



Division III
DISCOVER | DEVELOP | DEDICATE

The Diverse Workforce



**Recruitment and Retention Basics
for Division III Athletics Departments**



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for Division III Athletics Departments

January 2017

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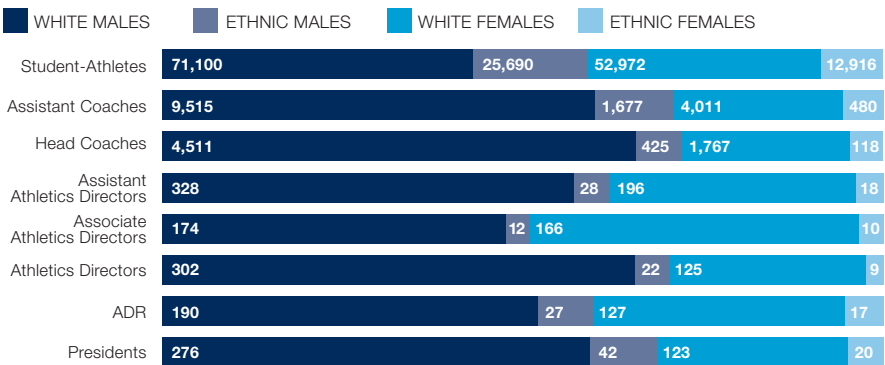
Introduction

Institutions and departments that make an ongoing commitment to diversity, equity and inclusion typically do so because they believe in its inherent value. Creating a diverse, equitable and inclusive culture is an important part of the Division III experience, and it requires an intentional and sustained commitment.

Whether you are a hiring manager, a member of a selection committee, or an athletics administrator, this guide is designed to help you fulfill your role in recruiting, selecting and retaining a diverse workforce. This resource, a product of the Division III Diversity and Inclusion Working Group, offers best practices and other suggestions to help Division III institutions make diversity a priority in seeking, selecting and retaining high-performing athletics administrators and coaches.

Ethnic minorities and women are significantly underrepresented in all athletics constituent groups on Division III campuses. About 70 percent of the current directors

CURRENT POPULATION FIGURES FOR SELECT DIVISION III POSITIONS BY GENDER AND DIVERSITY



Note: These figures represent the 2015-16 populations and were derived from the data reported in the annual sport sponsorship and demographic forms. Additionally, head coach, assistant coach and student-athlete totals include only outdoor track figures, to reduce the incidence of potential triple counting.

of athletics in Division III are white males, as are more than 75 percent of the head coaches in almost all sports (more than 90 percent in several sports).

As the demographics at our institutions evolve, our hiring practices must adjust accordingly. While Division III has established programs and initiatives to populate the pipeline of qualified ethnic minority and female candidates in recent years, it remains incumbent upon our colleges and universities to implement policies and practices to ensure that diversity is a priority during the athletics hiring process.

For example, NCAA data show missed opportunities for demographic change in the Division III athletics director position. The data indicate 167 recent openings, but minimal gains in diversifying the position.

Institutions and conferences must be proactive and intentional to ensure meaningful progress. The following pages offer guidance covering the entire hiring process, from before an opening occurs to well after the hire is announced. Even if you believe your institution has adequate processes in place when it comes to hiring, you'll likely find some new perspectives and ideas by reading through this resource.

Our goal as a division is to provide opportunities to persons of all backgrounds, and this hiring resource is a great place to start.

ATHLETICS DIRECTOR OPENINGS			
	NUMBER OF OPENINGS (167)	NUMBER FILLED	NET CHANGE
White Male	114	101	-13
White Female	38	47	+9
Minority Male	9	9	—
Minority Female	6	10	+4

The NCAA believes in and is committed to diversity, inclusion and gender equity among its student-athletes, coaches and administrators. We seek to establish and maintain an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds. Diversity and inclusion improve the learning environment for all student-athletes and enhance excellence within the Association.

**BEFORE AN
OPENING OCCURS**

**WHEN AN
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Before an Opening Occurs

ALWAYS BE PREPARED

When it comes to the hiring process, take steps in advance to ensure diversity is a priority. Keep these recommended steps in mind so your athletics department is ready to identify, recruit, select, and ultimately retain diverse talent when an opening occurs.

Institutional and Departmental Policies

Hiring managers should regularly develop and review institutional and departmental policies. These policies should articulate the institution's position on creating a diverse workplace/community. They should be consulted each time an opening occurs and be readily available as part of the recruitment process.

Campus and Department Assessments

Know your school and department demographics. Familiarize yourself with campus resources and programming that support an inclusive environment and celebrate

TIPS FOR SUPERVISORS

- Internships are an excellent way of field-testing quality candidates. They provide an opportunity to watch candidates in action in the position.
- Encourage student-athletes and student-support personnel to consider athletics administration and coaching as a profession.
- Encourage early-career administrators and coaches to develop management and administrative skills.
- Request that current staff always be on the lookout for quality people who would make great candidates.

diversity. Seriously consider and identify what your institution and community have to offer candidates of varied cultural heritage, veteran's status, disability, gender diversity, sexual orientation, age, race and ethnicity.

Establish Relationships

Build and maintain relationships with individuals who would be strong candidates for future openings at your institution. Begin conversations with them about what makes your institution a desirable employer and start to better understand what top candidates might seek in a position and institution. If your institution or department has gaps, work to fill the gaps and offer evidence of progress.

Develop Internal Candidates

If you've already hired quality women and ethnic minorities at the entry level, develop and nurture their preparation for leadership positions by using resources the NCAA and its affiliated groups provide.

Websites and Written Materials

Review your institution and department websites to ensure they properly reflect your institution, athletics department and community. Incorporate images, descriptions and text that display examples of desired diverse makeup of your workforce. Be sure that institution and department policies and mission statements are accurate and prominently posted. Ensure all key job descriptions are up to date and reflect the roles and responsibilities inherent in each position.

TIPS FOR HIRING MANAGERS

- Network and create ongoing conversations with women and minorities in the industry.
- Build relationships with professional organizations.
- Identify students who may be interested in a career in intercollegiate athletics.

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When an Opening Occurs

Hiring managers in Division III athletics departments are responsible for developing and maintaining a diverse workforce. When an opening occurs, consider the following important factors.

ANNOUNCE THE OPPORTUNITY

Create position-opening announcements that will attract diverse applicants. The job announcement is a critical and effective tool in recruiting the quality of diverse applicants. Consider including “experience working with multicultural and diverse groups of people” as a required qualification.

PREPARE JOB DESCRIPTIONS

An accurate, detailed job description leads to a full understanding of job requirements, qualifications and performance expectations. Ensure the job description is also easily understood by those seeking a position in a diverse workplace. The job description provides an opportunity for the institution and athletics department to tell potential applicants how they will be supported throughout the job search and their employment.

Develop Clear Criteria

A good job description should include:

- Organizational structure.
- Required skills, abilities and core competencies.
- Performance expectations and outcomes.
- Education and experience requirements (including experience working with, coaching and teaching diverse groups/diverse students).

When creating education and experience requirements, consider what qualifications are the most important for success in the position versus skills and experiences that could indicate the potential for development. Be flexible enough to accommodate those from underrepresented groups and nontraditional backgrounds who may not have been given an opportunity previously to advance their careers. For example, “requiring” five years of experience in a leadership capacity rather than “preferring” it may shut out a number of candidates who might excel in the position.

Include Additional Information

The job description should contain additional information to gain the attention of candidates who may, or may not, be actively searching for a new job. This may include:

- A brief history and the current state of the institution.
- An overview of the athletics department, its values and vision for success.
- A statement and explanation of Division III's values.

Include a Statement of Nondiscrimination

Include a written compliance statement on the campus-wide policy of nondiscrimination that encourages diversity, developed either by the campus or the department. For example, “[Institution] is committed to providing a diverse and inclusive culture to best support our student-athletes. Diverse candidates are encouraged to apply.”

When creating education and experience requirements, consider what qualifications are the most important for success in the position versus skills and experiences that could indicate the potential for development.

QUESTIONS TO CONSIDER WHEN DEVELOPING A JOB DESCRIPTION

- Does the description explain how the individual would be supported once they arrive on campus?
- Does the description unnecessarily prevent or lessen employment opportunities for any protected class of applicants or potential applicants?
- Have you consulted with the Human Resources department regarding the job description?
- Does the job description accurately reflect the responsibilities of the position?
- Do advertisements for full- and part-time positions accurately reflect the job responsibilities?
- Would an interested candidate clearly understand the required knowledge and experience needed to execute the job responsibilities?

QUESTIONS TO CONSIDER WHEN ADVERTISING AN OPENING

- Have you purposefully expanded your contacts by networking with diverse candidates in the industry?
- Have you built relationships with professional organizations?
- Have you identified students who may be interested in a career in intercollegiate athletics?
- Have you considered posting the job description on specific websites that would encourage a more diverse candidate pool?

Advertising the Opportunity

Advertising the open position as you conduct a search for qualified diverse candidates is essential to filling the position. Athletics departments that creatively target as many diverse sources as possible stand a better chance of developing a diverse pool of qualified candidates from which to choose.

Use Traditional Advertisements

Be sure to post job advertisements on various websites, especially those that encourage diversity and target individuals who may be interested in a career in intercollegiate athletics. *(See the Resources section for a list of websites that hiring managers may consider when posting a job.)* Also place advertisements in appropriate print publications and trade journals.

Seek Nontraditional Talent Recruitment Channels

Recruit beyond the job posting by recruiting “beyond paper.” Network consistently and continuously to develop and maintain candidate lists to aid in searches. Leverage social media and professional network groups online to spread the word and generate interest and inquiry from diverse candidates.

For example, athletics administrators can engage in these ways:

- Network with people who may know of qualified diverse applicants.
- Maintain contact with diverse graduates interested in athletics careers. They may be future candidates themselves, or they may be able to refer others who are qualified candidates.
- Request nominations from professional organizations and associations with known diversity in their membership.
- Post and/or comment on LinkedIn and other professional networking sites about the opening, the workforce culture, and the opportunity at hand.
- Request the NCAA Division III diversity database that includes names of women and ethnic minorities who have participated in an NCAA program over the past decade.

Leverage Campus and Community Resources

- Familiarize yourself with campus resources and programming that support an inclusive environment and celebrate diversity.
- Know your institution and departmental demographics.
- Take a serious look at what your institution and community have to offer diverse candidates.
- Identify colleagues from diverse backgrounds to contact personally regarding openings or to solicit nominations.
- When planning to attend a conference – particularly ones that attract large numbers of diverse attendees – combine visits with recruitment efforts for current and future openings.



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The Search

Depending on the responsibility and visibility of the open position, the institution's policy may be to form a committee to aid in the search for qualified candidates. If the position warrants, a search committee can help ensure a diverse pool of qualified candidates is identified and screened for consideration by the hiring manager.

THE SEARCH COMMITTEE

It is important that the search committee reflect the institution's goals for diversity. As such, diversity should be represented on the committee. The broader the perspective, the more likely it is that you will identify and select the best fit for the position you are seeking to fill.

Ideas to consider when assembling a search committee:

- Identify and invite members to join the search committee – members who reflect the institution's goals for diversity; members who represent the entire campus – inside and outside the department for which the search will be conducted, and beyond the athletics department.
- Choose members for their skills and strengths, including their subject matter expertise, understanding of the position and its dynamics, and current partnership with the athletics department.
- The institution may consider a standard format for search committee membership (e.g., the number of faculty members, coaches, staff, students, student-athletes, athletics administrators, campus administrators, boosters and alumni).

QUESTIONS TO CONSIDER WHEN DEVELOPING A SEARCH COMMITTEE

- Who should be represented on the search committee?
- What is the diversity of the search committee?
- Is there campus-wide representation beyond the athletics department?
- How is Human Resources represented?
- Is there a committee member who can communicate campus history and philosophy?

- Consider including at least one senior member of the faculty and/or staff. Senior members can communicate campus history and philosophy and the importance of athletics to the institution.
- Include a Human Resources official on the committee. This official will ensure that best practices in diversity, gender equity and equal opportunity hiring are followed during the search (e.g., Title IX/Equal Employment Opportunity officer).
- Institutions or athletics departments that are lacking in diversity are cautioned not to ask the same faculty or staff members to be on multiple search committees. Instead, seek diversity in other areas (e.g., age, background, position, etc.).

SEARCH COMMITTEE ROLES AND RESPONSIBILITIES

Clarifying the roles and responsibilities of search committee members will make the hiring process more effective and efficient. All members should clearly understand and embrace the role they play in encouraging diversity and inclusion throughout the search.

The Chair

Always identify a committee chair. The chair is responsible for the overall conduct of the search, including emphasizing the importance of recruiting and considering individuals from diverse backgrounds for the position. Selecting the ideal chair will benefit the search process, as the chair's relationships with on-campus partners will help identify committee members who will bring a diverse perspective to the committee. Keep in mind, however, that the chair may not be the final hiring manager/official.

Search Committee Members

Search committee members serve in an advisory capacity for the identification and selection of candidates. They perform a variety of tasks under the direction of the search chair and should make every attempt to assure that the pool of applicants includes

SEARCH COMMITTEE CHAIR RESPONSIBILITIES

- Organize the committee's work.
- Serve as the liaison between the committee and the hiring official/Human Resources.
- Assure appropriate communication with applicants to ensure they have submitted the necessary materials.
- Oversee development of the evaluation criteria/selection of finalists, including development of a candidate evaluation form.
- Prepare the committee for the interviews.
- Oversee and coordinate reference checks.
- Coordinate candidate interviews and schedules.

qualified candidates from diverse backgrounds. The entire committee then should review all qualified applications, striving for a diverse pool of qualified candidates.

The Hiring Manager/Official

The hiring manager/official reviews the finalists for the position as advised by the search committee and is ultimately responsible for selecting the final candidate. The hiring manager/official has an obligation to affirm the thoroughness of the search in developing a diverse candidate pool prior to the final selection and offer of employment.

The Search Firm

Search firms can be an effective way to build a strong candidate pool. When choosing a firm, it is important to investigate each firm's commitment to diversity. Much can be said about a firm's commitment by looking at its own demographics; a firm that is truly interested in finding qualified, diverse candidates most likely will have a diverse staff of its own. In addition, consider the firm's track record of past hires to see how diverse its previous selections have been.

Before hiring a search firm, schools may want to consider:

- Does the profile of position warrant the use of a search firm?
- Does the department's budget support the cost of hiring a search firm?
- Is it likely that results will surpass those produced by Human Resources in collaboration with the search committee alone?

If it is determined that a search firm should be hired, be sure to ask these questions and engage in these actions:

- Is the firm committed to diversity?
- Does the firm's track record affirm not only its commitment to diversity but also its success in developing diverse pools of candidates?
- Clarify expectations of the search.
- Identify the roles the search firm will have in the process.
- Explain the importance of a diverse candidate pool when recruiting candidates.
- Who will develop the evaluation and selection criteria for finalists?
- Who will develop the candidate evaluation form?
- Who will coordinate the recruiting, advertising and networking with Human Resources?
- Who will coordinate candidate interviews and schedules?
- Who will oversee reference checks?
- Confirm completion of the search documentation and conclusion of the search.

SEARCH COMMITTEE POLICIES AND EXPECTATIONS

All search committees should operate within a clear set of policies and expectations that ensure diversity practices are being followed.

Policies

Applicable policies can vary. Be sure to work with Human Resources and your general counsel to identify those specific to your institution. At the very least, you may consider the following:

- Equal Employment Opportunity (EEO) vs. Affirmative Action (AA). A high-level understanding of the differences between the EEO and AA may benefit the search committee. The EEO prohibits discrimination based on any prohibited characteristic. AA requires additional measures to ensure equal employment opportunity; these measures require good-faith efforts to recruit women, ethnic minorities, veterans, and persons with a disability.

Expectations

Search committee expectations should reflect the institution's campus-wide personnel policies. The athletics department also may want to develop its own expectations to complement campus policies.

These may include:

- Confidentiality of the search (including identity of candidates, resumes and schedules).
- Legality of questions for interviewees.
- Identity of the search spokesperson.
- Charge to the committee (e.g., forward three names unranked with comments from the group).
- Defining and prohibiting unauthorized reference checks (e.g., soliciting information from the applicant's current employer without permission).

TO ENSURE CONSISTENT EVALUATION OF ALL APPLICANTS, SEARCH COMMITTEE MEMBERS SHOULD:

- Devote sufficient time to review each applicant.
- Evaluate each candidate's entire application.
- Avoid depending too heavily on only one element, such as letters of recommendation, or the prestige of a candidate's degree-granting institution.
- Prepare to defend every decision for eliminating or advancing a candidate through documentation of decisions.

- Highlight and publicize diversity growth. It is important for institutions and conferences to talk about their successes with diversity and provide concrete examples.
- Implement the action plan to recruit, review, interview, and determine whether to proceed with evaluating and selecting the final pool of candidates for recommendation and consideration.

Strategies to Avoid Bias

The search chair, search committee members and the hiring manager/official must serve without bias. To achieve this, each member should evaluate their personal judgments and consider whether unintentional bias may play a role throughout the search process (for example, whether diversity applicants may be unintentionally subject to higher or lower expectations). Ensuring careful and fair treatment of all applicants at each stage of the selection process is critical and everyone's duty. Providing each committee member with training on unconscious bias in the hiring process will help alleviate an unintended influence. *(See the Resources section for more information about best practices to avoid biases.)*

FIRST SEARCH COMMITTEE MEETING

The first search committee meeting should occur as soon as, if not before, the job description is posted. At this meeting, the search committee chair should:

- State the charge from hiring official/manager (e.g., the person making the official offer).
- Review policies and expectations of search committee members.
- Review the job description, defining the position and needed qualifications.
- Discuss applicant recruitment strategies.
- Introduce the diversity advocate (Human Resources or Office of Affirmative Action representative) and conduct an Affirmative Action or Equal Employment Opportunity discussion.
- Discuss how to avoid biases.
- Emphasize the importance of confidentiality.
- Identify and remove any conflicts of interest.
- Determine evaluation criteria for screening applicants, including how to use the candidate evaluation form. *(See the Resources section for sample evaluation forms.)*

SEARCH COMMITTEE TRAINING

Human Resources and the search committee chair should provide interview training to help committee members conduct the search.

The search committee should be informed and provided copies of any campus, state or federal affirmative action or equal opportunity policies at this meeting.

An explanation and discussion of subtle and covert forms of discrimination also should occur to ensure that all committee members are educated in this area.

A formal training will assist committee members with:

- Ensuring that the search process is free of bias or stereotyping of applicants in verbal or written communication.
- Ensuring that candidates are evaluated fairly.
- Working to ensure diversity of the applicant pool.

Interview Training

To assist search committee members in conducting optimal searches, Human Resources and the chair should:

- Carefully develop and prepare core interview questions that avoid bias and are to be asked of each candidate.
- Educate interviewers as to what questions are appropriate and inappropriate.
- Determine the interview structure and schedule.
- Emphasize that justification for the hire must be based on qualifications, experience, references, and the interview.

Depending on the profile of the position, there may be several rounds of interviews, including phone screenings, videoconference interviews and on-campus finalist interviews. If the interview is on campus, provide a similar opportunity for each candidate that follows interview procedures and treats all applicants consistently. Training in some fashion may be valuable at each stage. *(See the Resources section for more information on interview best practices.)*

CHECKLIST AND TIMELINE

Create and provide search committee members with a checklist and timeline. These are valuable tools in documenting and recording due process in the search, and they ensure that a thorough, equitable and legal search occurs. Institutions should have systematic reviews of hiring practices with meaningful consequences for decision-makers to maintain accountability. All departments should be required to document the ethnicity and gender of all staff members, along with the dates hired.

Search Checklist

In the instructions to the search committee, Human Resources should provide a checklist of tasks to be done and a timeline to be followed.

The checklist minimally should include the following items:

- Selection of committee chair and committee members.
- Search committee training session.
- Adoption of committee policies and guidelines for its work.
- Job description review and update.

- Advertising the job opening in multiple channels.
- Determine the deadline for applications, unless the process remains open until the position is filled.
- Have an appropriate university or college official review the diversity of the candidate pool. If diversity is not met, the search remains open and an effort is made to diversify.
- Review of applications using policies and guidelines adopted by the search committee; individual member evaluation of candidates.
- Discussion of candidate's evaluations.
- Documentation of decision to drop any candidate from the viable candidate pool.
- Selection of finalist candidates; Human Resources conducts necessary background and reference checks.
- Issue invitations for interviews and make arrangements for interviews.
- Conduct candidate interviews.
- Prepare written evaluations (e.g., candidate evaluation form) and submit to the hiring manager/official.
- Notify preferred candidate of selection.
- Once an offer has been made and accepted (through the hiring manager/official and Human Resources), notify the other candidates that were not selected for the position.
- Thank the selection committee and others involved in the search.

***Have an appropriate
university or college
official review the diversity
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to diversify.***

Timeline

A timeline that helps the institution obtain the desired candidate pool should be distributed to all committee members, and each item also should have an assigned committee member. The timeline can be adjusted as needed, but the checklist itself should not change from search to search.



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Selection and Retention

CANDIDATE SELECTION

Once all interviews have been conducted, the search committee and chair should make their recommendations to the hiring manager/official. Before doing so, however, the committee should affirm:

- Finalists meet the position's qualifications.
- Biases were avoided throughout the process.
- The finalists provide diverse options to the hiring manager/official and reflect the overall candidate pool.

MAKING AN OFFER

The hiring manager/official takes the search committee's recommendations into consideration before making a final selection. Once a final candidate has been selected, the hiring manager/official works with Human Resources to make the job offer, conduct any necessary negotiations, and ensure that the search process was documented accurately.

RETENTION OF DIVERSE EMPLOYEES

The hiring manager should identify and articulate ways the successful candidate will be supported in the transition to campus and the fulfillment of job responsibilities through a retention plan.

Educating people of all backgrounds, beliefs and cultures takes a diverse academic workforce. Increasing and maintaining employee diversity is essential to achieving the academic missions of higher education institutions and their athletics departments.

Most important is for the employer to understand that workplace integration is not temporary; there must be a short-term and long-term plan to orient new employees until they develop a level of comfort and adapt to workplace expectations and institutional organizational culture.

On-boarding

Planning for consistent integration of new employees goes beyond the initial orientation process. Effective on-boarding ensures employees are connected to key players in

the organization. The process of on-boarding helps familiarize employees with the campus and the local community. On-boarding also briefs the employee on the “organizational language” and workforce culture. Most important is for the employer to understand that workplace integration is not temporary; there must be a short-term and long-term plan to orient new employees until they develop a level of comfort and adapt to workplace expectations and institutional/organizational culture.

PRACTICES MUST BE PERVASIVE THROUGHOUT THE ORGANIZATION

Every individual in the organization must play a role in retaining those from underrepresented groups.

After all:

- An employee's sense of fair and equitable treatment for themselves and others is a key element of an inclusive environment.
- An organization where employees from underrepresented groups want to stay enhances the recruitment of additional competitive and productive talent from those demographics.

Demonstrating a strong commitment to diversity and inclusion sends a clear message to new coaches and administrators from underrepresented groups that their identity and contributions are valued, and that their worth to the organization will not be tainted by negative perceptions about cultural heritage, veteran's status, disability, gender diversity, sexual orientation, age, race and ethnicity.

RETENTION BEST PRACTICES

Commitment to diversity and inclusion signals to every individual in the organization that they are valued, and plays a role in the retention of every employee, especially those from underrepresented backgrounds.

Showing a strong commitment to diversity and inclusion principles sends a clear message to current coaches and administrators that their identity and contributions are valued, and that one's worth to the organization will not be limited by negative perceptions about candidates of varied cultural heritage, veteran's status, disability, gender diversity, sexual orientation, age, race and ethnicity. Institutional leadership

must engage in adequate planning for consistent integration of new employees and reach beyond the initial orientation process.

Consider:

- The hiring process can be costlier than retaining qualified and motivated employees.
- The loss of organizational knowledge and experience could result in a large learning curve and delayed effectiveness for new hires.
- An employee's sense of fair and equitable treatment for themselves and others is a key element of an inclusive environment.
- An organization where employees want to stay enhances the recruitment of competitive and productive talent.
- Make sure the employee is connected to key players in the organization.
- Familiarize the employee with the campus and the local community.
- Brief the employee on "organizational language" and culture.

Engaging with other resources across campus may help campus integration, such as creating co-op models to provide resources that might otherwise be cost-prohibitive to a single department. On one hand, cost savings might be realized with the addition of other departments' employees when purchasing bulk products or services (such as childcare). On the other hand, the campus may already offer support programs that would benefit employees in their day-to-day lives, both work-related and not. An employer should be active in offering multiple options of engagement outside of the athletics department, assisting employees in making connections in the greater town or city community as well.

Many times, connections lacking on campus can be enhanced by expanding the outreach beyond the campus walls. Departments may facilitate these opportunities to connect by crediting employees with continuing education, community service, flexible assignments, encouragement to participate in outside events, and leadership positions on campus cabinets and councils.

Evaluation

A continuous effort to take the pulse of the climate and employees' needs will help a department remain aware and actively engaged in retention efforts. A systematic

CONSIDER THESE ADDITIONAL ENGAGEMENT OPPORTUNITIES

- Establishing faculty/staff mentoring groups, or a Faculty/Staff of Color Caucus, etc.
- Encourage the new employee to participate on campus-wide committees. Support the employee in self-nominating, or peer nominate when committee opportunities present themselves so that the employee can develop professional and personal connections beyond the athletics department. Use this approach with civic and community opportunities as well.
- Consider working with Human Resources to develop a "New Faculty and Staff Resources Page" on the college/university website.

annual review, with results disaggregated by identity groups as they relate to hiring, promotion, turnover and performance trends, can highlight areas of success and challenges for a department and signify if employee groups are being affected differently. Depending upon the size of a department, it might be better to conduct these analyses at an institutional level so as not to isolate responses to individuals when disaggregating. The institutional review could be used to engage in dialogue with department members about general campus-wide trends for different identity groups.

Salary and Compensation

Employers can boost retention by ensuring that fair and equal pay for comparable work across the department is a consistent and embedded practice, and that all employees benefit from this practice. Employers engaging regularly in market surveys will be better able to compare their salary and compensation packages to industry averages.

Benefits

Orientation and education about benefits is an essential element to retention. Employees must clearly understand the variables that affect benefits, including directed guidance on what is available to employees and their dependents.

Nonmonetary Benefits and Support

Often budget restrictions and financial commitments hinder an organization's ability to continuously adjust salary offerings to employees as a means of retention. Capitalizing on the intrinsic rewards that employees glean from high performance and mission-oriented environments, such as athletics, enables departments to find other ways to provide support for employees without financial outlay.

Providing childcare, flex hours and alternative work settings should be considered as potential benefits that may make the difference between retaining and losing a quality employee. Formal and informal mentoring relationships can also provide assistance for employees, as they help individuals create a support network.

Professional Development and Career Advancement Opportunities

Employers offering professional development opportunities (including educational attainment, improved skills or undertaking additional responsibilities) may remind employees these opportunities supplement their salary in an effort to support their career advancement with the organization. Informal and formal mentorship is also key to retention. Active assistance and advisement on how the employee can advance, improve skills and take on additional responsibilities may increase retention.

A transparent process of promotion also allows the employee to establish goals and have a clear understanding of what is expected in order to achieve career advancement. In addition, making professional development opportunities and resources accessible to employees allows them to seek opportunities that best align with their career goals.

Campus and Departmental Culture/Climate

A department can establish a culture and environment that welcomes diversity and inclusion even when the desired level of diverse demographical representation has yet to be achieved. One reason that employees are not retained is a lack of “fit,” or a lack of match with the organization’s culture. Great consideration should be given to creating and maintaining a culture that is congruent with departmental values as manifested through communication processes, the system of rewards and recognitions, the history behind traditions and rituals, public statements and visible signage.

A departmental diversity plan and statement of philosophy is one way to exhibit serious thought and commitment to creating an inclusive and supportive environment, where all employees are welcomed and valued for their productivity and contribution.

Advantages of Exit Interviews

While this resource is about hiring, acquiring feedback from employees when they decide to leave the institution can have an impact on hiring and retention.

Exit interviews are conducted with employees once they have resigned and before they leave the institution. If your institution is not accustomed to conducting exit interviews, you should consider implementing the practice, as they are helpful tools that can:

- Determine why an employee is leaving the position.
- Determine if the current position prepared the employee for his or her new position.
- Distinguish strengths and weaknesses of department, administration and staff.
- Clarify overall position responsibilities.
- Establish a plan for department improvements.

Perhaps institutions that do not conduct exit interviews avoid them because of their negative connotations. There is often the perception that an exit interview will reveal “what’s wrong” with the working environment at the institution. That assumes, however,

QUESTIONS TO CONSIDER FOR AN EXIT INTERVIEW

- Why have you decided to leave the organization?
- In what ways did your current position prepare you for your new job?
- How did the job match your expectations?
- Did you feel that the work you were doing aligned with your personal goals and interests?
- Did you have the tools and resources you needed to effectively do your job?
- Were you able to connect with peers or mentors within the department? Outside of the department?
- Did you feel a welcome part of the campus community?
- Did anyone in this organization discriminate against you, harass you, or cause hostile working conditions? (follow up if the response is “yes”)
- Would you recommend this as a place for a friend to work?
- What could have been done for you to remain employed here?
- If you could change anything about your job or the company, what would it be?

that all employees leave their positions for negative reasons. That is simply not true. On the contrary, many employees leave to advance their careers, and the reason they have been able to do so is in large part because of the professional development they have received at the institution they are leaving. As such, in many cases, an exit interview will reveal “what’s right” with the working environment at the institution.

And on the other hand, if there is a problem or a pervasive culture that is causing employees from underrepresented groups to defect, it would behoove the institution to find out and correct the matter as soon as possible. In this way, the exit interview can be a learning experience that will pay immediate dividends.

Exit interviews are typically conducted by a human resources professional or an objective person not directly involved with the departing employee. This allows for impartiality and provides the chance for the departing employee to voice experiences and opinions honestly and free of judgment. Exit interviews can be conducted face-to-face, through a survey (written or electronic) or over the phone.



Resources

JOB ADVERTISEMENT LOCATIONS / WEBSITES THAT ENCOURAGE DIVERSE CANDIDATE POOLS

General Administration

National Collegiate Athletic Association

ncaa.org

The National Collegiate Athletic Association is a member-led organization dedicated to the well-being and lifelong success of college athletes. The membership is comprised of about 1,100 colleges and universities, 100 athletics conferences, and 40 sports organizations devoted to the sound administration of intercollegiate athletics.

National Association of Collegiate Directors of Athletics

nacda.com

The National Association of Collegiate Directors of Athletics is the largest association of collegiate athletics administrators. Members include athletics directors, associate and assistant athletics directors, conference commissioners and affiliate individuals or corporations. NACDA's partner organizations include:

- National Association of Division III Athletic Administrators (NADIII A)
- Division III Conference Commissioners Association (DIII CCA)
- Minority Opportunities Athletic Association (MOAA)
- College Sports Information Directors of America (CoSIDA)
- National Association of Collegiate Marketing Administrators (NACMA)
- National Association of Athletic Development Directors (NAADD)
- National Association for Athletics Compliance (NAAC)
- Collegiate Event and Facility Management Association (CEFMA)
- National Association of Academic Advisors for Athletics (N4A)

Division-Specific Administration

Division III Commissioners Association

diiiicomm.org

The focal point of the Division III Commissioners Association is for the membership to learn together and share with each other by working closely with affiliated organizations such as the NCAA, NACDA, NADIII A, NACWAA, and the Division III Independents,

creating a national synergy that allows all memberships to work in concert to improve communications and ultimately, service student-athletes.

National Association of Division III Athletic Administrators

nadiiaa.org

NADIIAA is comprised of more than 700 athletics administrators from over 350 institutions and conferences competing at the NCAA Division III level. The Association encourages the continued development of athletics programs focused on the student-athlete and based on sound educational principles and the Division III philosophy.

Diversity and Inclusion Focused

Alliance of Women Coaches

gocoaches.org

The Alliance of Women Coaches is an organization d <http://gocoaches.org/> edicated to leading the field of women coaches, at all levels, by providing support, resources, and unparalleled events and programs that address the needs and interests of its members.

Chronicle of Higher Education

chronicle.com

The Chronicle of Higher Education is a primary source of news, information, and jobs for college and university faculty members and administrators. Online, The Chronicle is published every weekday and is the top destination for news, advice, and jobs for people in academe. In print, The Chronicle is published in two sections: Section A, which contains news and jobs, and The Chronicle Review, a magazine of arts and ideas.

Inside Higher Education

insidehighered.com

Inside Higher Ed is an online source for news, opinion and jobs for all of higher education. Inside Higher Ed provides breaking news and feature stories, provocative daily commentary, areas for comment on every article, practical career columns, and a powerful suite of tools to help higher education professionals get jobs and colleges identify and hire employees.

National Association of Collegiate Women Athletics Administrators

nacwaa.org

The National Association of Collegiate Women Athletics Administrators is the premier leadership organization that empowers, develops, assists, celebrates, affirms, involves and honors women working in college sports and beyond. NACWAA takes a proactive role in advancing women into positions of influence and powerfully shapes the landscape of women leaders.

National Association of Diversity Officers in Higher Education

nadohe.org

The National Association of Diversity Officers in Higher Education serves as the pre-eminent voice for diversity officers in higher education by supporting collective efforts to lead institutions toward: producing and disseminating empirical evidence through

research to inform diversity initiatives; identifying and circulating exemplary practices; providing professional development for current and aspiring diversity officers; informing and influencing national and local policies; and creating and fostering networking opportunities.

NCAA Office of Inclusion

ncaa.org/about/resources/inclusion

The NCAA Office of Inclusion provides and enables programming and education, which sustains foundations of a diverse and inclusive culture across dimensions of diversity including but not limited to age, race, sex, class, national origin, creed, educational background, disability, gender expression, geographical location, income, marital status, parental status, sexual orientation and work experiences.

NCAA Leadership Development

ncaa.org/leadershipdevelopment

NCAA leadership development provides education and training for college athletes, coaches and administrators to assist with the transition to life after college sports, to foster the growth of the next generation of leaders and to encourage athletics administrators to translate lessons learned through competition. Training sessions are also available for athletics administrators and coaches that provide opportunities to enhance their skills and advance their careers.

Coaching Organizations

- ***Amateur Softball Association of America/USA Softball***
- ***American Baseball Coaches Association***
- ***American Football Coaches Association***
- ***American Hockey Coaches Association***
- ***American Volleyball Coaches Association***
- ***College Swimming Coaches Association of America***
- ***Collegiate Rowing Coaches Association***
- ***Golf Coaches Association of America (men)***
- ***Intercollegiate Men's Lacrosse Coaches Association***
- ***Intercollegiate Tennis Association***
- ***National Association of Basketball Coaches***
- ***National Association of Collegiate Gymnastics Coaches/Women***
- ***National Fastpitch Coaches Association***
- ***National Soccer Coaches Association of America***
- ***National Strength and Conditioning Association***
- ***National Wrestling Coaches Association***
- ***U.S. Fencing Coaches Association***
- ***U.S. Intercollegiate Lacrosse Association***
- ***U.S. Track & Field and Cross Country Coaches Association***
- ***U.S. Tennis Association***
- ***USA Basketball***
- ***USA Track & Field, Inc.***
- ***USA Volleyball***
- ***Women's Basketball Coaches Association***
- ***Women's Golf Coaches Association***

HOW TO AVOID BIAS

How Hiring Managers Overcome Interview Bias

<https://www.smartrecruiters.com/blog/how-hiring-manager-overcome-interview-bias/>

Reducing Implicit Bias in Hiring

http://uvasearchportal.virginia.edu/?q=reducing_implicit_bias

Rooting Out Hidden Bias

<https://www.shrm.org/hr-today/news/hr-magazine/Pages/1214-hidden-bias.aspx>

RECRUITING BEST PRACTICES

Five Best Practices to Proactively Find and Recruit Talent

<https://www.entrepreneur.com/article/248556>

Getting the Right People

<http://www.hrcouncil.ca/hr-toolkit/right-people-overview.cfm>

Recruiting Trends in 2016

<https://www.eremedia.com/ere/recruiting-trends-for-2016-and-their-supporting-best-practices-part-1-of-2/>

What's Missing from Your Diversity-Recruitment Strategy

<http://www.diversityinc.com/diversity-recruitment/whats-missing-from-your-diversity-recruitment-strategy/>

INTERVIEW BEST PRACTICES

The Hiring Manager's Complete Interviewing Guide

http://www.careerbuildercommunications.com/pdf/interviewing_ebook.pdf

Interview Questions Do's and Don'ts

<http://www.alllaw.com/articles/employment/article13.asp>

SAMPLE CANDIDATE EVALUATION FORMS

RATING SHEET FOR HEAD COACH/ADMINISTRATION

Candidate: _____ Reviewer: _____ Date: _____

Scale: 1 2 3 4 5
 Doesn't Meet Criteria Meets Criteria Exceeds Criteria

Education: _____

Notes: _____
(List expectations: e.g., college degree is essential; in related field is preferred; master's degree is preferred)

Years Experience as College Coach: _____ Quality of Teams coached: _____

Notes: _____
(List minimum expectations: e.g., 3 years minimum; head coaching/senior administration preferred, record of success at similar institution is beneficial)

Experience at Like Institutions: _____

Notes: _____

Recruiting/Administrative Experience: _____

Notes: _____
(Must show specific / significant experience)

Other Relevant Related Experience: _____

Notes: _____
(high school coach, camps, leadership experience, committee service, etc.)

Quality of Cover Letter: _____

Notes: _____

Other (explain): _____

Circle: NOT A FINALIST POSSIBLE FINALIST DEFINITE FINALIST

[Add in Job Title]
Candidate Interview Evaluation Form

Candidate Name: _____ **Date:** _____

Evaluated By: _____

**Please complete the chart below and include comments on the ranking of the candidate.*

Please use the following scale:

1 = Poor, 2 = Fair, 3 = Average, 4 = Good, 5 = Excellent

Assessment Factor	Rating	Comments
Knowledge of Institution		
Professional Strengths		
Innovative Ideas		
Collaboration		
Initiative		
Flexibility		
Unique Programming Ideas/Initiatives		
Communication		
Motivation/Interest in Position		

Overall rating of candidate: _____

SAMPLE JOB DESCRIPTIONS

Full-Time Position

INSTITUTION XX

POSITION TITLE: [e.g., Associate Director of Athletics]

DEPARTMENT: Athletics

REPORTS TO: [e.g., Director of Athletics]

Institution XX seeks applicants for an associate director of athletics. This position is responsible for the campus, conference and NCAA compliance of our XX athletics programs and ensuring academic standards are maintained through campus services for our diverse group of XX student-athletes. The successful candidate will report directly to the director of athletics and serve as an integral member of the senior management team, providing leadership and support in the areas of student services and compliance.

This individual works closely with the director of athletics, the faculty athletics representative, coaches and student-athletes, and is expected to have experience working with multiple, diverse groups at one time.

Founded in Year XX, Institution XX is in City, ST and is a member of the XX Athletic Conference. Institution XX provides almost XX students with a well-rounded educational experience grounded in [e.g. liberal arts, pre-professional] and supports the growth of all its employees through employee resource groups, professional development opportunities and on- and off-campus engagement opportunities. Institution XX is also committed to providing a diverse and inclusive culture to best support our student-athletes and departmental goals. Women and minorities are encouraged to apply.

Responsibilities: Monitoring institutional, conference and national policies; attending campus and conference meetings and serving on committees; meeting with campus academic liaisons; monitoring recruiting practices; serving as a sports team liaison; and other duties as assigned.

Education/Experience: Candidates must have a bachelor's degree (a master's degree is preferred) and a high-level of knowledge and a demonstrated experience of NCAA rules and academic oversight. Additionally, candidates should have evidence of effective leadership and the ability to manage others, especially those from diverse backgrounds including women, minorities and individuals with disabilities.

The successful candidate must complete a background check prior to being hired. Interested candidates should visit www.institutionx.edu/apply to submit an application. Review of candidates will begin immediately and continue until the position is filled.

Part-Time Position

INSTITUTION XX

POSITION TITLE: [e.g., Assistant Coach] (part time)

DEPARTMENT: Athletics

REPORTS TO: [e.g., Head Coach]

Institution XX seeks applicants for an assistant [add in sport] coach. This position is responsible for assisting the head coach with the program on a part-time basis. This individual works closely with the head coach and student-athletes, and is expected to have experience working with multiple, diverse groups at one time.

Founded in Year XX, Institution XX is in City, ST and is a member of the XX Athletic Conference. Institution XX provides almost XX students with a well-rounded educational experience grounded in liberal arts and supports the growth of all its employees through employee resource groups, professional development opportunities and on- and off-campus engagement opportunities. Institution XX is also committed to providing a diverse and inclusive culture to best support our student-athletes and departmental goals. Women and minorities are encouraged to apply.

Responsibilities: Teach the skills necessary for a successful athletics program; assist in team practices and game day preparations; assist in the evaluation and recruitment of qualified prospective student-athletes; comply with all NCAA, XX Athletic Conference and Institution XX rules and regulations and help to ensure all student-athletes do the same; work independently; be able to work evenings and weekends; travel locally, regionally and nationally to find prospective student-athletes is required and the candidate must have the ability to transport teams by van as needed.

Education/Experience: Bachelor's degree and collegiate playing experience preferred. Knowledge of NCAA, XX Athletic Conference and Institution XX rules and regulations preferred. Individuals must possess the skills and abilities or be able to teach and demonstrate all aspects of the sport they are assisting in and perform all other essential functions of the job, with or without accommodation, using some other combination of skills and abilities.

Licenses: Current and valid driver's license required. Successful completion of Institution XX Van License A.

The successful candidate must complete a background check prior to being hired. Interested candidates should visit www.institutionx.edu/apply to submit an application. Review of candidates will begin immediately and continue until the position is filled.



Division III

DISCOVER | DEVELOP | DEDICATE