presidents/chancellors and athletics direct reports (ADRs) as they are overseeing the new athletics director hires in addition to search firms. Staff will present this data at the 2016 ADR luncheon.
- b. Student-athlete versus student-body differences. Data describing the representation of female students and student-athletes reveals that female students consistently make up 60 percent of the student population while female student-athletes represent only 40 percent of the student-athlete population. The working group recommended that this disparity in the female student-athlete population warrants education and further discussion about ways to be Title IX compliant. Specifically, if prong one isn't being met, determining how the membership is meeting the requirements of prong two and three.
- c. International student impact on student-body diversity versus student-athlete diversity. Research noted that international student-athletes make up only 1 percent of the population of Division III student-athletes, while this group makes up approximately 3 to 4 percent of the Division III student body population. Specifically, there are approximately 1.2 million Division III students of which 48,000 (four percent) are international. There are approximately 190,000 Division III student-athletes of which 1,000 (less than one percent) are international. The working group agreed that the diversity in the athletics department doesn't need to match the student body, but schools should examine the differences and understand why they exist on their campuses. Schools need to be intentional and the working group agreed that a best practices resource could help schools develop strategies to address differences.
- d. 2013 Division III membership survey results. Staff reviewed the questions focusing on diversity and inclusion from the 2013 membership survey (77 percent response rate). The survey responses indicated strong support for new and enhanced programming and initiatives focusing on diversity and inclusion.

5. **Coach diversity.** Research staff reviewed the results of the 2015 Woman of Color survey in addition to coaching trends.
- a. 2015 Barriers Study for Ethnic Minority Females. While the overall the survey response rate was fewer than 10 percent of the population of ethnic minority females, there were still some key takeaways from this survey: 1.) 80 percent are satisfied with their career, 2.) 66 percent would encourage student-athletes to seek a career in athletics, 3.) while there are available employment opportunities, ethnic minority women are not applying and if they are applying, they do not believe that schools are hiring the most qualified candidate, and 4.) only 35 percent had a female ethnic minority mentor. The working group noted the importance of partnering with the NCAA's Committee on Women's Athletics and Minority Opportunities and Interests Committee. All future programs should include an intentional discussion on addressing these barriers. Dr. Beverly noted that the Minority Opportunities Athletic Association (MOAA) has partnered with Dr. Jerlando Jackson (Univ. of Wisconsin) for a National Study (NSIA) concerning hiring practices and work environments as they relate to minority athletics administrators in intercollegiate athletics. This survey could be another helpful tool for monitoring progress.
  - b. Head and assistant coach diversity and trends. In 2014-15, 67 percent of head coaching positions and 60 percent of assistant coach positions were held by white males in Division III. Black men and women held less than five percent of the head coach positions and white women held less than 25 percent. Research staff encouraged the promotion and use of the [NCAA's sport sponsorship database](#) in addition to Division III exploring the use of the NCAA's Institutional Performance Program that is currently used in Division I and II. The working group noted that accreditation processes may support the use of IPP by membership schools. These two resources will allow schools to complete a self-assessment as well as compare themselves to peer schools. The working group charged the Research staff to determine the turnover rates of head coaches and if there is a correlation between diverse athletics directors and their staffs.
  - c. Correlation between diverse coaches and rosters. In Division III, 91 percent of the population of head and assistant coaches are white, while 23 percent of the student-athlete population is reported as ethnic minorities. Research informed the working

group that data shows no correlation between diverse coaches and the diversity of rosters. Additional analysis of the student-athletes perceptions of their coaches' attitudes toward inclusion also did not show any evidence of enhanced or decreased team diversity.

- d. Brainstorming session. The working group divided into four groups of four to discuss potential modeling opportunities in addition to areas of collaboration and education. The subgroups reported the following:

Potential Modeling Opportunities.

- (1) Provide incentives to those proactively integrating diversity into their departments in areas such as professional development funding or opportunities, networking, etc...
- (2) Professional development opportunities for hiring decision makers to learn about best practices for creating diverse candidate pools.
- (3) Provide a central networking opportunity for participants of current stand-alone Division III diversity programs.
- (4) Student-athlete mentoring program (e.g., Branch Rickey program).
- (5) Model the Division II coaching enhancement grant.
- (6) Use Tier 2 of the Division III conference grant for more impactful programming (e.g., a year-long series of programs versus a one-time event).
- (7) Model the NCAA Pathway program and create a cohort specifically for Division III (annually 10-12 participants).
- (8) Model the United States Olympic Committee's FLAME program (Finding Leaders Among Minorities Everywhere) that focuses on local and on-campus programming.

- (9) Evaluate this year's pilot program that will bring 43 ethnic minority students, who are interested in a career in Division III athletics, to the 2016 NCAA Convention.
- (10) Model the American Council on Education (ACE) Fellows Program by providing opportunities for participants to shadow individuals to advance their career.

Education/Collaboration.

- (1) Collaborate with Advocates for Athletic Equity (AAE) to offer professional development and networking in addition to highlighting job opportunities in Division III.
- (2) Partner with Leadership Development to enhance the Pathway Program.
- (3) Collaborate with MOAA and NADIII AA to communicate the opportunities available in Division III.
- (4) Partner with National Association of Diversity Officers in Higher Education (NADOHE) to create networking opportunities and connect athletics directors of color with aspiring professionals.

**6. Current Division III programming review.** Staff highlighted the overall success with both the Division III Ethnic Minority and Women's Internship Grant and the Strategic Alliance Matching Grant. A 2014 survey of 180 past participants indicated that 85 percent were still working in Division III athletics. There are a few obstacles including a low percentage of ethnic minority male hires and grant applications offering low salaries. Staff also highlighted two newer programs – the Institute for Administrative Advancement and the NACWAA Advancement Forum. Both programs require low financial support and appear to be successful in engaging women and ethnic minorities.

**7. Development of best practices.** At the request of the working group, staff provided information on the history and funding of Historically Black Colleges and Universities (HBCUs). Staff also reviewed a best hiring practice document developed by Division II a

decade ago. The Office of Inclusion will collaborate with the working group as it creates a new Association-wide best hiring resource and anticipates releasing it to the membership in 2016-17.

The working group participated in a second brainstorming session and again, divided into four groups of four. The subgroups reported the following:

- a. Create a separate best practice resource for each constituent group – student-athletes, coaches and administrators.
- b. Define diversity and articulate its value to an athletics department.
- c. Recruiting and retention is the key. One concept is to engage alumni to use as a resource to help build the diversity pipeline – lineation between student-athletes and coaches/administrators.
- d. Engage students by providing resources to high school and college guidance counselors so they can assist with future career aspirations.
- e. Engage presidents/chancellors and ADRs and define the role of commissioners, faculty athletic representatives (FARs) as allies.
- f. Encourage schools to be committed to creating a diverse candidate pool.
- g. Communicate to the membership that the best practices resource is not a mandate.
- h. At least one individual on the hiring team should have diversity training (e.g., a school's Title IX coordinator or the SWA Conference Chair).
- i. Incorporate a four-step approach: 1.) pre-step: education, define the mission, establish the search committee structure, and candidate pool parameters; 2.) the search process: develop a good candidate pool, implement checks and balances (e.g., partner with the HR department); provide a justification document that summarizes and validates the process; 3.) retention: develop an inclusive environment, with mentoring and professional development opportunities, and one in which the new hire can succeed; and 4.) assessment: evaluate the process and determine its level of success.

- j. For the interview, develop a list of diversity focused questions and ask one to three questions appropriate for the search.
  - k. Develop mentoring opportunities.
  - l. Create a short list of qualified and diverse candidates for future openings.
  - m. Collaborate with the NCAA's Office of Inclusion.
  - n. Encourage campuses to conduct a self-assessment.
- 8. New Division III programming.** Staff updated the working group that 43 ethnic minority students had been selected and notified that they will be attending the 2016 NCAA Convention on a grant. Staff is developing the programming and securing mentors.
- 9. Convention programming preparation.** The working group agreed to the following outline for its presentation at the 2016 NCAA Convention during the Division III Issues Forum.
- a. Highlight the data related to the diversity within the division via an infographic. The infographic must be clear, concise and digestible. The working group recommended using the data to highlight athletics director, coach and student-athlete trends.
  - b. Provide an executive summary of the working group's efforts the past year and distribute prior to the Issues Forum session.
  - c. Connect back to last year's Convention presentation and explain the charge of the working group. Create a safe space to discuss this difficult topic. Highlight the 2013 membership survey results.
  - d. Explain how diversity benefits student-athletes, athletics department and the entire campus. Highlight the financial implications of not having a diverse institution. Diversity aids enrollment management.

- e. Highlight the turnover rates in Division III and the opportunities to hire ethnic minorities and women. Encourage the engagement and intentional involvement of presidents/chancellors and ADRs who can impact and alter decision making. Use data to highlight the success of the current Division III programming.
- f. Discuss the obstacles to making diverse hires and maintaining a diverse atmosphere.
- g. Highlight next steps that will include the development of a best practices resource and current and new programming and initiatives.

Dennis Shields, Heather Benning and Sharon Beverly will give the presentation.

- 10. Other business.** Staff will schedule the working group's next call for late December. On the call, the working group will review the draft Convention presentation and straw poll questions.

**Draft straw poll questions.**

- a. At this time, where should the Division provide funding to create programming and initiatives? (coaches or administrators).
- b. If there was an NCAA matching grant for ethnic minority and female student career development in Division III athletics, would you be interested in participating?
- c. Is your athletics department, financially investing in diversity initiatives and programming. (yes, no, want to)?

- 11. Adjournment.** The meeting adjourned at 1:50 p.m.

*Staff Liaisons:*            *Louise McCleary, Division III Governance*  
                                       *Nicole Hollomon, Research*  
                                       *Sarah Sadowski, Leadership Development*  
                                       *Amy Wilson, Office of Inclusion*

Meeting date: November 11, 2015	
Attendees	Absentees
Nnenna Akotaobi, Swarthmore College	Callie Olsen, Lake Forest College
Heather Benning, The Midwest Conference	
Sharon Beverly, The College of New Jersey	
Keith Brandon, Penn State University, Abington	
Jason Fein, Drew University	
Amanda Ingersoll, Stevens Institute of Technology	
Joe Onderko, Presidents Athletic Conference	
Dennis Shields, University of Wisconsin-Platteville	
Natalie Winkelfoos, Oberlin College	
Nicolle Wood, Salem State University	
Other Participants: Esteban Arriola, NCAA Jamie Dicks, NCAA Jessica Duff, NCAA Erin Irick, NCAA Nicole Hollomon, NCAA Louise McCleary, NCAA Sonja Robinson, NCAA Sarah Sadowski, NCAA Amy Wilson, NCAA	