



INCLUSION

***Diversity, Equity and
Inclusion Review
Framework for
Conferences***

A Sample Framework for Diversity, Equity and Inclusion Reviews for Conferences

BACKGROUND.

The NCAA is committed to fostering a diverse, equitable and inclusive culture in college athletics and to supporting DEI efforts of member schools, conferences and the national office. Building on the intent of the NCAA's Presidential Pledge and Commitment to Promoting Diversity and Gender Equity in Intercollegiate Athletics¹, Division I adopted legislation² that requires both schools and conferences to attest to completing a self-directed DEI review once every four years. The Division II and III philosophy statements include commitments to creating inclusive cultures in athletics. This sample framework for conferences was created at the request of the NCAA membership, and its development included engagement by membership representatives. The intent of the framework is to support thorough and meaningful DEI reviews, and use of the framework is optional.

OBJECTIVE.

Regular reviews provide unique opportunities for conferences to examine their DEI efforts closely and to assess whether their existing programs contribute to a more equitable and inclusive athletics community within their organization and beyond. More specifically, athletics conferences are urged to determine whether their individual DEI efforts create cultures of belonging³ where conference office staff feel they are seen and heard and they matter. Beyond internal operations, conferences should also examine their efforts to support cultures of belonging on member campuses and through conference meetings, initiatives, championships, broadcasts and other events. The work conferences invest in these reviews will facilitate the incorporation of DEI principles into the fabric of their day-to-day interactions, discussions, operations and long-term strategic planning. There is great potential for growth and connection for those conferences (and their member schools) that take the time to learn about, connect with and build on DEI efforts.

This framework reflects the priorities expressed in the NCAA Board of Governors inclusion statement⁴ (equitable participation, inclusive cultures, the learning environment, programming and education, and hiring practices), and the focus on a thorough, collaborative and proactive process reflects the intent and rationale of the Division I review requirement. The NCAA acknowledges that conference resources vary greatly, and it is anticipated that the approach for each review will also vary. Ultimately, the goal is that conferences will discover and put in place pathways for the conference staff and membership, especially student-athletes, to reach their full potential. While attestation is required, reviews are not submitted to the NCAA. It is not required that a member use any specific format, including this framework, to complete its review.

FRAMEWORK STRUCTURE.

The framework emphasizes collaboration, focuses on key questions and areas of exploration, and prompts conferences to remedy self-identified shortfalls. Each section ends with suggested action items, and the framework concludes with final suggested actions to put the findings of the review into practice.

Based on feedback from conference offices, this sample DEI review framework reflects two focal points for conference efforts: the experience of conference office staff as organizational employees, and the experience of member student-athletes, staff and the public in conference meetings, initiatives, championships, broadcasts, events, and other personal and policy interactions. The review references these two points as “office” and “the conference generally.” It is important to recognize the role of the conference office as a convener of its members when considering how it approaches DEI efforts. While the NCAA's athletics department⁵ and conference DEI review frameworks share background and objectives, the structure and questions in each framework are tailored to the distinct scope of athletics departments and conference offices.

¹ <https://www.ncaa.org/sports/2016/9/16/ncaa-presidential-pledge.aspx>

² <https://web3.ncaa.org/lstdbi/search/bylawView?id=115008>, <https://web3.ncaa.org/lstdbi/search/bylawView?id=114940>

³ Belonging is defined as an individual's sense of being accepted and appreciated for, and encouraged and supported, to be their unique selves with others.

Within an organization, belonging is one measure of the overall value placed on and practice of diversity, equity and inclusion.

⁴ <https://www.ncaa.org/sports/2016/3/2/ncaa-inclusion-statement.aspx>

⁵ The NCAA published a Diversity, Equity and Inclusion Review Framework for institutions in 2022. These documents share a similar purpose and are tailored to the different work performed by schools and conferences. <https://www.ncaa.org/sports/2022/9/7/diversity-equity-and-inclusion-review-framework.aspx>

Framework Overview

The framework includes three steps with multiple areas of exploration, as detailed in this resource.

STEP 1:

Identify reviewers and create context.

- a. Establish roles and responsibilities for the review process.
- b. Build foundational clarity.
- c. Examine DEI goals, statements and plans.
- d. Examine organizational structures for the conference office.
- e. Examine foundational conference office documents.

STEP 2:

Review conference office policies and practices for DEI impact.

- a. Review talent management practices for the conference office.
- b. Review efforts to provide professional development for conference staff from historically marginalized populations.
- c. Review conference office staff support offerings/retention efforts.
- d. Review DEI educational efforts for conference office staff.
- e. Review efforts to comply with NCAA DEI policy and legislation and consider why these items are important.
- f. Review legal responsibilities and the role of legal counsel related to DEI.

STEP 3:

Review conference services provided to member institutions for DEI impact.

- a. Review governance support and implementation.
- b. Review conference championships.
- c. Review conference scheduling.
- d. Review conference broadcasting and digital networks.
- e. Review conference branding.
- f. Review conference awards and benefits.
- g. Review conference officiating.
- h. Review the conference's support of member schools' fan conduct policies and practices.
- i. Review educational and development programming provided to members.
- j. Review agreements and communication with conference vendors, contractors and others not considered conference office or member institution staff.

PUTTING THE FRAMEWORK INTO PRACTICE

The purpose of a program review is to create understanding and context. Reviews set the stage for strategic planning, where specific goals and actions are established and prioritized. They also represent an opportunity to acknowledge success and identify opportunities for growth and investment. These final action items offer a path to launch a strategic or other action planning process and to generally pursue progress on diversity, equity and inclusion in the conference.

1. Compile a master list of strengths, opportunities and items needing further study identified during the review.
2. Identify the most significant strengths and opportunities from the review's findings.
3. Identify specific ways the results of this review help the conference office set and achieve goals to improve diversity, equity and inclusion.
4. Establish a plan and timeline to follow up on items needing further study, and to address other items that need attention or monitoring before the next review cycle.
5. Communicate the findings of the review to conference office staff, applicable governance bodies and member schools and include the related follow-up plan.
6. Adjust budgets as needed to better support DEI efforts.
7. Celebrate progress to enhance visibility of DEI efforts in the conference.



STEP 1:

Identify reviewers and create context.

Effective reviews typically engage people with a range of backgrounds, perspectives and identities. When identifying reviewers, it is helpful to consider if the individuals reflect the community being assessed.

- a. Establish roles and responsibilities for the review process. Some people or areas you may want to include in the review are:
 - (1) Conference office representatives.
 - (a) Commissioner.
 - (b) Senior woman administrator.
 - (c) Athletics diversity and inclusion designee.
 - (d) Administrator overseeing DEI.
 - (e) Legal counsel as needed.
 - (f) Conference office staff who are members of or can access resources offered by outside organizations with a DEI focus (e.g., Diversity, Inclusion and Equity Council of Excellence; the LEAD1 Association⁶; Minority Opportunities Athletic Association; National Association of Collegiate Directors of Athletics; RISE; Women Leaders in College Sports; WeCOACH; and the Women's Sports Foundation).
 - (2) Member school representatives. These individuals can bring DEI content expertise to the review process, based on their exposure to training and specific campus responsibilities. Member school representatives could engage throughout the review process to consider foundational questions and assess the impact of conference operations or serve as a review board in later stages of the review.
 - (a) Athletics staff member(s) with a primary focus on DEI, including ADIDs, SWAs and others.
 - (b) Current and/or former student-athlete(s).
 - (c) Campus chief diversity officer(s).
 - (d) Title IX coordinator(s).
 - (e) Student-Athlete Advisory Committee liaison(s).
 - (f) Conference governance structure representatives as relevant (e.g., presidents/chancellors, ADs, SWAs, faculty athletics representatives, ADIDs, athletic trainers, representatives from conference DEI committees).

⁶ In January 2021, LEAD1 published a white paper "Actionable Recommendations to Create More Diverse Senior Leadership in NCAA Division I Football Bowl Subdivision (FBS) College Sports." Select recommendations from the white paper are included in this DEI review framework.

b. Build foundational clarity.

- (1)** Consider how the review may address the two focal points for conference DEI efforts: the experience of conference office staff as organizational employees (office), and the experience of member student-athletes and staff in conference meetings, initiatives, championships, events, broadcasts, and other personal and policy interactions (the conference generally).
- (2)** Establish the “why” to guide the review. Consider why the conference office is committed to an effective review process and reflect on the benefits of committing to diverse, equitable and inclusive cultures for both the conference office and the conference generally.
- (3)** Consider how the conference office has identified, acknowledged and built relationships with tribal communities that include the descendants of the original inhabitants on the land used by the conference office. Consider the colonial narrative that has resulted from the erasure of native people across this country.
- (4)** Consider other marginalized communities that may have been displaced by the conference office or general conference operations and the impact of that displacement on the community.
- (5)** Review the conference mission statement and core values for DEI impact on the conference office and the conference generally.
- (6)** Consider the many different identities to address in the review. Think about those generally recognized by the conference office and other identities that might currently be overlooked such as gender identity, national origin, religion and disability.
- (7)** Review the methodology, findings and recommendations of previous DEI reviews for the conference office. Review available reporting on follow-up actions from past reviews if any exist.

c. Examine DEI goals, statements and plans.

- (1)** Examine the scope of DEI goals for the conference office and the conference generally.
 - (a)** What core identities are addressed in current DEI plans (e.g., disability, international, LGBTQ, race/ethnicity, women)?
 - (b)** How clearly stated are the DEI goals?
 - (c)** To what extent are stated goals being met?
 - (d)** How and to whom are the goals and progress communicated?
- (2)** Review the conference’s DEI statement(s) related to both the conference office and the conference generally, if one or both exists. Consider the following:
 - (a)** When was the statement created and how often is it updated?
 - (b)** How was it developed? Who was involved?
 - (c)** How is the statement used to guide DEI efforts? How is it shared and communicated?
 - (d)** If the conference office and/or conference generally do not have DEI statement(s), how is the commitment to DEI communicated?
- (3)** Examine the scope of DEI planning for the conference office and the conference generally.
 - (a)** Are there specific action plans identified to achieve the goals? Are the plans reviewed and approved by senior staff? Are there metrics to assess progress?
 - (b)** Who developed the plan(s) and to what extent did this include broad-based participation?
 - (c)** Are the plans regularly updated?

d. Examine organizational structures for the conference office.⁷

- (1)** What structures are in place to oversee DEI efforts in the conference office?
 - (a)** Does the conference office have a DEI administrator, Committee or other formal structure overseeing DEI efforts?
 - (b)** What are the goals or charge of the administrator/committee/structure?
How are the goals and plans shared?
 - (c)** What is the makeup of the committee? To whom does the committee report?

⁷ Questions about oversight of DEI efforts in the conference, generally, are included in item 3-a, Governance Support and Implementation.

- (2) Consider the demographics and career trends of conference office staff. Based on the size of the conference office, there may or may not be a significant number of people to clearly illustrate trends. Regardless of conference size, reflecting on the composition of the staff is important context for a DEI review.
 - (a) Are people of color, women and employees from other historically marginalized groups represented in different operational and leadership roles in the conference office?
 - (b) Is the conference office tracking staff hiring, attrition, promotion (including moving out of the conference) and pay by race/ethnicity and gender? If so, are there any discernable trends?
- (3) Examine the role and experience of individuals holding the NCAA designations of conference ADID⁸ and conference SWA.⁹
 - (a) Is the conference SWA engaged in senior-level decision-making for the conduct and administration of the conference office?
 - (b) Does the conference ADID have a background in DEI work, or was the individual appointed to the position due to other factors?¹⁰
 - (c) Are the conference ADID and conference SWA provided with resources, access and time to support their active engagement in DEI efforts?
 - (d) Are the conference ADID and conference SWA engaged in educational and training opportunities provided by the NCAA or other sources?
 - (e) Are the ADID and SWA in leadership roles, and/or do they have opportunities for meaningful interaction with conference leadership regarding DEI?
- e. Examine foundational conference office documents (e.g., policy and procedure documents, handbooks, websites, agendas, assessment instruments). Consider the following:
 - (1) How well do the foundational documents contribute to creating an environment where people of all identities feel respected and can express feelings of belonging?
 - (2) How and how often are these foundational documents revised and is there an emphasis on DEI in this process?
 - (3) How intentional is the conference office regarding the use of inclusive language in conference office documents?¹¹
 - (4) Do conference office agendas regularly and adequately include DEI topics?
 - (5) Do conference office senior staff members regularly discuss the office's DEI expectations in organized settings?
 - (6) What efforts are in place to assess the climate and experiences of conference office staff? What is being measured, how often does assessment take place, and what is done with the assessment results?

ACTION ITEMS

1. Identify who will work on the review and each person's role in the process.
2. Establish a meeting schedule and communication expectations for the review process.
While timelines vary greatly, a thorough review can take a full academic year to complete.
3. Gather information and conduct meetings to address items b-e under step one.
4. Capture a list of strengths, opportunities to improve and items needing further study related to step one.

⁸ "Athletics Diversity and Inclusion Designees." NCAA, <https://www.ncaa.org/sports/2021/7/26/athletics-diversity-and-inclusion-designees.aspx>

⁹ "Senior Woman Administrators." NCAA, <https://www.ncaa.org/sports/2013/11/21/senior-woman-administrators.aspx>

¹⁰ This question was sourced from LEAD1's 2021 white paper, "Actionable Recommendations to Create More Diverse Senior Leadership in NCAA Division I Football Bowl Subdivision (FBS) College Sports." See the paper for additional recommendations: <https://lead1association.com/actionable-recommendations-to-create-more-diverse-senior-leadership-in-ncaa-division-i-football-bowl-subdivision-fbs-college-sports/>

¹¹ https://ncaaorg.s3.amazonaws.com/inclusion/bestprac/NCAAINC_GuideInclusiveLanguage.pdf



STEP 2:

Review conference office policies and practices for DEI impact.

Rather than focusing only on specific diversity, equity and inclusion policies, all conference office policies and practices should be examined for impact on climate, outcomes and experiences. Ultimately DEI is not a singular effort; all conference office operations should be intentional about advancing diversity, equity and inclusion.

- a. Review talent management practices (e.g., recruiting, hiring and retention of staff) for the conference office.¹²
 - (1) Does the conference office have strategies for recruiting applicants, including interns, from diverse identity groups for conference office positions? What are the outcomes of these strategies?
 - (2) Does the conference have an established process to form search committees for conference office positions? What efforts are in place to ensure that racial and ethnic minorities, women and other historically marginalized groups are included on the committees, including for high-profile searches?¹³
 - (3) Does the conference office provide bias training or education to its search committees? What topics are addressed in the training or education?
 - (4) Does the conference have ongoing processes in place to identify racial and ethnic minorities, women and other historically marginalized groups in conference office candidate pools? Are these processes effective?
 - (5) Do candidate pools reflect the desired composition of the conference office?
 - (6) Does the conference cultivate ongoing connections to individuals from different identity groups to build a network of diverse candidates? To what extent does the conference use established resources to enhance this cultivation effort (e.g., NCAA Leadership Collective¹⁴, Women Leaders in College Sports, Minority Opportunities Athletic Association)?
 - (7) Does the conference have an established process to ensure that job postings are communicated to potential candidates from different gender, racial/ethnic or other historically marginalized backgrounds? Are those processes effective?
 - (8) If the conference office uses search firms, does it consider the search firm's record of advancing candidates from diverse backgrounds when selecting the firm?
- b. Review efforts to provide professional development to individuals from historically marginalized populations in the conference office.
 - (1) How is the conference office ensuring it prepares individuals from historically marginalized populations for advancement or other growth opportunities?
 - (2) To what extent are individuals from historically marginalized populations given leadership opportunities to expand their growth?
 - (3) How does the conference office allocate financial and other resources to professional development for historically marginalized populations? How significant is the resource allocation?
 - (4) How does the conference office communicate with staff about opportunities to attend NCAA and other outside professional development opportunities (e.g., Emerging Leaders Seminar, Postgraduate Internship Program, Dr. Charles Whitcomb Leadership Institute, Effective Facilitation Workshop, Inclusion Forum, MOAA Symposium, other programming offered by professional and affinity groups)?
 - (5) To what extent does the conference office work with or support participation in organizations dedicated to advancing athletics professionals from historically marginalized backgrounds (e.g., Minority Opportunities Athletic Association, Women Leaders in College Sports, WeCOACH)?
 - (6) What regular mentoring opportunities exist for historically marginalized populations? Does the mentoring effort include clear expectations for the mentor and mentee? To what extent are mentees connected with influencers in college sports?¹⁵

¹² Additional considerations can be found in the NCAA Division III publication, "The Diverse Workforce."

https://ncaaorg.s3.amazonaws.com/inclusion/d3/D3_INC_HiringResource.pdf

¹³ See note 10.

¹⁴ "NCAA Leadership Collective." NCAA, <https://www.ncaa.org/sports/2020/12/10/ncaa-leadership-collective.aspx>

¹⁵ See note 10.

- c.** Review conference office staff support offerings/retention efforts.
- (1) What specific strategies does the conference office have to build and enhance staff belonging?
 - (2) How does the new employee onboarding process promote feelings of belonging and contribute to building an inclusive culture?
 - (3) To what extent are brave spaces fostered for people from historically marginalized populations to share their perspective and experiences about topical issues without fear of being terminated, reprimanded, ostracized, or having the perception of sounding “angry” or “intense”?¹⁶
 - (4) How does the conference office provide all employees the opportunity to request reasonable accommodations to maximize their success, regarding accessible equipment, technology, workspace and other support? To what extent are these items or support provided, and what is the review process?¹⁷
 - (5) What efforts are in place to ensure proper name and pronoun use throughout the conference office?
 - (6) What efforts are in place to ensure that dress codes, including workplace rules on hairstyles, support diverse cultures?¹⁸
 - (7) To what extent are requests to celebrate religious holidays and commemorate cultural heritage months/days supported?¹⁹
 - (8) Does the conference office staff support or help raise awareness about different social causes, particularly those that are important to student-athletes?
 - (9) Is there specific funding available to support social advocacy efforts (e.g., programming, resources, outreach) by conference office staff? How significant is this funding?
- d.** Review DEI educational efforts for conference office staff.
- (1) What DEI education is in place for staff? Are the educational efforts ongoing?
 - (2) Is educational content focused on the specific culture and needs of the conference office (e.g., implicit bias training, foundational DEI topics, anti-racism, LGBTQ+, gender equity, disability and allyship)?
 - (3) Do conference office educational efforts have stated goals? Are they assessed to gain feedback that can direct and shape future programming?
 - (4) How does the conference office allocate financial and other resources for DEI-related education? How significant is the resource allocation?
 - (5) How often do representatives from the conference office attend NCAA events focused on DEI (e.g., Inclusion Forum, Convention sessions, ADID Summit)? How is information learned at those events used?
- e.** Review conference office efforts related to NCAA DEI policy and legislation and consider why these items are important.
- (1) The NCAA Presidential Pledge and Commitment to Promoting Diversity and Gender Equity in Intercollegiate Athletics.²⁰
 - (2) DEI Elements in the NCAA Constitution, specifically the principles focused on diversity, equity and inclusion.²¹
 - (3) NCAA Division I legislation²² requiring a once-in-four-years DEI review and attestation.

16 See note 10.

17 See note 10.

18 See note 10.

19 See note 10.

20 <https://www.ncaa.org/sports/2016/9/16/ncaa-presidential-pledge.aspx>

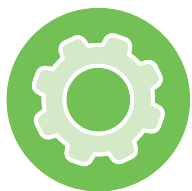
21 https://ncaaorg.s3.amazonaws.com/governance/ncaa/constitution/NCAAGov_Constitution121421.pdf

22 <https://web3.ncaa.org/lstdbi/search/bylawView?id=115008>

- f. Review conference office legal responsibilities and the role of legal counsel related to DEI.
 - (1) What process is in place for the conference office to monitor its compliance with all federal, state and local laws related to DEI (e.g., employment, nondiscrimination), and how is this communicated to conference staff?
 - (2) What process is in place for staff to report concerns related to legal or other formal responsibilities? Is this process widely known?
 - (3) What process is in place to consider legal matters in the regular update of conference office policies? How frequently is general counsel reviewing conference office and conference DEI policies?

ACTION ITEMS

1. Gather information and conduct meetings to address items a-f for step 2.
2. Identify and describe the impact of local, state and federal laws; educational efforts; advocacy groups; or other factors that may either advance or limit the advancement of the conference office's DEI efforts.
3. Capture a list of strengths, opportunities to improve and items needing further study related to step two. Specifically consider whether written policy is followed in practice and how well known and accessible conference office policies are.



STEP 3:

Review conference services provided to member institutions for DEI impact.

Consider the climate and experiences created by the conference at its conference meetings, initiatives, championships, broadcasts, events, and other personal and policy interactions. Conference services offer opportunities to build a culture where individuals feel seen, heard and valued. For place-based experiences, there are several opportunities to build inclusive cultures (e.g., land acknowledgments, lactation spaces, closed-captioning, all-gender restrooms). For all conference services, it is important to be intentional regarding the use of inclusive language²³ and to include examination of DEI impact in evaluation mechanisms.

- a. Review governance support and implementation.
 - (1) How does the conference establish a sense of belonging for all voices in the governance structure and the conference at large? Specifically, how does the conference optimize campus SWA, ADID, FAR and student-athlete voices in conference business and governance?
 - (2) What levels of conference support are provided to coaching bodies? Consider how different sports meet (e.g., virtual, in person) and how frequently. Do sports have similar access to conference office staff and services?
 - (3) What does the composition of conference committees look like (e.g., composition requirements for championships committees, working groups)? What efforts are made to diversify compositions? How does the conference populate its committees?
 - (4) Does the conference have ad hoc or standing committees that focus on DEI? What is the role and authority of these committees in the conference governance structure?
 - (5) What is the role of the conference office in ensuring that DEI-related topics are on committee agendas?
 - (6) How is the governance structure supporting DEI via its standing committee meetings?
 - (7) What regular reports or updates on DEI are provided to conference presidents? Are DEI-related discussions regularly included on presidential agendas?
 - (8) What DEI themes is the conference office identifying among its committees, and what is it doing to address or promote these themes?
 - (9) How does the conference make recommendations for NCAA committee nominations? How does the conference office build its pipeline of diverse candidates for NCAA service and committee access?

²³ https://ncaaorg.s3.amazonaws.com/inclusion/bestprac/NCAAINC_GuideInclusiveLanguage.pdf

- (10)** What role, if any, does the conference governance structure play in supporting institutions with strategies related to local, state and federal laws impacting DEI?
- (11)** Does the governance structure offer any resources, values-based expectations, or requirements for how individual members implement DEI-related policies or programming on campus?
- (12)** Do conference membership requirements (for existing and/or new members) include any reference to the conference's DEI values?

b. Review conference championships.

- (1)** To what extent are equity and inclusion considered in the provision of benefits to student-athletes participating in conference championships? Is there a specific focus on equity across like sports (e.g., men's and women's golf, men's and women's basketball)? And how is equity addressed in sports like football and field hockey where there are no similar sports? Consider the following benefits:
 - (a)** Championships gifts.
 - (b)** Awards and recognition for student-athletes.
 - (c)** Publicity, including signs, digital and printed materials, music, and scripts.
 - (d)** Equipment and supplies.
 - (e)** Travel accommodations.
 - (f)** Meals.
 - (g)** Schedules.
 - (h)** Medical services.
 - (i)** The competitive facility, including locker rooms.
 - (j)** The scope and significance of conference-sponsored championship celebrations, hospitality and ancillary events.
- (2)** What is the process for evaluating a championship venue for its ability to host equitable, inclusive and accessible experiences?
- (3)** How does the conference ensure Americans with Disabilities Act compliance at its championships for participants and spectators?
- (4)** To what extent are the conference's championships policies consistent with the NCAA Board of Governors policies related to inclusive athletics participation and events (e.g., transgender student-athlete policy, anti-discrimination policy)?
- (5)** Does the conference provide opportunities for individuals participating in a championship (student-athletes, coaches, event staff and others) to provide feedback regarding the equity of the student-athlete experience in conference championships?

c. Review conference scheduling.

- (1)** In all sports, does the conference schedule ensure equitable access to competition times, locations, travel schedules, venues, locker rooms and other significant elements of competition?
- (2)** Does the schedule facilitate equitable provision of support services to student-athletes (e.g., athletic training)?
- (3)** Does the schedule include reasonable accommodations for member institutions with policies prohibiting competition on a particular day for religious reasons?

- d. Review conference broadcasting and digital networks.**
 - (1) What efforts are in place to ensure broadcasting and digital networks understand the conference's commitment to DEI?
 - (2) Are the conference's mission and values shared with networks before negotiations?
 - (3) What process does the conference use to identify or influence what features may be shown in conjunction with conference broadcasted competition?
 - (4) How does the conference influence networks and streaming services to provide equitable visibility and exposure across sports?
 - (5) What DEI-related conference messaging is generated for television and other broadcasting? Is the conference intentionally promoting its commitment to DEI?
- e. Review conference branding.**
 - (1) How does the conference ensure equitable visibility for people across multiple identities (gender, race/ethnicity, etc.)? Consider press releases, graphics, website, social and other outlets.
 - (2) What promotions is the conference conducting, if any? Do any promotions include DEI values or messaging?
- f. Review conference awards and benefits.**
 - (1) What process is in place to evaluate equity in the provision of awards and benefits to student-athletes?
 - (2) What is the process for student-athletes to access postgraduate scholarships and other awards and nominations from the conference office?
- g. Review conference officiating.**
 - (1) Which sports have assignors? Are pay and resources provided equitably to the assignors? Is there equal pay for similar sports (e.g., men's and women's basketball)? Are there people from historically marginalized groups serving as assignors for the conference?
 - (2) Are assignors provided any expectations related to conference mission and values? Are they provided with any training about how racial and other biases can impact officiating? Do assignors share the expectations and training with officials?
 - (3) Is officiating training of similar quality for similar sports?
 - (4) Is the quality of official similar across conference sports?
 - (5) Are there people from historically marginalized groups officiating for the conference? What efforts is the conference making to diversify officiating pools?
- h. Review the conference's support of member schools' fan conduct policies and practices.**
 - (1) Does the conference have any requirements and/or specific efforts to support its schools' education of fans, boosters and alumni bases about DEI and fan conduct (e.g., donor letters)?
 - (2) Does the conference require that a DEI statement be read before conference competition (in all sports)?
 - (3) What expectations does the conference have for its members regarding DEI-related incidents that occur during conference competition?
- i. Review educational and development programming provided to members.**
 - (1) What role does the conference play as convener of its member schools for discussions, education or development related to DEI?
 - (2) How often and what is the focus of DEI-related programs the conference offers its membership (e.g., student-athletes, coaches, athletics staff, ADIDs, SWAs, FARs, athletics directors, presidents)?
 - (3) Does the conference support education for its membership about issues related to DEI that occur outside practice and competition (e.g., hazing, violence)?
 - (4) Is there a grant program the conference administers for its schools to support their DEI efforts? What is the conference's role in selecting the area of focus and administering the programming? On what basis is funding or support granted? How is the impact or success of this program measured?
 - (5) Does the conference have expectations to create an inclusive environment at its programming and other events?
 - (6) Does the conference convene members to share best practices for DEI programming? Does it engage campus SWAs, ADIDs and FARs in these conversations or other DEI programming?

- j. Review agreements and communication with conference vendors, contractors and others not considered conference office or member institution staff.
- (1) What is the process for selecting vendors? Does the process place any priority on suppliers owned by those who have disabilities or who are LGBTQ, racial/ethnic minorities, military veterans and/or women?
 - (2) Does the conference apply its vendor agreements consistently across revenue and nonrevenue sports?
 - (3) How does the conference ensure that services purchased from vendors are of similar quality for all sports?
 - (4) How frequently and in what format are vendors and contractors made aware of conference values, including any commitments to DEI?
 - (5) Does the conference examine whether contractors and third parties exhibit the conference's DEI values in their work (for the conference and more broadly)?
 - (6) If the conference is conducting any background checks, is this process appropriate to limit any discriminatory or disparate impacts on vendors?
 - (7) What is the process and frequency with which the conference reviews its use of contractors and other outside service providers?

ACTION ITEMS

1. Gather information and conduct meetings to address items a-j for step 3.
2. Capture a list of strengths, opportunities to improve, and items needing further study related to step 3.



FINAL ACTION ITEMS: PUTTING THE FRAMEWORK INTO PRACTICE

The purpose of a program review is to create understanding and context. Reviews set the stage for strategic planning, where specific goals and actions are established and prioritized. They also represent an opportunity to acknowledge success and identify opportunities for growth and investment. These final action items offer a path to launch a strategic or other action planning process or to generally pursue progress on diversity, equity and inclusion.

1. Compile a master list of strengths, opportunities and items needing further study identified during the review.
2. Identify the most significant strengths and opportunities from the review's findings.
3. Identify specific ways the results of this review help the conference office set and achieve goals to improve diversity, equity and inclusion.
4. Establish a plan and timeline to follow up on items needing further study and to address other items that need attention or monitoring before the next review cycle.
5. Communicate the findings of the review to conference office staff, applicable governance bodies and member schools and include the related follow-up plan.
6. Adjust budgets as needed to better support DEI efforts.
7. Celebrate progress to enhance visibility of DEI efforts at the conference office.

This will be a living document updated on a regular basis. If you have feedback on ways to enhance this resource, please send those comments to inclusion@ncaa.org.