

## **NCAA Division I Institutional Performance Program Best Practices for Conducting an Institutional Inclusion Review**

### **NCAA Division I Institutional Performance Program Commitment to Inclusion.**

Membership in the Association places the responsibility on each institution to establish and maintain an environment that values cultural diversity and gender equity among its student-athletes and intercollegiate athletics department staff. In accordance with this responsibility, NCAA Division I member institutions shall:

1. Conduct and promote athletics programs free from gender discrimination and in compliance with all applicable federal and state laws and NCAA legislation regarding gender equity.
2. Develop and administer nondiscriminatory governance policies, educational programs, activities and employment policies and procedures. It is the responsibility of each member institution to determine its own policies and procedures regarding nondiscrimination and to ensure that they comply with federal and state law protections.
3. Create diverse and inclusive environments; promote an atmosphere of respect for and sensitivity to the dignity of every person; and include diverse perspectives in the pursuit of academic and athletic excellence.
4. Develop inclusive practices that foster positive learning and competitive environments for student-athletes, as well as professional development opportunities for athletics administrators, coaches and staff from diverse backgrounds.

### **Overview.**

At its July 2014 meeting, the NCAA Division I Committee on Institutional Performance recommended every active Division I institution's athletics department complete a one-in-four-year inclusion review. The committee noted this recommendation aligns with NCAA core values and the purpose of the NCAA Division I Institutional Performance Program (IPP), which is to enhance the student-athlete experience. This best practices document provides institutional leaders with guidance on additional qualitative data to assist them in the evaluation and oversight of their intercollegiate athletics program. The one-in-four-year inclusion review is meant to provide guidance related to a high-level review of inclusion-related efforts on campus, and is not designed to replace any requirements of federal law. The one-in-four-year inclusion review will provide institutional leaders with qualitative data to assess the institution's and athletics department's environment for student-athletes, coaches and staff.

### **One-In-Four-Year Inclusion Review.**

The inclusiveness of the student-athlete, coaches and staff experience cannot fully be evaluated using data currently provided to the NCAA by member institutions. Accordingly, institutions are encouraged to conduct an assessment of athletics inclusiveness at their institutions in the areas of gender equity and diversity once every four years.

The one-in-four-year inclusion review should assess the following:

1. Athletics department and institutional environment.
2. Hiring practices.
3. Programming available to student-athletes, coaches and staff.
4. Student-athlete treatment.
5. IPP plans for improvement.

Note: The one-in-four-year inclusion review should be conducted by an entity or entities employed outside of the department of athletics.

Further, the chancellor or president, the director of athletics and the Title IX coordinator should monitor any areas of concern and plans for improvement.

It is also recommended that other individuals outside of athletics with responsibilities associated with gender equity and diversity matters including, but not limited to, the equal employment opportunity officer and the chief diversity officer, be provided an opportunity to review the assessment and any resulting plan for improvement.

1. Athletics Department and Institutional Environment.
  - Identification of diverse groups.
    - (1) What are the diverse groups the institution has identified on campus including, but not limited to, all classifications covered by federal and state law protections [e.g., gender, race and ethnicity; lesbian, gay, bisexual, transgender and questioning (LBGTQ); first generation; international; persons with disabilities; religion]?

- (2) Is there an institutional and/or athletics department policy that promotes an inclusive environment for all student-athletes, coaches and staff members by gender and/or from diverse groups? If so, please explain.

2. Hiring Practices.

- a. Review the institution's and/or athletic department's hiring practices including, but not limited to, actions and strategies designed to recruit applicants from diverse groups for administrative, coaching and staff positions.
- b. Describe these efforts.

3. Programming Available to Student-Athletes, Coaches and Staff.

- a. What programs does the institution or the athletics department have in place to promote gender equity and diversity, to address the needs of student-athletes, coaches and staff by gender or from diverse groups?
- b. Are student-athletes, coaches and staff informed of and given the opportunity to participate in gender equity and diversity-related programs and services (support or otherwise) on campus?
- c. Does the athletics department have a written statement of nondiscrimination commitment for student-athletes, coaches and staff in its materials (e.g., student-athlete handbook, staff policy manual, strategic plan, etc.)?
- d. What efforts does the institution make to ensure that student-athletes, coaches and athletics department staff knows who to contact if they experience an issue of discrimination (e.g., gender, race, ethnicity, sexual orientation, religion)?
- e. What policies and procedures does the institution have in place regarding sexual assault and prevention? Does the institution conduct sexual assault and prevention training on an annual basis, including bystander training? If so, have all coaches and staff attended training?
- f. What professional development and leadership opportunities are offered to coaches and staff, including those by gender and from diverse groups within the athletics department?
  - (1) Are these on campus/off campus/both?
  - (2) How are coaches and staff made aware of these opportunities?

4. Student-Athlete Treatment.

- a. Analysis of participation gender equity, including determination of substantial proportionality, history and continuing practice of program expansion, or full and effective accommodation of interests and abilities for student-athletes.
- b. Athletically related financial aid provided to student-athletes by gender, including equitable academic year scholarships, equitable access to athletics aid for those who have exhausted their eligibility, equitable access to summer school aid, equitable access to multiple-year scholarships.
- c. Coaches and sport specific staff (including directors of operations, video, strength and conditioning personnel, etc.) by gender.
- d. Access to equitable facilities (including practice and competition facilities, locker rooms and team space) by gender.
- e. Access to equitable medical services and training facilities (including trainers and physicians) by gender.
- f. Equitable provision of equipment and supplies (including laundry services) by gender.
- g. Equitable travel (including mode of travel and housing on the road) and meals and/or per diem rates by gender.
- h. Scheduling games and practices (includes strength and conditioning training) by gender.
- i. Recruitment of student-athletes by gender.
- j. Equitable access to meals that meet the nutritional needs of student-athletes by gender.

5. Plans for Improvement.

Institutions should develop a responsive plan for improvement for any area of concern identified in its one-in-four-year inclusion review. A plan for improvement should include the following six components:

- a. Description of the concern.
- b. Stated goal(s).
- c. Steps to be taken to address the concern.
- d. Title of the individual(s) responsible for addressing the concern.
- e. Timeline for completion of the plan.
- f. Formal institutional approval from chancellor or president.

Institutional plans are an institutional commitment to equity in the area of inclusion.

### **Outcomes.**

Membership in the Association places the responsibility on each institution to ensure that its staff, student-athletes and other individuals and groups representing the institution's athletics interests comply with the applicable Association rules and regulations. The data in the annual management system and the one-in-four-year inclusion review are intended to provide the institution with significant data to assist in analyzing the athletics department and its commitment to inclusion.

Ongoing analysis of this information will allow institutions to make adjustments in areas of concern and thus streamline the process of ensuring an inclusive environment is available to all coaches, staff and student-athletes.

Member institutions are expected to abide by the policy of the Association to refrain from discrimination with respect to its governance policies, educational programs, activities and employment policies, including on the basis of age, color, disability, gender, national origin, race, religion, creed or sexual orientation.

## **NCAA Division I Institutional Performance Program One-In-Four-Year Inclusion Review Questions and Answers**

### **NCAA Division I Institutional Performance Program Commitment to Inclusion.**

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3. Create diverse and inclusive environments, promote an atmosphere of respect for and sensitivity to the dignity of every person, and include diverse perspectives in the pursuit of academic and athletic excellence.
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### **Overview.**

At its July 2014 meeting, the NCAA Division I Committee on Institutional Performance recommended every active Division I institution's athletics department complete a one-in-four-year inclusion review. The committee noted this recommendation aligns with NCAA core values and the purpose of the NCAA Division I Institutional Performance Program (IPP), which is to enhance the student-athlete experience.

As a best practice, each institution should conduct a qualitative inclusion review once every four years to fully assess its athletics department's performance regarding equitable treatment of student-athletes by gender, race and/or ethnicity. The one-in-four-year inclusion review is meant to provide guidance related to a high-level review of inclusion-related efforts on campus, and is not designed to replace any requirements of federal law. The one-in-four-year inclusion review will provide institutional leaders with qualitative data to assess the institution's and athletics department's environment for student-athletes, coaches and staff.

The following questions and answers will assist institutional leaders with guidance on how to conduct the qualitative components of an inclusion review to better assist in the evaluation and oversight of their intercollegiate athletics program.

**Question No. 1:** What is the relationship between this review and the institution's responsibility to comply with federal law?

**Answer:** All NCAA member institutions are expected to comply with federal and state laws. This review is not a substitute for institutional efforts in fulfilling federal and state laws to which they are subject.

**Question No. 2:** What if the institution already conducts an inclusion review (e.g. hires an outside consultant to conduct a Title IX Review, conducts an institutional climate survey)? Does the institution need to conduct the additional inclusion review?

**Answer:** No. The purpose of the one-in-four-year inclusion review is to ensure that institutions are assessing equitable treatment of student-athletes by gender, race and/or ethnicity, not to prescribe the exact method of the review.

**Question No. 3:** If an institution chooses to conduct the one-in-four-year inclusion review, who should administer it?

**Answer:** The review should be conducted by a person or entity outside of the institution's athletics department.

**Question No. 4:** If an institution chooses to have campus personnel outside of the athletics department conduct the inclusion review, who on campus should be involved in the analysis and review of inclusion data?

**Answer:** It is recommended that individuals with responsibilities associated with gender equity and diversity matters, including but not limited to, the institution's Title IX officer, equal employment opportunity officer (EEO) and the chief diversity officer be involved.

**Question No. 5:** How might an institution set up a process to analyze the environment of inclusiveness in its athletic department?

**Answer:** An institution may choose to create an inclusion committee on campus responsible for analyzing and reviewing inclusion data.

**Question No. 6:** If an institution chooses to create an inclusion committee to review gender and diversity matters on campus, who should be involved in such a committee?

**Answer:** An institution may wish to include the following:

1. Chancellor/president or designee.
2. Title IX officer.
3. EEO officer.
4. Director of athletics.
5. Senior woman administrator.
6. Faculty athletics representative.
7. Student-Athlete Advisory Committee president.
8. General council.

**Question No. 7:** Are there other offices on campus involved in the obtaining of data that could be used as resources for an inclusion committee?

**Answer:** Offices that may be resources for an inclusion committee may include:

1. Registrar.
2. Financial aid.
3. Admissions.
4. Student affairs.
5. Inclusion offices/cultural centers.
6. Student groups.