2021 NCAA Inclusion Forum

VIRTUAL

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The Role of the ADID

Survey Results - June 2021

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Methods

- In collaboration with the NCAA office of inclusion, NCAA research designed a survey to better understand the role and programmatic needs of campus and conference athletics diversity and inclusion designees (ADIDs).

- The 10-minute survey was administered online through QuestionPro survey software and designed to be taken via phone, tablet or computer by all ADIDs in each division.

- The survey was open April 26 to May 17, 2021. The NCAA office of inclusion emailed an invitation to participate along with the survey link to each campus and conference ADID on record. Multiple reminders to complete the survey were sent.

Number of Responses by Role

	Campus ADIDs	Conference ADIDs
Total Sample	**318**	**24**
Division I	121 (35%)	9
Division II	70 (23%)	6
Division III	127 (29%)	9

Note: All conferences represented except one in Division I, two in Division II and four in Division III. Campus ADID response rates derived from the N in the sample divided by the number of NCAA schools in each division.

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Percent of Responses by Race/Ethnicity

	Campus ADIDs		
	DI	DII	DIII
White	45%	43%	52%
Black	41%	29%	26%
Multiracial	6%	6%	13%
Latinx	3%	4%	4%
Prefer not to answer	2%	16%	4%
Asian	2%	0%	1%
Native Hawaiian/Pacific Islander	1%	1%	0%
Other	0%	1%	1%

	Conference ADIDs		
	DI	DII	DIII
White	67%	50%	78%
Black	22%	33%	22%
Multiracial	11%	17%	0%

Note: Sum of percentages may not equal 100% due to rounding. American Indian/Alaska Native and Middle Eastern/North African also included but were not endorsed by any respondent. Conference ADID respondents only endorsed the three race/ethnicity categories listed above.

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Percent of Responses by Gender Identity and Sexual Orientation

	Campus ADIDs		
	DI	DII	DIII
Gender Identity			
Female	80%	66%	61%
Male	18%	27%	34%
Prefer not to answer	2%	7%	2%
Nonbinary/nonconforming	0%	0%	2%
Multiple identities	0%	0%	1%
Sexual Orientation			
Straight	82%	67%	68%
Queer spectrum (LGBQ+)	15%	16%	24%
Prefer not to answer	3%	17%	8%

	Conference ADIDs		
	DI	DII	DIII
Gender Identity			
Female	100%	100%	89%
Male	0%	0%	11%
Sexual Orientation			
Straight	78%	100%	100%
Queer spectrum (LGBQ+)	22%	0%	0%

Note: Sum of percentages may not equal 100% due to rounding. Conference ADID respondents only endorsed female or male gender identity categories. Queer spectrum includes respondents who endorsed lesbian, gay, bisexual, queer, questioning, or prefer to self-describe.

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Primary Role on Campus for ADIDs

	Division I	Division II	Division III
Athletics administrator	88%	53%	43%
Coach	0%	19%	25%
Other athletics staff	6%	0%	2%
Faculty member	0%	4%	0%
Campus diversity, equity and inclusion office	4%	19%	16%
Student affairs administrator	1%	4%	6%
Other	1%	0%	8%

Note: Campus ADID respondents were asked to select their primary role. Other titles in Division III include chaplain/pastor, enrollment management, campus safety, faculty athletics representative and those who held multiple roles (e.g., coach who was also an athletics administrator).

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Roles in Conference Office for ADIDs

	Division I	Division II	Division III
Compliance	33%	83%	67%
External operations	11%	17%	67%
Internal operations	56%	100%	67%
Public/media relations	0%	0%	44%
Other	33%	17%	44%

Note: Respondents serving as ADID at the conference level were asked to select all that applied to their role. Other includes specific sport administrators, and in Division III, 44% of ADID respondents (N=4) were the commissioner or executive director.

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Role of the ADID

Role of the ADID

- The level of engagement in athletics department and conference office diversity, equity and inclusion (DEI) efforts was higher for respondents after taking on the ADID role.
- Feelings of being utilized in the ADID role on campus and in conference offices varied across divisions.
- Campus ADID respondents indicated that ADID responsibilities most often included the athletics diversity/inclusion committee, as well as athletics-specific DEI education, programming initiatives and strategic planning. Whether the ADID serves in a leadership or support role in DEI efforts looks very different across divisions.
  - Division I respondents were much more likely to serve in leading roles while Division II and Division III respondents generally were serving in supporting roles in DEI efforts.
- Respondents in conference offices most frequently indicated responsibilities in DEI education, DEI strategic planning, DEI-led Student-Athlete Advisory Committee efforts and the conference diversity/inclusion committee.

“I am being utilized in my role as ADID.”

(Percent Who Agree or Strongly Agree)

	Campus ADIDs	Conference ADIDs
Division I	63%	44%
Division II	36%	17%
Division III	43%	56%

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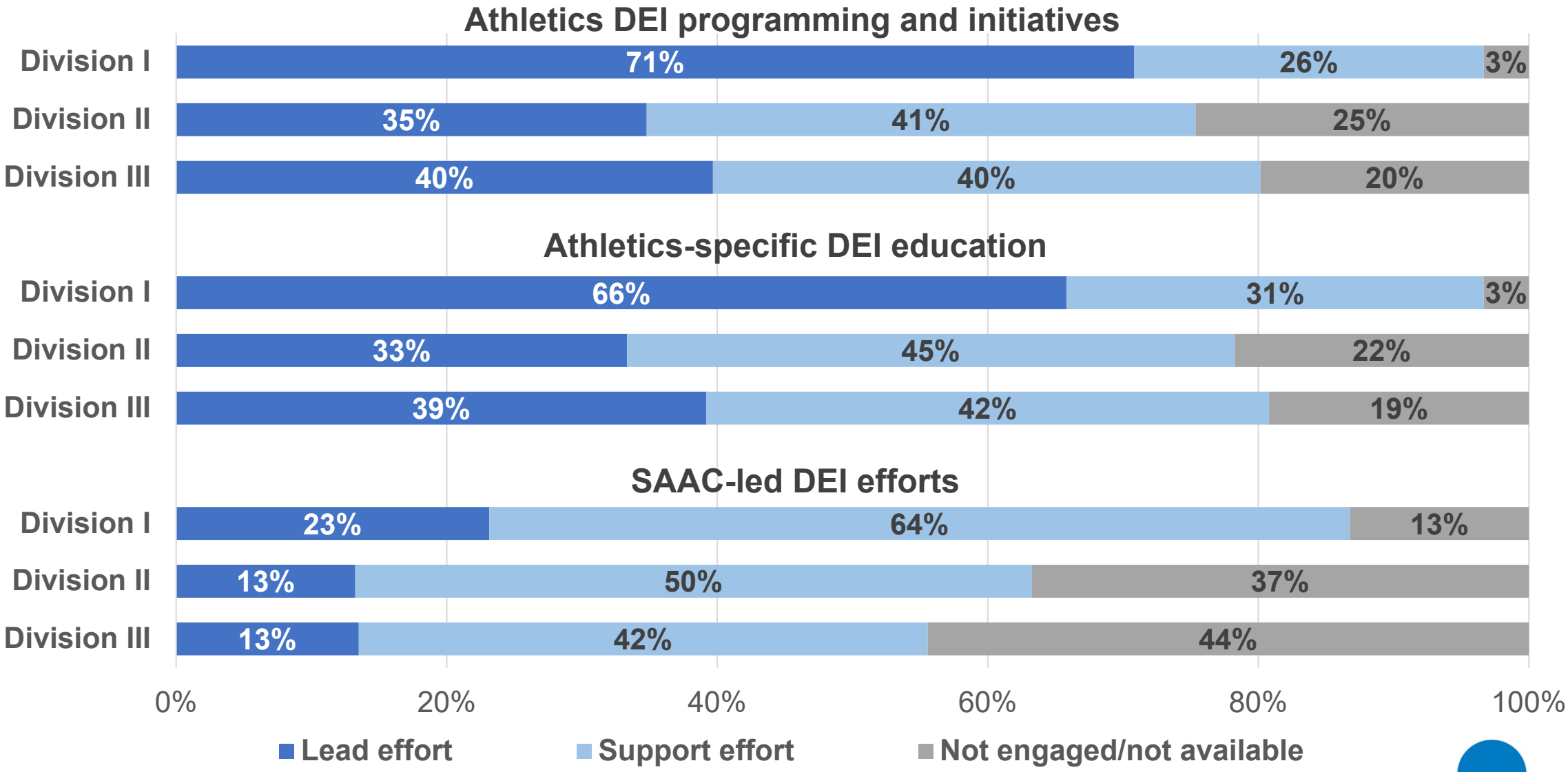
Campus ADID Role in Athletics DEI Programming and Education



Note: Data include respondents serving as ADID at the campus level only.

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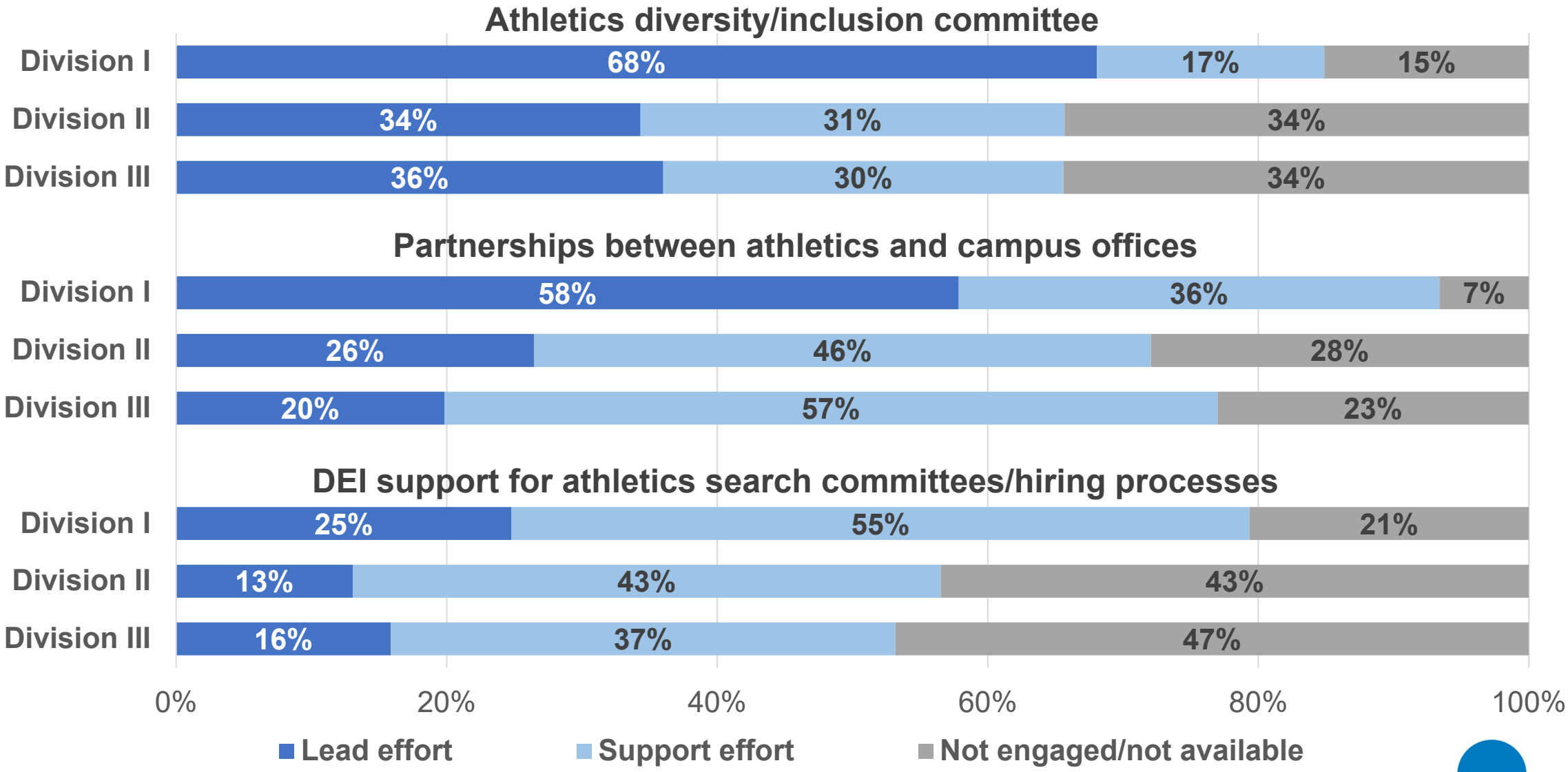
Campus ADID Role in Athletics Committees and Partnerships



Note: Data include respondents serving as ADID at the campus level only.

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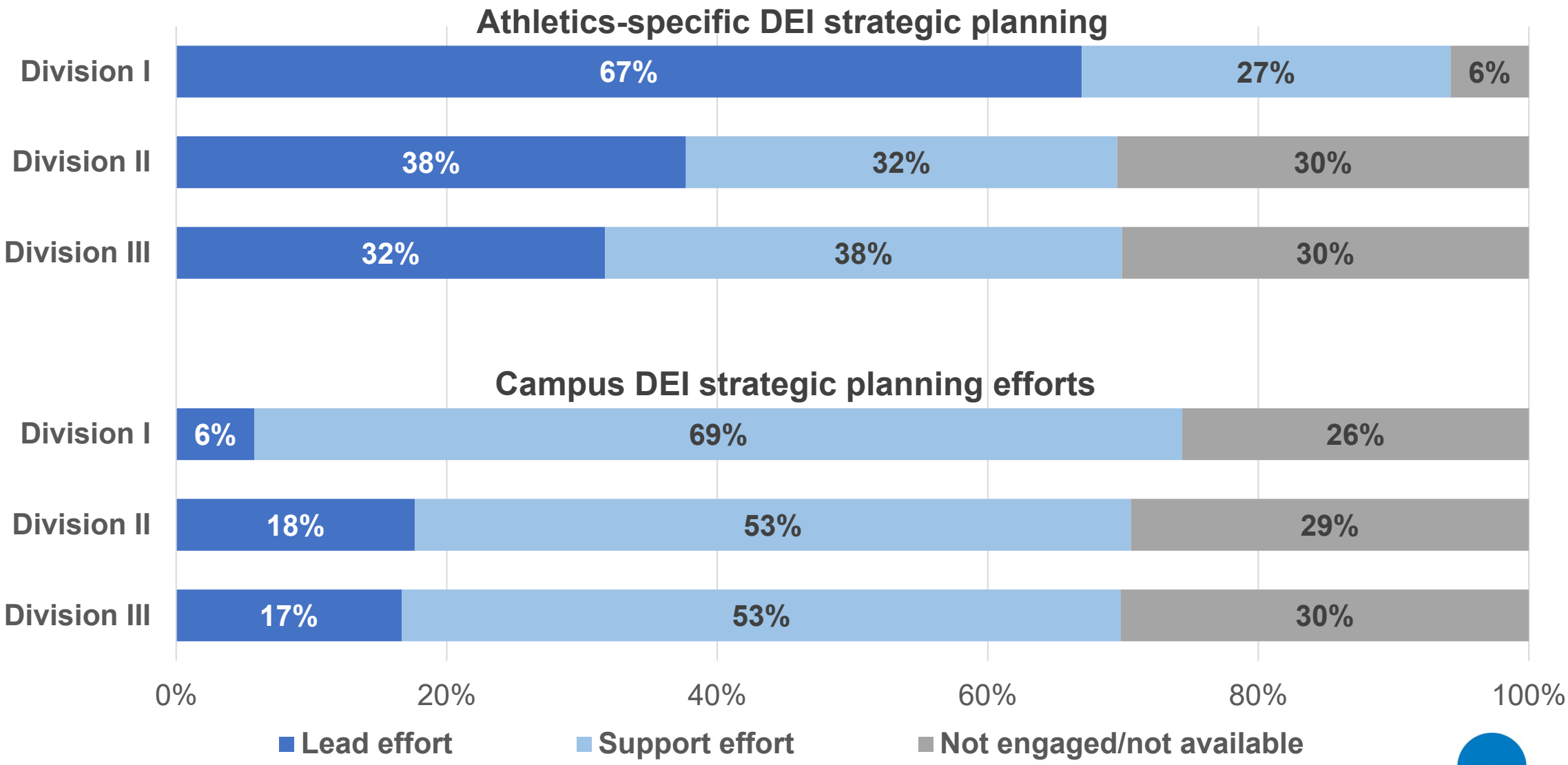
Campus ADID Role in DEI Strategic Planning Efforts



Note: Data include respondents serving as ADID at the campus level only.

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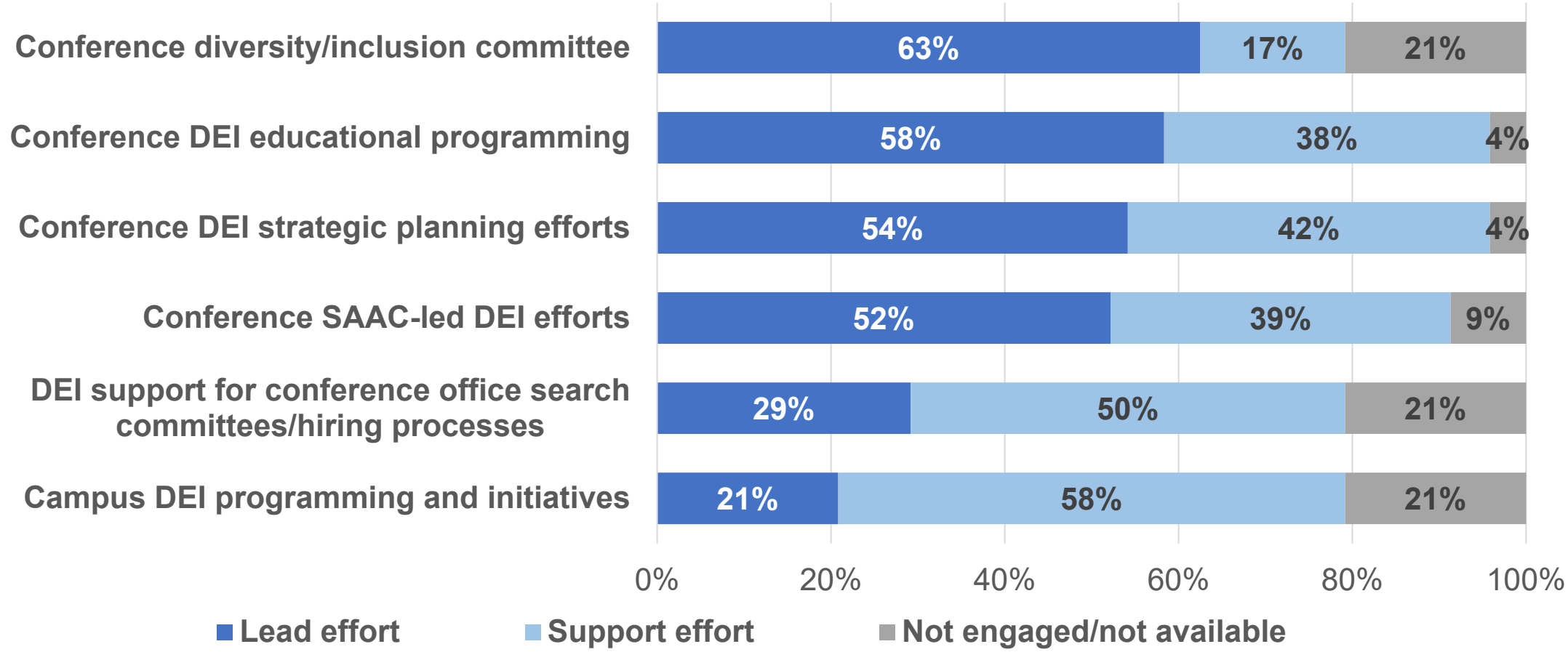
Conference ADID Role in DEI Efforts



Note: Data include respondents serving as ADID in conference offices only. A majority of Division I respondents reported leading DEI efforts related to the diversity/inclusion committee (78%), strategic planning (56%), and conference SAAC (56%). A majority of Division II respondents reported leading efforts related to educational programming (67%) and conference SAAC (60%). Half of Division II respondents reported that the conference diversity/inclusion committee was not available. A majority of Division III respondents reported leading efforts related to the diversity/inclusion committee (67%), educational programming (67%), strategic planning (78%) and hiring (67%). In all divisions, a majority of respondents reported serving in a supportive role on DEI programming and initiatives.

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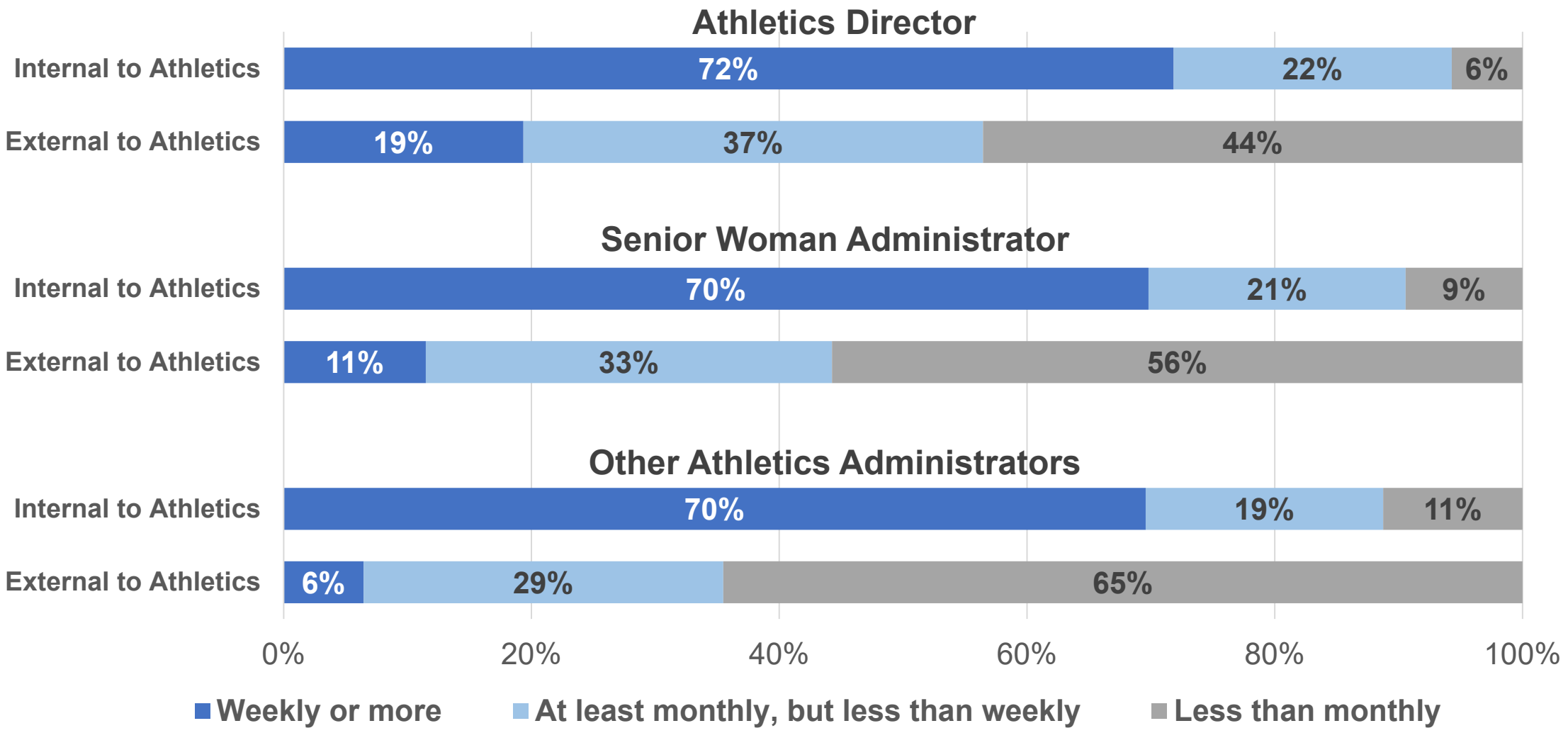
Collaboration and Budget

Collaboration and Budget

- Perceived awareness of the ADID within athletics departments on campus was lowest among respondents in Division II and those serving in their primary roles external to the athletics department. Perceived awareness in conference offices was lowest among Division I respondents.
- Respondents with primary roles internal to the athletics department reported meeting more frequently with athletics department staff and coaches, while those external to the athletics department reported meeting more frequently with collaborators across campus.
- Availability of budgeted funds varied widely across divisions for campus and conference office DEI efforts.

Frequency of Meetings With Athletics Administrators



Note: Data include respondents serving as ADID at the campus level only. On Division I campuses, 94% of respondents were internal to athletics, followed by 72% on Division II campuses and 70% on Division III campuses.

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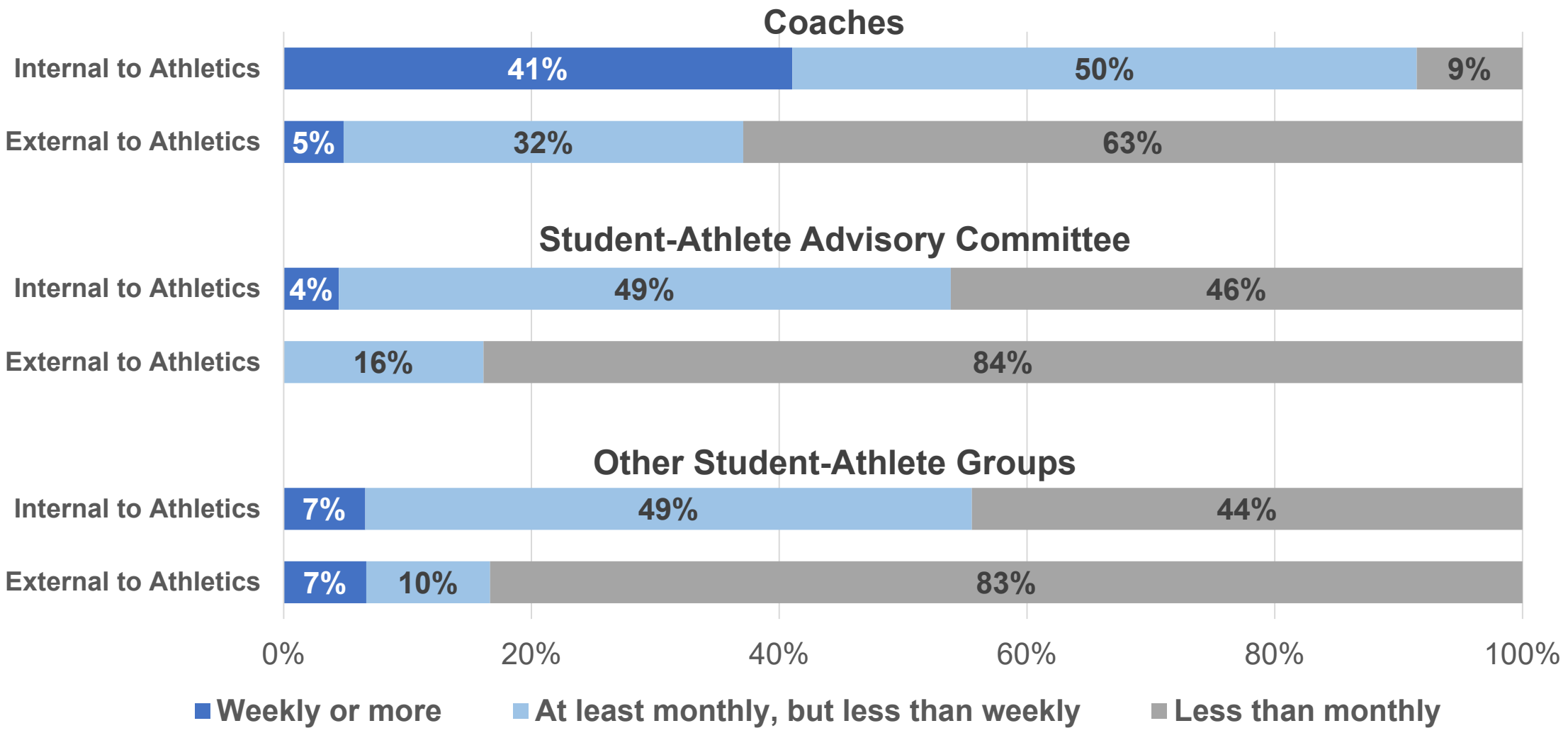
Frequency of Meetings With Coaches and Student-Athletes



Note: Data include respondents serving as ADID at the campus level only. On Division I campuses, 94% of respondents were internal to athletics, followed by 72% on Division II campuses and 70% on Division III campuses.

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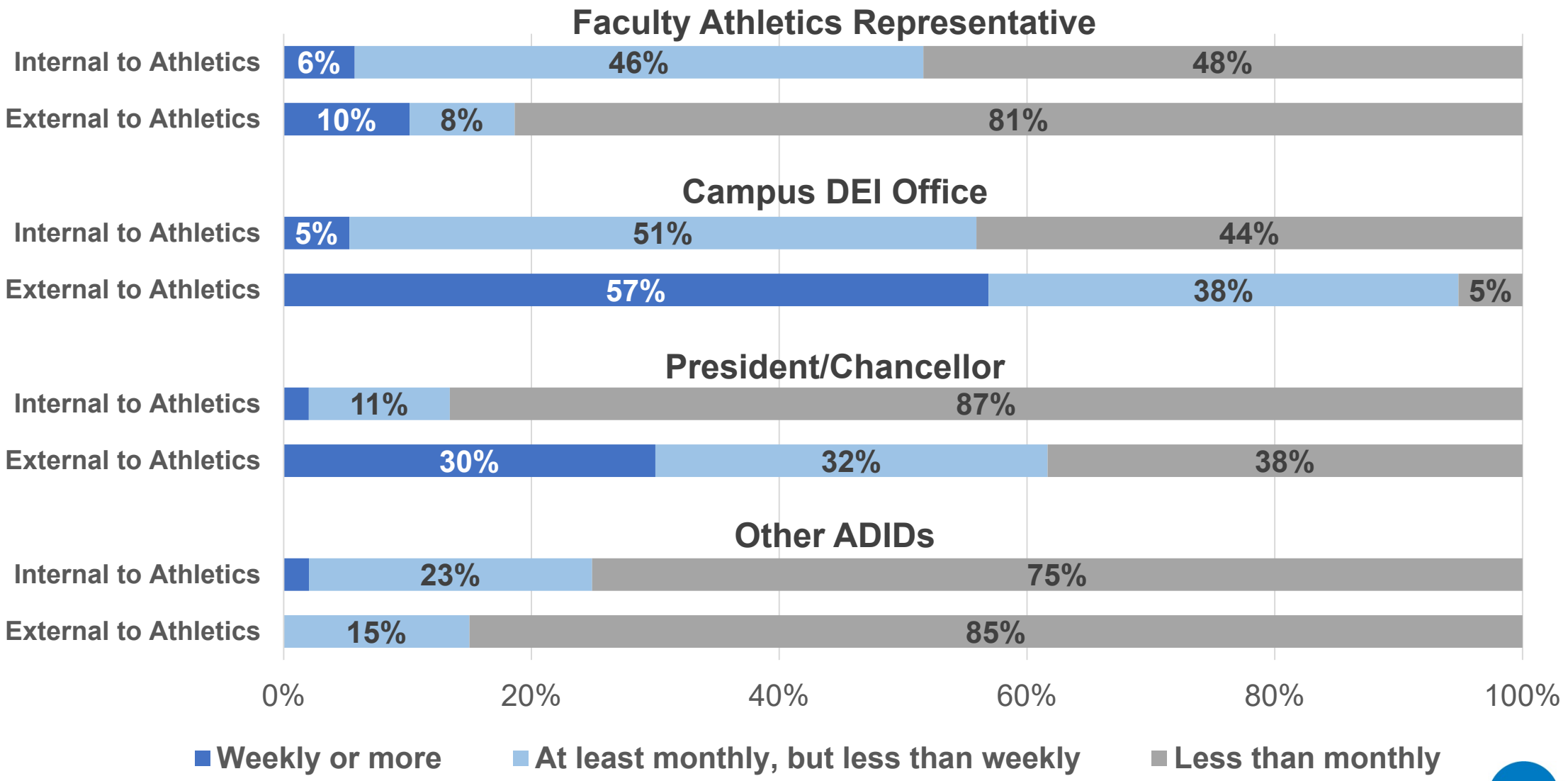
Frequency of Meetings With Other Collaborators



Note: Data include respondents serving as ADID at the campus level only. Data label not shown if less than 3%. On Division I campuses, 94% of respondents were internal to athletics, followed by 72% on Division II campuses and 70% on Division III campuses.

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Availability of Budgeted Funds to Support ADID Efforts

(Percent who indicated having a budget)

	Campus ADIDs	Conference ADIDs
Division I	41%	33%
Division II	22%	83%
Division III	33%	56%

Note: In an open-ended question, respondents who indicated the availability of budget funds to support ADID efforts were also asked, “Approximately how much is your annual budget for DEI efforts?” Campus and conference level respondents provided a wide range of monetary values ($100-$100,000). Other responses included or were related to “I don’t know,” “As needed” and “Prefer not to answer.”

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Desired Support and Resources

Interest in NCAA Resources

(Percent who responded "very interested")

	Campus ADIDs			Conference ADIDs		
	DI	DII	DIII	DI	DII	DIII
DEI-related webinars	89%	78%	81%	67%	50%	89%
ADID sessions at NCAA Inclusion Forum	89%	69%	76%	78%	50%	89%
Resource list of ADIDs	88%	78%	77%	67%	83%	100%
DEI-related online modules (asynchronous)	87%	76%	78%	67%	67%	100%

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Likelihood of Using the Following NCAA Resources

(Percent who responded "very likely")

	Campus ADIDs			Conference ADIDs		
	DI	DII	DIII	DI	DII	DIII
Online modules available at anytime	87%	72%	78%	89%	67%	78%
Handouts/print resources	87%	67%	71%	67%	67%	89%
Live webinar	79%	72%	65%	44%	67%	89%
In-person educational sessions	62%	59%	46%	33%	33%	44%

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How the NCAA Can Support ADIDs

- ***Further define expectations/requirements of the ADID designation***
  - "I would like some validity to my role and possible mandates of what I should be doing. I feel as if I have a title with literally no use." -Campus ADID, Skyline Conference (DIII)
  - "I think the NCAA can do a better job of sharing what this job/designation should be. This designation was added to my title without additional training, pay increase or real expectation for what the job should be." -Campus ADID, Heartland Collegiate Athletic Conference (DIII)
  - "Ensure role has sustentative job description, not just [a person of color] who is there to listen to student-athletes of color challenging experiences on campus." -Conference ADID (DI)
- ***Enhance internal support***
  - "Help other administrators understand the role and the need for the role on campuses." -Campus ADID, Empire 8 (DIII)
  - "Create a resource that guides campus leadership, presidents and athletics directors, on how to interface, support and utilize this role." -Campus ADID, Patriot League (DI)
  - "Encourage athletics office to educate coaching staff about the importance of the ADIDs as well as encourage accountability to actually work with ADIDs." -Campus ADID, Heartland Collegiate Athletic Conference (DIII)

How the NCAA Can Support ADIDs

- ***Providing resources***
  - Sharing best practices
  - Mentoring/networking opportunities
  - Financial support (e.g., grants, speaker funds, stipends)
- ***Elevate designation to a full-time role***
  - “Encourage the role to become full-time and not in addition to full-time responsibilities.” -Campus ADID, Big East Conference (DI)
  - “Fund this position as a I-9 position for all non-DI programs. Have the universities cover the ADID position health benefits through the Human Resource department. Promotion this position as a senior-level administrator position within the non-DI level Athletic Department.” -Campus ADID, Conference Carolinas (DII)
  - “In my opinion this should not be a secondary responsibility. Is the DEI person an administrator? I believe they should be. It is a lot of work and VERY needed and important, but due to the inconsistencies of levels of this job it makes it much more difficult.” -Campus ADID, Middle Atlantic Conference (DIII)

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