

# Department of Intercollegiate Athletic Diversity Action Plan

## **Point 1: Developing a Culturally Responsive Community**

Intercollegiate Athletics understands a focus on “developing a culturally responsive community” to involve the experience of individuals from underrepresented groups in their interactions within and through athletics and the university community. These individuals include administration, coaches, staff, and students-athletes. A culturally responsive community includes clearly delineated channels for such individuals to express grievances, as well as mechanisms for the recognition and response to such grievances. It is a community that seeks to understand the commonalities among culturally different groups and embraces and celebrates the differences.

### **Guiding Principles**

The mission of the Department of Intercollegiate Athletics is to promote the academic and personal development of the student-athlete. The opportunities athletics offers to the individual through training, practice and competition within a culturally diverse team contributes in a unique way to the development and tolerance of the individual.

Senior staff of the Department of Intercollegiate Athletics -- the Director of Athletics, Senior Associate Directors, selected associate directors, and the Personnel Director -- meet on a weekly basis to review and discuss issues that affect the department, its employees and the university’s student-athletes. Included among issues considered by that group are issues involving the demography of the student and employee populations within Athletics and the fair and equitable treatment of all students and employees. That group regularly addresses any specific concerns regarding the Athletics program raised by any member of the Athletics or broader university community, including specifically any minority equity concerns. As part of their review, senior staff consider what notice to and/or assistance from other campus units, such as the Office of Multicultural Academic Support or the Office of Affirmative Action & Equal Opportunity, may be necessary or appropriate in addressing any particular issues.

**Strengths:** Currently, our programs support the student-athletes in this goal. We have many offerings in place to meet the student’s needs and direct them to the support services within the athletic department and on campus. We always improve our efforts, continuing our focus on the freshmen but continuing the programs through their senior year.

**Challenges:** In the past we did not give the same support to the employees of the department that we do with the student-athletes. After a hire, we assumed that the employees will get support on their own when needed, but we do not take an active role in offering programs to help educate them as to what is available. We have new leadership that feels the development of all employees is important and critical to our success.

### **Current Actions**

Senior staff meet with the Intercollegiate Athletic Committee (IAC) on a monthly basis and review issues that IAC has identified as being of particular interest or on which IAC review and input is necessary or appropriate. IAC members have consistently taken a strong interest in the welfare of all student athletes, including student-athletes of color.

In addition to the above, the following additional staff and governing bodies are in place to assure that student-athlete welfare, including specifically the welfare of UO student-athletes of color, is monitored, evaluated and addressed on a continuing basis.

1. The present exit interview process is conducted annually having student-athletes who have exhausted their eligibility, leave the team, or transfer to complete a confidential survey. The survey is administered by the Assistant Athletic Director for Student Services following the end of the student-athlete's competitive season. Student-athletes are encouraged to have a personal interview with the Assistant Athletic Director of Student Services if they have suggestions, concerns or other information beyond that solicited by the survey. If the survey responses suggest the possibility of an issue based on race or ethnicity, the issue is brought to the attention of the Senior Associate Athletic Director, who then takes the information to senior staff for discussion. Most issues, regardless of nature, are resolved immediately. Issues that are more complex are taken to the IAC with a plan for implementing change.

Athletics staff have found that by making improvements to the exit survey content, process and review, they are better able to identify and respond to issues, including any involving potential minority equity issues, in a timely manner as they arise.

The Assistant Athletic Director for Student Services is responsible for monitoring and evaluating the welfare of student-athletes. Season-Ending Summaries are completed by every athlete on a team at the end of their sport season. These anonymous reports are compiled by the Assistant Athletic Director for Student Services and shared with the Head Coach, the Associate Athletic Director who oversees the team, and the Director of Athletics.

2. As a pilot program for the NCAA CHAMPS/Life Skills, our SOAR program was established to implement programs to address student-athletes' health and welfare. Our SOAR program was a pilot program in 1991. We were recognized in 2002 as a "Program of Excellence" by the Division 1A Athletic Directors Association. It was one of 27 programs of distinction at that time.
3. The Student-Athlete Advisory Council (SAAC) meets bimonthly. This governing body is made up of a minimum of two student-athletes per sport and brings to the front issues of fairness, team concerns, NCAA legislation and policy changes within the department. A member of SAAC serves on the IAC.

### **Goal 1:**

The goal is to create a culture in which each person, regardless of their differences and commonalities is seen as unique and feels like he or she is a viable and valued part of the

university, athletic department and intercollegiate athletics. Increase the awareness and sensitivity regarding cultural differences, cohesion, and marginalizing through a variety of activities and workshops for athletic department coaches, administration, and staff. Provide programming for the student-athletes to increase their sensitivity to diversity issues.

#### *Student-Athletes*

- Require all incoming student-athletes to take EDLD 199 –*Issues in Intercollegiate Athletics*. This course addresses all of the transition issues, as well as diversity sensitivity.
- Include campus resources in the student-athletes handbook
- Continue to partner with the Career Center and the Office of Multi-Cultural Affairs for the Connections Dinner.
- Female Student-Athlete Fall Forum
  - Requirement of all female student-athletes
  - Small group discussions of the following issues: sexual wellness, eating disorders, sexual assault, alcohol & drug use and abuse, stereotyping and diversity of female athletes.
- Male Student-Athlete Fall Forum
  - Requirement of all male student-athletes.
  - Small group discussions of the following issues: sexual wellness, sport nutrition, sexual assault, alcohol & drug use and abuse, stereotyping and diversity of male athletes, anger management.

#### *NCAA Programs for Diversity*

- Gender Equity and Issues Forum
- NCAA Postgraduate Scholarship

#### **Action Plan**

- Develop and administer an assessment survey to capture the perceptions and attitudes of the department in regards to diversity, cultural competency and campus climate.
- Utilize the information obtained in the survey to create an annual comprehensive departmental plan to address topics of diversity and inclusion.
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- Include campus, community and athletic leaders to administer the plan.
- Include formal and informal trainings, workshops, etc.
- Develop a library of training videos and critical information for all staff to utilize as needed.

#### *Coaches & Staff*

- Require two continuing educational training sessions per year. Establish a menu of topics which rotate every three years so that each topic will be presented over the three years rotation.

- Develop a new employees' orientation program to include cultural responsiveness training and awareness of grievance procedures.
- NCAA Programs for Diversity:
  - Diversity Education (Diversity Training Workshops) – NCAA provides facilitator and materials, four hour session for administration, coaches, student-athletes, faculty and staff. Guaranteeing not less than 20 and no more than 40 participants per session. Provide lodging for the facilitator (if necessary). A meeting location. Audiovisual equipment. A snack or meal during each requested session.
  - Fellows Leadership Development Program
  - Leadership Institute
  - Matching Grants for Minority Women Coaches
  - NCAA Women Coaches Academy

### *Student-Athletes*

- Increase referrals and encourage participation of underrepresented groups to the appropriate campus organizations (e.g. Office of Multicultural Affairs, LGBTQ center) for additional support and community outside of the athletic department.
- Increase involvement of campus organizations in programming and direction of the Life Skills Programs.
- Male Student-Athlete Fall Forum:
  - Develop a program similar to that of the Female Forum starting in the fall of 2007.
  - Address issues of men's health, sexual assault and prevention, diversity issues in sport and college, alcohol and drug use and abuse, etc.
- Team Educational Workshops
  - Two workshops per year dealing with a menu of topics to be covered over a four year program.
- NCAA Diversity Programs:
  - Ethnic Minority Enhancement Postgraduate Scholarship
  - NCAA Internship Program
  - NCAA Men's Coaches Academy
  - Woman of the Year
  - Women's Enhancement Program Postgraduate Scholarship

### **Program Administration/Implementation:**

The Senior Woman Administrator and the Assistant Athletic Director for Student-Services will oversee an implement the program. Workshops and appropriate speakers will be scheduled and a record of attendance will be kept.

### **Program Evaluation:**

- Evaluate the results of the program survey and the orientations to determine if the goals are being met.
- Evaluations from the workshops and presentations will be reviewed and changes in the programming will be based on outcome goal which will be established.
- Attendance will be taken. Attendance at mandatory student-athlete programs will be reported to the coaches. For staff programming, attendance will be reported to the Director of Athletes.

## **Point 2: Improving Campus Climate**

The Athletics Department's physical location across the river from the campus can create isolation from the campus community. It is important that the Athletics Department strive to foster a climate of cohesion with the faculty, staff, alumni and the community. The Athletics Department will help in the campus efforts to make the university a more open and inviting place for all students, faculty, staff, alumni and community members. The Athletics Department will collaborate with the campus community in committee work, events, and university organizations to promote awareness and understanding of issues.

### **Guiding Principles**

The Department of Intercollegiate Athletics strives for diversity in the administration, coaching staffs and with the recruitment of student-athletes. It is important that we partner with the campus and the community to promote and support a welcoming environment for all persons regardless of race, gender, age, sexual orientation, religion, ethnicity, national origin, ability or socio-economic background. Through our sports competitions, we will promote sportsmanship and the tolerance of individuals.

Athletics Department administrators are committed to appropriately involving SAAC in decisions that affect student athletes and in listening to their assessment of student-athletes' needs and concerns. All members of the Athletics Department staff are encouraged and expected to contribute to the success of Athletics Department programs and the well-being of all student-athletes. Through that contribution, all staff have the opportunity for involvement in departmental governance and decision making. That opportunity is available to all staff, regardless of race or ethnicity.

### **Strengths**

We have a population of people within the Athletics Department who are diverse in background and high profile in our community. We have an opportunity to promote and model best practices in a diversity plan. We have numerous requests from the university and the community for our coaches and student-athletes to speak or participate at events, schools, and celebrations.

### **Challenges**

With the limited time available for coaches, student-athletes and administrators out-side of their sport and other obligations; it is difficult to demand more of their time. We see a high level of burnout and stress created by the current demands we put on the people within this department.

**Goal 1:**

Continue to participate with the Office of Student Life and develop a working relationship with the Office of Institutional Equity and Diversity to help us foster a climate that nurtures diversity and promotes a safe and welcoming environment.

**Current Actions:**

- Have Athletic Department representation at monthly meetings of the Substance Abuse Prevention Team (SAPT), Student Affairs Council (SAC), Alliance for Sexual Assault Prevention Committee.(ASAP), Intercollegiate Athletic Committee (IAC), Faculty Senate and other committee meetings.
- We are expanding the community service program for 2007. Each team will select a service project that they will participate in during the year. In addition, we will continue organize and participate in our major annual community outreach programs. These include: Quackin Action, Incredible Kids Day Letters, Duckling Fund Raising, Toys for Tots, Read Across America, and Put the Civil Back in Civil War.

**Action Plan:**

- Promote upcoming events, workshops, and brown bag gatherings on campus that our Athletics Department personnel may not be aware of.
- Expand the collaboration with student organizations for events, such as the Career Connection Dinner with the Student-Athletes and the Multi-Cultural Career Alliance.
- Encourage administrators, coaches and student-athletes to continue to support the requests for guest speakers for campus and community organizations.
- Offer Diversity Sensitivity Training for staff lead by the appropriate groups on campus or from the community.

**Goal 2:**

Make the athletic venues open and welcoming to all students, faculty, fans, and community members by furthering the promotion of appropriate and respectful conduct at games and sporting events.

**Current Actions:**

- Continue the ConDUCKT and SportsDUCKship programs to promote appropriate behaviors at games to foster a welcoming and safe environment for all students and fans.
- Continue the work in partnership with the United Way promoting “*Together We Do What Matters*” volunteerism program.

**Program Administration/Implementation:**

The Director of Athletics and the Associate Athletic Directors are ultimately responsible for overseeing and encouraging the participation in these programs.

### **Program Evaluation:**

Annually review the Exit Summaries completed by the student athletes after finishing their eligibility. Evaluate the department employees' satisfaction with the services available and the programs to meet their individual needs.

## **Point 3: Building Critical Mass**

The Department of Intercollegiate Athletics strives to promote diversity in its hiring and recruiting practices. The NCAA has in place a monitoring system to certify that the department is in compliance with the NCAA and the Office of Civil Rights. The representation of people of color on the UO Athletics coaching staff has increased significantly in the last ten years and is comparable to availability. The representation of people of color in non-coaching positions has not experienced comparable growth. However, the representation of people of color among Other Professionals is slightly higher than the representation of people of color among similar positions campus-wide, and slightly lower than the representation of people of color among Senior Administrators campus-wide.

Our mission is to provide the best support to meet the needs of each individual. Our department is represented by the largest numbers of underrepresented students proportionately at the university. It is important that we have programs in place and competent individuals to guide our student-athletes and new hires through the adjustment periods.

The representation of people of color among Athletics Department personnel has remained steady over the three year period studied for the NCAA Certification. Overall, the representation of people of color within Athletics is higher than it is among staff campus-wide. Of particular note, the number and percentage representation of people of color among the UO Athletics' coaching staff has more than doubled since the first cycle certification review. People of color are represented among Athletics coaches at a rate that is comparable to availability .

### **Guiding Principles**

It is vitally important that the department create an environment in which students-athletes and underrepresented staff feel comfortable and "at home". We have services and programs in place to serve as a safety-net of support. It is our goal to recruit coaches, staff and administrators who are representative of the ratio of student-athletes of color in our department.

### **Strengths**

Because athletics seems to draw from a more diverse population, we are likely to have a higher percentage of underrepresented people applying for jobs. But, like all other departments, we are limited by of the pool of applicants when making hiring decisions. Along these same lines, many of our student-athletes are recruited from metropolitan cities with large diversity populations, creating a larger multi-cultural population of students in our department.

### **Challenges**

Our challenge is to help our student-athletes, coaches and staffs feel at home and comfortable at the University of Oregon and in the Eugene/Springfield community.

### **Goal 1:**

Continue to recruit underrepresented coaches, staff and student-athletes. Provide a safe and welcoming environment to foster their growth and development.

### **Current Action:**

- Continue to recruit staff and coaches who may possess similar experience or backgrounds of our student-athletes from underrepresented groups.
- List resource information and campus organizations with descriptions in the Student-Athlete Handbook.

### **Action Plan:**

- Promote involvement in campus organizations.
- Establish an Orientation/Mentor program for new department staff members to help them adjust to Eugene, the University of Oregon and the Athletic Department. Provide a mentor for new staff to answer questions, help with resources, and provide support.

### **Goal 2:**

Provide a network of support for student-athletes to identify and meet their individual needs.

### **Current Action:**

- Continue to offer topics in the EDLD 199 class to help student-athletes learn coping skills which will help with the transition to the university setting.

### **Action Plan:**

- Networking between the coaches, academic advisors, athletic trainers, and sport counselor to identify struggling student-athletes. Provide those student-athletes with resources or referrals to meet their needs.
- Increase involvement of campus organizations in programming and direction of the Life Skills Programs.
- Increase the participation of students from underrepresented groups in the Student-Athlete Advisory Committee, and the IAC.

### **Program Administration/Implementation:**

The Director of Athletics and the Associate Athletic Directors are ultimately responsible for the hiring of the coaches and staff. The NCAA, University and Oregon have diversity requirements which must be followed. The Assistant Athletic Director for Student-Services is responsible for the programming to meet the needs for the student-athletes.



### **Program Evaluation:**

The Exit Summaries are a tool used to evaluate the student-athletes' satisfaction of their experience at the University of Oregon. This is reviewed annually to better the programs or establish new programs for the student-athletes. An evaluation tool similar to the Exit Summary needs to be used with coaches and staff.

## **Point 4: Expanding and Filling the Pipeline**

The Department of Intercollegiate Athletics strives to support the personal, academic, athletic, career and character development of the student-athletes. We have in place people, policies and programs to provide guidance and a safety-net of support for the student-athlete transitioning into and out of the university setting, competing academically and athletically at the level required in a Division 1A institution, and learning and incorporating appropriate social and ethical behaviors to become productive and distinguished citizens in the future.

### **Guiding Principles**

The diversity within the student-athlete population is a mirror of our society and we honor the exchange of ideas, experiences and cultures. Expanding the pipeline of students from diverse backgrounds, identities, and cultures may be an easier task for the Athletics Department than it is for the university as a whole. Student-athletes are recruited because of their athletic abilities, not their ethnicity or intellectual scores, although these factor play into the recruiting process. The populations of better athletes come from diverse populations. For example, of the fifteen tennis players at the University of Oregon, twelve are international students.

### **Strengths**

We have one of the most diverse student, staff, and coach populations on campus. The educational experiences that our student-athletes, staff and coaches can give to one another are invaluable. Different cultures and backgrounds of the student-athletes are also an asset to the University and the entire student population. The connection of these groups will be beneficial to all parties involved.

**Challenges** One of the challenges we face with student-athletes is the time commitment required by their respective sport and academics studies leaves little time for activities with groups on campus or in the community. Also, with the more concentrated numbers of diverse individuals within the department, the common interest of sport competition and the similar time commitment, it seems to produce a community and a comfort level which student-athletes do not seem to venture out of to explore campus groups and activities.

Although our population of student-athletes is only 400, we are expected to be major financial supporters of all of the student events and activities on campus.

### **Goal 1:**

Encourage staff and student-athlete's participation in campus groups, activities and events.

### **Current Action:**

- Publicize the campus activities and events by Duckvoice, SAAC meetings and emails to coaches.

**Action Plan:**

- Encourage athletes to find groups, activities or events that they would enjoy participating in.
- Athletics administration should encourage coaches' and staff's involvement in programs, committees and events on campus

**Program Administration/Implementation:**

The athletic administrators are responsible for bridging the gap between the Athletic Department and the campus community by their participation and the encouraged participation of the coaches, staff and student-athletes.

**Program Evaluation:**

The IAC, campus groups, and University Administration can give us feedback on the perceived participation in the campus activities.

**Point 5: Developing and Strengthening Community Linkages**

The Department of Intercollegiate Athletics is often the “front porch” for the University as a whole to the Eugene-Springfield community. Our department strives to represent the University in a positive & productive way by inviting the Eugene community to be involved with our rich athletic tradition. The diversity of our student-athlete, staff, and coaches is another important reason why we should continue to improve and expand our relationships with the Eugene-Springfield community.

**Guiding Principles**

The Department of Intercollegiate Athletics will continue to establish working relationships with the Eugene-Springfield community to enhance the opportunities for our student-athletes, staff and coaches. We are dedicated to the experience of our diverse population while they are apart of the Eugene-Springfield community. We cherish the experiences and learning opportunities that the community has to offer our University and Department.

**Strengths**

The Department of Intercollegiate Athletics continues to develop strong relationships in the surrounding community through service. Most student-athletes while attending the University participate at least one community service project. Relationships in the community continue to be built through the participation on such committees as Alliance for Sexual Assault Prevention and the Substance Abuse Prevention Team in which community members and organizations are apart. We strive to integrate out student-athletes and staff into the Eugene-Springfield community, creating a positive environment on and off of the field. The willingness of our coaches and staff to encourage community participation increases the positive image of the University and Athletics.

**Challenges**

Although we continue to strive to integrate our student-athletes into our community we continually struggle with our minority student-athletes. Even though proportionately we have a large number of diverse student-athletes they are rarely involved with campus groups/organizations and community groups/organizations. Some of these student-athletes are at risk and feel very out of touch with the Eugene-Springfield community. Although we act as a safety net we improve our work in prevention and education.

**Goal 1:**

Increase community involvement and awareness of athletic department diversity programs and outreach.

**Current Actions**

- Continue our Athletes Living as Role Models (A.L.A.R.M.) Program. Increasing student-athletes and coaches' community outreach through service.
- Continue the work in partnership with the United Way promoting "*Together We Do What Matters*" volunteerism program.
- Promote and encourage attendance at community events.

**Action Plan**

- Develop relationships with community leaders, organizations and businesses/corporations to help integrate staff and students into the Eugene community.
- Develop a career mentorship program with local community members, student-athlete alumni and current student-athletes.

**Program Administration/Implementation:**

The Senior Woman Administrator and the Assistant Athletics Director for Student-Services will oversee and implement all programs. Participation and evaluation of all events will be recorded and assessed.

**Program Evaluation:**

- Attendance will be recorded at all community outreach events and given to administration at the end of each year for review of student-athlete, team, and coach participation.
- Records of the mentorship program shall be kept and reviewed by administration and compliance on term by term basis.

## **Point 6: Developing and Restoring Diversity Infrastructure**

The infrastructure of our department is based on the clearly defined vision and goals of the University and Athletic administration. Leadership and continued support for the athletics diversity plan is paramount in achieving our goal of an unparalleled experience for all student-athletes coaches and staff.

The Office of Affirmative Action & Equal Opportunity has continued to monitor recruitment and hiring in the Department of Intercollegiate Athletics, consistent with its charge of monitoring recruitment and hiring of unclassified personnel in all departments on campus. Promotions into or involving unclassified positions, including those in Intercollegiate Athletics, are regularly reviewed by the Office of Affirmative Action for compliance with applicable university policy.

Since the time of the last NCAA self-study, the representation of people of color among the athletic coaching staff, (head coaches and assistant coaches combined) has increased considerably, from an average of 7.69% in 1992-94 to an average of 16.32% in 2002-04. The representation of people of color has also increased considerably among other professionals employed in Athletics, from an average of 2.75 % in 1992-1994 to an average of 9.54% in 2002-2004.

The Office of Affirmative Action & Equal Opportunity maintains regular contact with the Intercollegiate Athletics, specifically with the Senior Associate Athletic Director/Senior Women's Administrator and the Personnel Director. Through that regular contact, questions or concerns related to equity issues have been resolved on an ongoing basis. In addition, the Office of Affirmative Action conducted a salary equity review based on data in the EADA Gender Equity Survey for 1999-2000. As part of that review, the Office of Affirmative Action reviewed similar data from each of the other nine Pac-10 institutions. Based on that review, the Director of Affirmative Action affirmed that in all cases, Intercollegiate Athletics provided legitimate, non-discriminatory justification for any identified discrepancies.

On an annual basis, the Director of Athletics and senior staff of the Department of Intercollegiate Athletics conduct a thorough review of salaries for all administrative staff, including coaches. That review takes into consideration merit and market considerations, equity in salary levels both internally and externally. It forms the basis for any proposed salary adjustments. Proposed salary adjustments are reviewed and require appropriate administrative approval (through June 30, 2005, by the Vice President for Administration; starting July 1, 2005, by the President or his designee). As a result, the issue of salary equity is subject to regular, ongoing review.

### **Guiding Principles**

Senior staff of the Department of Intercollegiate Athletics -- the director, senior associate director, selected associate directors, and the personnel director -- meet on a weekly basis to review and discuss issues that affect the department, its employees and the university's student-athletes. Included among issues considered by that group are issues involving the fair and equitable treatment of all student-athletes and employees. That group regularly addresses any specific concerns regarding the Athletics program raised by any member of the Athletics or broader university communities, including specifically any minority equity concerns. As part of

their review, senior staff consider what notice to and/or assistance from other campus units, such as the Office of Multicultural Academic Support or the Office of Affirmative Action & Equal Opportunity, may be necessary or appropriate in addressing any particular issues.

Senior staff meet with the Intercollegiate Athletic Committee (IAC) on a monthly basis and review issues that IAC has identified as being of particular interest or on which IAC review and input is necessary or appropriate. IAC members have consistently taken a strong interest in the welfare of student athletes, including the welfare of student athletes of color.

The Student Services unit of the Athletic department is responsible for providing programming and resources to increase cultural awareness. It is up to the athletic administration to provide the resources, encouragement and a sense of responsibility to each of the departments and teams.

### **Strengths**

The Department of Intercollegiate Athletics administration excels at providing opportunities and leadership for continuing our work with diversity. They realize the importance not only to the student-athletes but staff, coaches and the community. An adequate budget is in place for the Assistant Athletics Director for Student Services which is supplemented by the NCAA Student-Athlete Opportunity fund to develop programming and education for the SOAR program.

Data regarding the representation of women and people of color in the university workforce is regularly compiled in connection with the university's affirmative action program. Employment opportunities in the Athletics Department are posted and announced in venues designed to reach and attract a broad and diverse pool of qualified applicants. The results of those efforts are reflected in the significant increase in the number and percentage of people of color represented on the Athletics coaching staff.

The above structures have provided an effective means for review and resolution of concerns, including any minority equity concerns, on a regular, ongoing basis.

### **Challenges**

Although we have strong leadership and resources, information and education of coaches and staff regarding diversity and student-development programs could be improved. Encouragement by administration both within athletics and on campus, towards staff and coaches to improve cultural awareness programs would improve the overall effectiveness of the diversity plan.

### **Goal 1:**

Insure adequate resources and leadership for cultural awareness enhancement.

### **Current Actions**

- Assign resources to teams and departments to meet the goals of the athletics diversity plan
- Continue to develop strategies to recruit and maintain staff and coaches who are as diverse as the student-athlete population.

### **Action Plan**

- Providing professional development opportunities to coaches and staff in areas of diversity.
- Athletics administration should encourage involvement in programs and events provided by the community and the athletic department to increase cultural awareness.

### **Program Administration/Implementation:**

The Director of Athletics and Senior Staff will be responsible for providing a clear direction for continued improvements in cultural awareness and diversity.

### **Program Evaluation:**

- Evaluations of staff and coach diversity should be completed on an annual basis.
- Continuous records of coaches and staff professional development and educational activities should be kept and review as a whole on an annual basis.
- The institution regularly reviews statistics regarding various student populations, including student-athletes, in order to identify trends to guide recruitment, retention and graduation. The UO regularly reviews employment data to identify areas for positive outreach and retention efforts. OIED and OMAS review data, services to students, and other factors that affect the success of students of color, including student-athletes, at the UO.



