



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

### **Commitment to Inclusion.**

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

### **History.**

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 aligned with NCAA core values and the purpose of the NCAA Institutional Performance Program, which was to enhance the student-athlete experience.

### **Overview.**

This best practice document provides institutional leaders with guidance on additional qualitative data to assist them in the evaluation and oversight of their intercollegiate athletics program. The 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 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.

**Assumptions Regarding Inclusion Data Available in the NCAA Institutional Performance Program Data Management System.**

1. The provision of institutional demographics data in the NCAA Institutional Performance Program data management system is intended to provide a high-level view of inclusion-related data in areas such as: participation rates, sports sponsorship, head and assistant coaches and athletics department administrative leadership.
2. The provision of institutional demographics data should supplement, not be a substitute for the qualitative review of inclusion (e.g., gender equity or diversity) issues within an athletics department.
3. Each institution should conduct a regularly scheduled inclusion review, including quantitative and qualitative measures to fully assess its athletics department's performance regarding equitable treatment of student-athletes.
4. As a best practice, each institution should collect data to assist in its assessment of its athletics department's performance regarding equitable treatment of student-athletes.

**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, diversity and inclusion on a regular basis.

The 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.

Note: It is recommended this inclusion review include persons employed outside of the athletics department.

Further, the chancellor or president, the athletics director, the senior woman administrator 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 and inclusion.
  - (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; first generation; international; persons with disabilities; religion)?
  - (2) 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.)?
  - (3) Are there institutional and/or athletics department policies 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, develop and retain applicants from diverse groups for administrative, coaching and staff positions.
- b. Describe these efforts and outcomes.

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, diversity and inclusion, 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, diversity and inclusion-related programs and services (support or otherwise) on campus?

- c. What efforts does the institution make to ensure that student-athletes, coaches and athletics department staff know who to contact if they experience an issue of discrimination (e.g., gender, race, ethnicity, sexual orientation, religion)?
- d. 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 Participation and Treatment.

- a. The data management system can provide some of the data measures that are listed below, for example, it can:
  - (1) Provide an unduplicated count of athletes reported to the NCAA, including those non-NCAA athletes that the institution is counting for participation opportunities (if reported to the NCAA);
  - (2) Measure the percentage of unduplicated male to female athletes compared to percentage of athletics-based scholarship aid provided to male versus female athletes (athletics scholarships); and
  - (3) Provide the amount of financial resources provided to teams in areas such as equipment and supplies, recruiting budget, and coaching salaries.
- b. **Some examples of how this information may be located in the system are available beginning on page 11.**

The information in the data management system should be supplemented by qualitative information available locally on campus. Additionally, it is a best practice for institutions to have policies that address each of these areas developed and available in their institutional/departmental handbooks.

- (1) Participation opportunities.
  - (a) Participation opportunities in non-NCAA sports (if not reported to the NCAA).

- (b) Assessment of accommodation of interests and abilities by gender (are students being given the opportunity to participate in athletics as varsity or club sports)?
  - (c) Analysis of female participation by including determination of substantial proportionality, history and continuing practice of program expansion.
- (2) Financial Aid.
- (a) Summer school aid for entering freshmen (e.g., bridge programs).
  - (b) Summer school aid for continuing student-athletes.
  - (c) Aid provided to exhausted eligibility student-athletes.
  - (d) Access to multiple-year scholarships.
- (3) Equipment and Supplies.
- (a) Quality and sustainability.
  - (b) Amount and availability.
  - (c) Maintenance and replacement.
- (4) Scheduling of Games and Practice Times.
- (a) Number of regular season competitive events per sport.
  - (b) The time of day competitive opportunities are scheduled.
  - (c) Number and length of practiced opportunities.
  - (d) The time of day practice opportunities are scheduled.
- (5) Travel and Per Diem.
- (a) Modes of transportation.
  - (b) Housing furnished during travel.
  - (c) Length of stay prior to and after competition.

- (d) Dining arrangement and per diem provided.
- (6) Opportunity to Receive Coaching and Assignment, Experience and Compensation of Coaches.
  - (a) Availability of coaching personnel.
  - (b) Qualifications and compensation of coaches.
- (7) Opportunity to Receive Tutoring and Compensation of Tutors.
- (8) Provision of Locker Rooms, Practice and Competitive Facilities.
  - (a) Quality and availability of locker rooms, including lockers, showers, restroom facilities.
  - (b) Practice and competitive facilities.
  - (c) Quality, availability and exclusivity of use.
  - (d) Maintenance and preparation.
- (9) Provision of Medical and Training Facilities and Services.
  - (a) Insurance.
  - (b) Availability and quality of training facilities.
  - (c) Availability of medical personnel.
  - (d) Availability and quality of athletic trainers.
- (10) Provision of Weight and Strength Conditioning.
  - (a) Availability and quality of facilities.
  - (b) Availability and quality of staff.
- (11) Provision of On-campus Housing and Dining Facilities and Services.
- (12) Publicity and Marketing.
  - (a) Availability and quality of personnel.

- (b) Quantity and quality of publications.
- (c) Quantity and quality of other coverage.
- (d) Marketing support and materials.

(13) Recruitment.

- (a) Opportunity to recruit.
- (b) Financial and other resources.
- (c) Benefits, opportunities and treatment of prospective student-athletes.

(14) Support Services.

- (a) Administrative support (athletics director/associate athletics director).
- (b) Office space.
- (c) Clerical support.
- (d) Office equipment and supplies.

5. Plans for Improvement.

Institutions should develop a responsive plan for improvement for any area of concern identified in its 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 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.

### **Inclusion Review Questions and Answers**

**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 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 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, diversity and inclusion matters, including but not limited to, the institution's Title IX officer, equal employment opportunity officer 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 athletics department?

**Answer:** An institution may choose to create a committee on campus responsible for analyzing and reviewing data in this area.

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

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

- a. Chancellor/president or designee.
- b. Title IX officer.
- c. Equal Employment Opportunity officer.
- d. Athletics director.
- e. Senior woman administrator.
- f. Faculty athletics representative.
- g. Student-Athlete Advisory Committee president.
- h. 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?

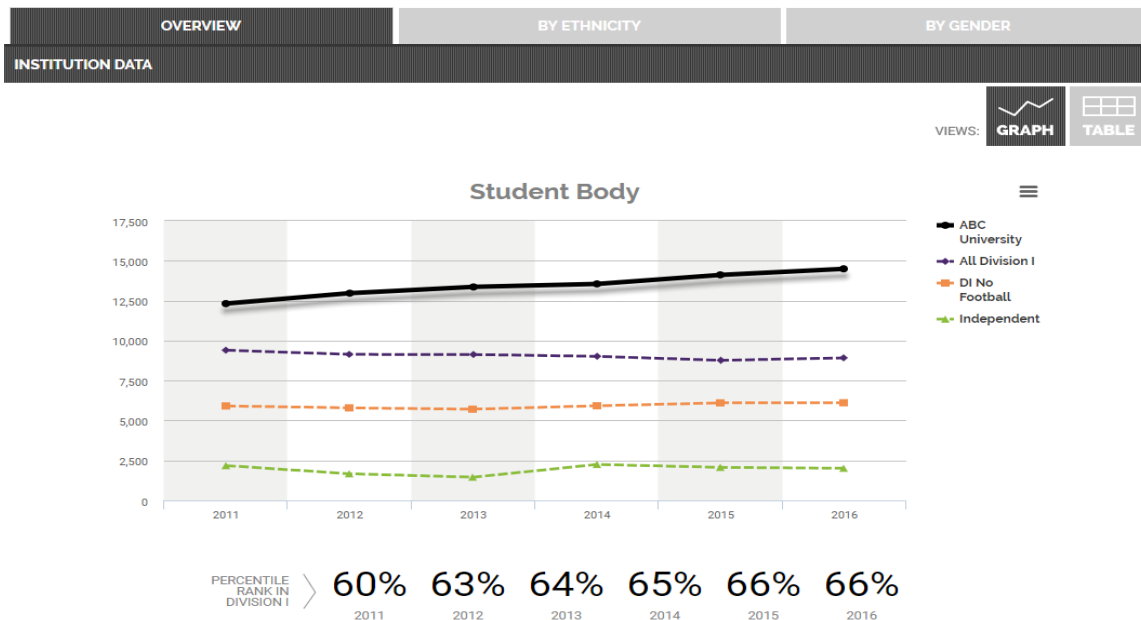
**Answer:** Offices that may be resources for an inclusion committee may include:

- a. Registrar.
- b. Financial aid.
- c. Admissions.
- d. Student affairs.
- e. Inclusion offices/cultural centers.
- f. Student groups.

## Guide for Locating Inclusion Data in the IPP Data Management System

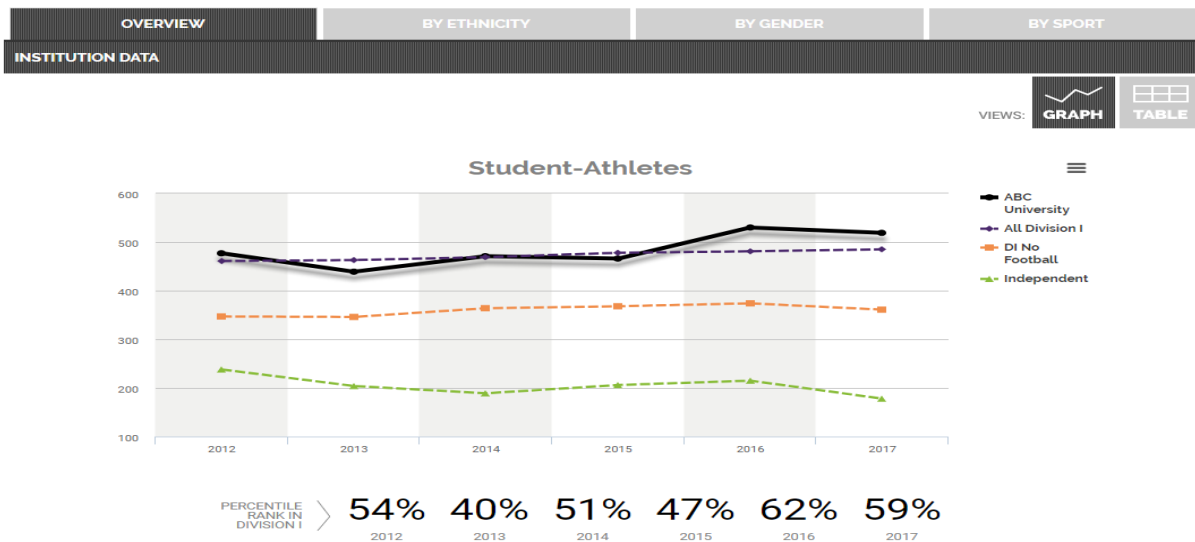
There are approximately 100 data indicators which are provided in the IPP data management system that may provide valuable information as an institution looks at evaluating participation opportunities, scholarship and program funding, and the experiences (treatment) (e.g., recruiting equipment and supplies) of its student-athletes, coaches, and staff in regard to gender and race/ethnicity. Below are some examples for locating a few of the critical areas of information in the system. This is followed by additional guidance for locating other areas within the IPP data management system that can provide valuable information in the area of inclusion.

1. What does my institution's student body population's data in respect to gender and race/ethnicity look like as compared with my student-athlete data?
  - a. From the home page:
    - (1) Click on the "membership" drop-down list;
    - (2) Click on "student body" tab and;



- (3) You can then click on the tab (for ethnicity or gender) to display the data find the student-body numbers by gender and ethnicity.

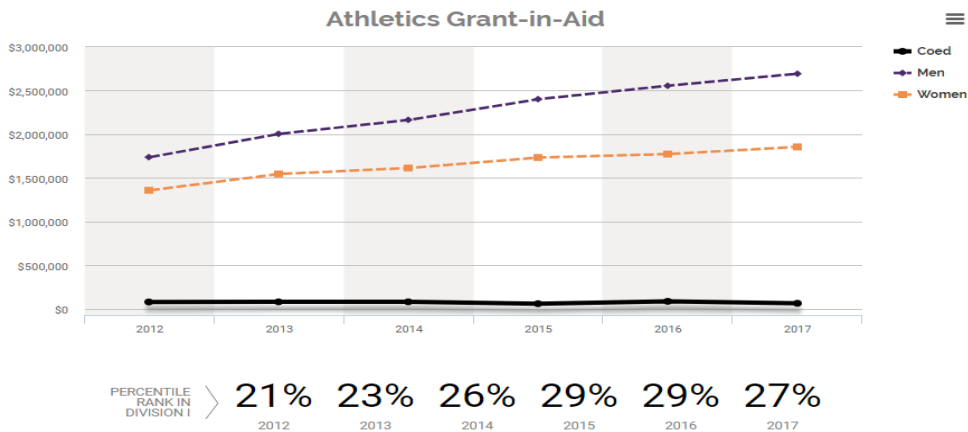
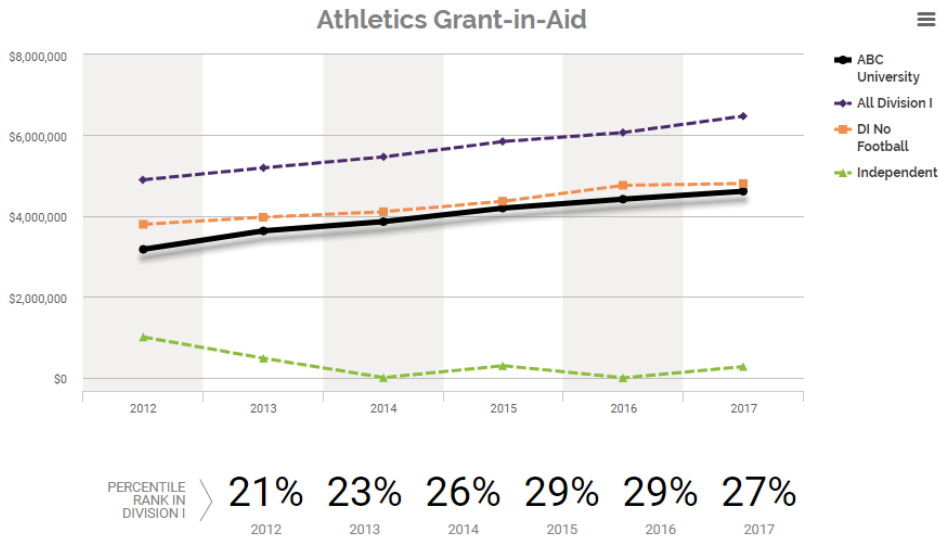
- b. From the home page:
- (1) Click on the “membership” drop-down list;
  - (2) Click on “student-athletes” tab and;
  - (3) You can then click on the tab (for ethnicity or gender) to display the data, find the student-athlete percentages and numbers by gender and ethnicity.



Compare the results from each.

2. How does my institution’s awarding of financial aid (scholarships) compare in regards to race/ethnicity and gender?

- From the home page:
  - (1) Click on the “financial” tab;
  - (2) Click on “athletics grant-in-aid” tab, this will bring up the financial indicators list;
  - (3) Click on “athletics grant-in-aid” tab which is located under the athletics grant-in-aid heading; and
  - (4) Click on the tab (for gender or sport) to display the data.



From here an institution can compare the data. The data can be displayed in table form if preferred. (Click on table in upper right-hand corner of page).

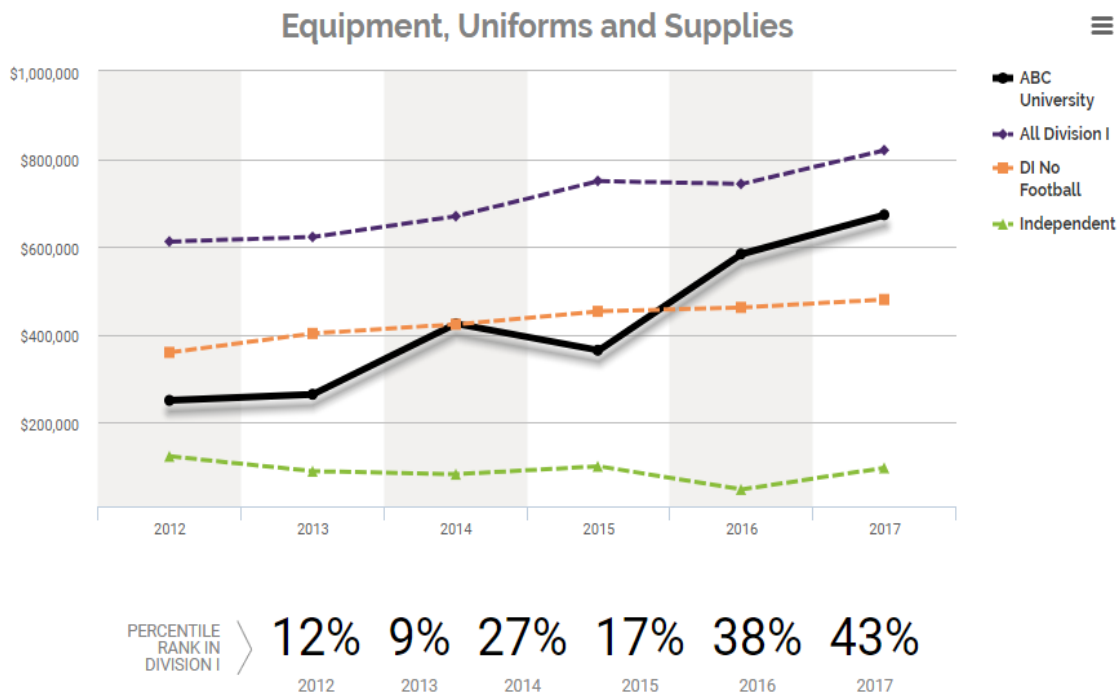
### Athletics Grant-in-Aid

	2012	2013	2014	2015	2016	2017
<b>Coed</b>	<b>\$80,801</b>	<b>\$82,400</b>	<b>\$82,833</b>	<b>\$61,573</b>	<b>\$88,550</b>	<b>\$66,375</b>
<b>Men</b>	<b>\$1,738,775</b>	<b>\$2,005,762</b>	<b>\$2,165,440</b>	<b>\$2,402,491</b>	<b>\$2,557,196</b>	<b>\$2,694,477</b>
<b>Women</b>	<b>\$1,359,509</b>	<b>\$1,546,572</b>	<b>\$1,614,963</b>	<b>\$1,734,993</b>	<b>\$1,774,436</b>	<b>\$1,856,708</b>

3. How does spending on areas that directly impact student-athletes' experience (treatment), compare for male and female student-athletes?

- From the home page:
  - (1) Click on the “game operations” tab, this will bring up the financial indicators list;
  - (2) Click on “equipment, uniforms and supplies,” tab, this will bring up the financial indicators list;
  - (3) Click on “equipment, uniforms and supplies”, which is located under the game operations heading; and
  - (4) Click on the tab (for gender or sport) to display the data.

This same process can be used for other indicators that address student-athlete treatment (e.g., recruiting, team travel).



From here, an institution can compare the data. The data can also be displayed in table form if preferred (see page 12).

Now that we have highlighted three high level points of analysis that the institution may wish to consider, the following provides additional guidance for locating other areas within the IPP data management system that can provide valuable information in the area of inclusion.

1. Academic Data.

Academic indicators can be viewed by gender and ethnicity. To find the following data by gender and ethnicity, navigate to the academic indicators page, click on the category below and then click on the tab (for gender or ethnicity) to display the data.

By looking at the profile of incoming student-athletes by gender and race/ethnicity and following them through progress to degree, an institution can analyze from the outcomes whether student-athletes of different genders and race/ethnicities are receiving adequate academic support to achieve academic success. The indicators include:

**Initial Eligibility**

College Entrance Exam Scores.  
High School Core GPA.

**Outcomes.**

Academic Progress Rate.  
Federal Graduation Rate.  
Federal Graduation Rate Difference.  
Graduation Success Rate.  
Student Body Federal Graduation Rate.

**Progress to Degree.**

Current GPA.  
Eligibility Rate.  
Retention Rate.  
Total Credits Earned.

2. Membership Data.

The data in this section provides information regarding sponsorship and student-athlete, coaching and leadership demographics in intercollegiate athletics departments.

In this section, institutions can:

- a. Identify the number of students at their institution. For this analysis, a student is defined as a full-time degree seeking student as of the institution's census date.

Administrators can then identify the percentage and number of those students by gender and ethnicity.

- b. Identify the number of student-athletes at their institution. For this analysis, a student-athlete is defined as a student-athlete who, as of the day of the varsity team's first scheduled contest: (a) is listed as a team member; (b) practices with the varsity team and receives coaching from one or more varsity coaches; or (c) received athletically-related student aid. Administrators can then identify the percentage and number of those students by gender and ethnicity.
- c. Identify how many NCAA sports are sponsored at the institution and the number of NCAA sports by gender.

The indicators include:

**Leadership.**

Administration.

Coaches.

**Students.**

Sports Sponsorship.

Student Body.

Student-Athletes.

3. **Financial Data.**

There are currently more than 70 financial expense or revenue indicators. Most of these are searchable by gender and sport. To find the data, navigate to the financial indicators page, click on a category, which will bring up the financial indicators list, click on the category you wish to view and then click on the tab (for gender or sport) to display the data.

The indicators include:

**Expenses.**

Athletic Grant in Aid.

Compensation.

Game Operations.

Other Athletic Expenses.

Recruiting.

Total Expenses.



**Financial Dashboards.**

Debt Indicators.  
Expense Indicators.  
Institutional Indicators.  
Other Reporting Items.  
Revenue Indicators.  
Self-Sufficiency Indicators.

**Revenues.**

Allocated Revenue Sources.  
Other Generated Revenue.  
Primary Generated Revenue.  
Total and Net Revenue

4. **Health and Safety Data.**

The health and safety indicators available in the system provide information on access and coverage by institutional athletic trainers and physicians.

The indicators include:

**Medical Services.**

Equipment.  
Facilities.  
Services.

**Personnel.**

Personnel.  
Personnel Availability.  
Personnel Responsibility.

**Standards & Policies.**

Emergency Care.  
Medical Documentation Policies.  
Standards and Protocols.