

San Diego State University Athletics Diversity and Inclusion Plan

The following plan was developed by the SDSU Athletics Department (See Appendix A) to fulfill the requirements outlined in the SDSU Senate resolution approved on February 6, 2018:

“LET IT BE RESOLVED that San Diego State University creates a campus-wide diversity plan and that all academic and administrative units/divisions also create individual diversity plans that are congruent with the University plan. The University shall provide training and support for developing these plans. This requirement shall be in place by the year 2020.”

In the Fall of 2019, the Director of Athletics established the Athletics Diversity and Inclusion Committee (D&I Committee), to lead the effort to create a department-specific diversity plan. Due to the reporting alignment with the President and the Division of Business and Financial Affairs, the Athletics department was permitted to begin at the same time as the divisions. This allowed the department to begin concerted planning and training alongside University divisions.

As Spring 2020 witnessed increased interest in social justice initiatives within the Athletics department, the D&I Committee maintained a focus on the creation of goals and structure working toward sustainable success. Using a collaborative approach to develop the Diversity and Inclusion Plan (Plan), the D&I Committee currently consists of 10 members with representation from coaches, student-athletes, staff, and administration and includes underrepresented minorities of varying levels of seniority/rank/roles.

This Plan is the result of a year-long process involving multi-stages of input from all staff. Though the requirement is specific to staff, as an integral part of our department, Athletics also included student-athletes in the planning. This was achieved by sharing discovered data, updating on the process, and gathering input. The D&I Committee participated in two university-wide Institutes where unit-specific data were supplied. In addition, the D&I Committee met throughout the year, and in individual groups, to analyze the data, develop the Plan, and prepare for feedback opportunities.

Staff and student-athletes were encouraged to provide feedback via these opportunities:

- Email Updates – staff
 - Beginning in September 2019, a series of nine e-mails were provided to the department starting with one from the Athletic Director introducing the initiative, followed by calls to action, welcoming the Committee members, promoting the focus groups, sharing opportunities to participate, and communicating trainings.
- Access to committee members – staff and student-athletes
 - Throughout, the committee was eager to receive outside perspectives and its members were available in presentations, meetings, focus groups, email correspondence, and through a general willingness to discuss with their peers.
- Climate Survey – staff

- A Climate Survey was administered to all Athletics staff and 109 Athletics employees responded to the survey. The D&I Committee analyzed the feedback gathered in the Survey for any significant differences among demographic groups, also known as disproportionate impact.
- Diversity Statement– staff and student-athletes
 - The primary emphases in the mission statement are on family, success, excellence, growth, and pride. The concept of “diversity of thought” resonated with the committee and was weaved into the Statement and Plan. Drafts of the Statement presented to the department staff resulted in a need for a tag line that provides a unifying statement, adding “abilities,” celebration of who we are already, and individual appreciation creates even better collective success.
- Focus Groups – staff
 - Promotion of focus group opportunities resulted in 34 staff interested in participating in two virtual focus groups conducted by committee members. During the sessions, the conversations began with a unifying video and were transitioned to break-out sessions with a series of defined questions.
- Presentations – staff and student-athletes
 - In addition to updates in periodic meetings, committee members presented on six occasions (Coaches Action and Advancement, All Staff, Head Coaches, Student Athlete Advisory Committee, Student-Athlete Leadership Council) content regarding environmental scan data, climate survey results, defining success, and updates.
- Added members with particular interest in participation – staff and student-athletes
 - The D&I Committee currently consists of 10 members with representation from coaches, student-athletes, staff, and administration and includes underrepresented minorities of varying levels of seniority/rank/roles. There were nine initial committee members who participated in trainings and required readings. One student-athlete was replaced by another, one student-athlete graduated and became an alumni member, and we added an additional committed staff member.

Additionally, all the D&I materials are maintained in a common folder for all department staff to access. By utilizing these mediums, the D&I Committee sought to include all staff within the unit in planning the Athletics Diversity and Inclusion efforts.

The primary objective of the following plan is to address issues pertaining to Athletics staff climate, representation, and success. The Plan also serves as a foundation for improving student-athlete climate.

Athletics Diversity and Inclusion Statement

SDSU Athletics is committed to diversity, inclusion, and gender equity while championing the value they bring to our success. We strive to become one of the most diverse and inclusive athletic departments in the country by celebrating each other and our diverse backgrounds. We seek to establish and maintain an inclusive culture that fosters equitable participation for student-athletes and career opportunities for staff.

In support of this mission, the SDSU Athletics Diversity and Inclusion Committee – composed of student-athletes, coaches, staff, and administrators – engages, develops, and supports sustainable strategic activities as we progress toward fostering an environment that appeals to individuals from varied backgrounds, abilities, and beliefs. We welcome diversity of thought because we know that it dynamically enriches our collective productivity and creativity.

Each person's perspective is unique, and when all of us come together in the genuine spirit of learning and growing, our distinct views produce a stronger SDSU Athletics Department.

Together, we are the Aztec Family.
#TogetherWeRise

Environmental Assessment

Representation

Athletics compiled data from various sources in order to gather demographic data for staff and student-athletes, e.g., NCAA, SDSU enrollment. Because the sources were different, the ethnicity options listed were inconsistent. Through the Athletics climate survey, additional self-reported demographic data was obtained and included in the Climate information.

The gender and racial/ethnic breakdown of Athletics Staff (Human Resources 2019) and Student-Athletes (NCAA 2018) is as follows:

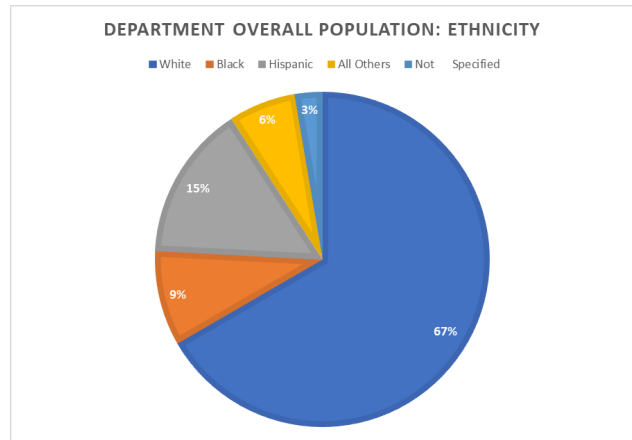
Overall Department Position (Population Size: 153)

Gender

- Male: 61%
- Female: 39%

Ethnicity:

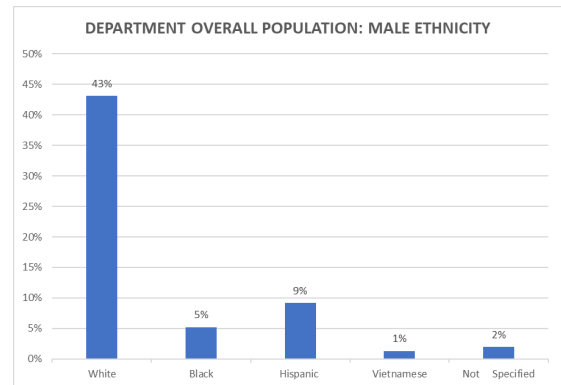
- White: 67%
- Black: 9%
- Hispanic: 15%
- Vietnamese: 1%
- Asian: 2%
- Filipino: 1%
- Chinese: 1%
- American Indian: 1%
- Pacific Islander: 1%
- Korean: 1%
- Not Specified: 3%



Overall Department Position between Genders

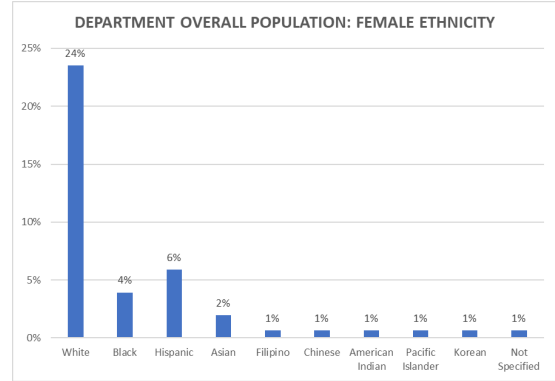
Male Ethnicity

- White: 43%
- Black: 5%
- Hispanic: 9%
- Vietnamese: 1%
- Not Specified: 2%



Female Ethnicity

- White: 24%
- Black: 4%
- Hispanic: 6%
- Asian: 2%
- Filipino: 1%
- Chinese: 1%
- American Indian: 1%
- Pacific Islander: 1%
- Korean: 1%
- Not Specified: 1%



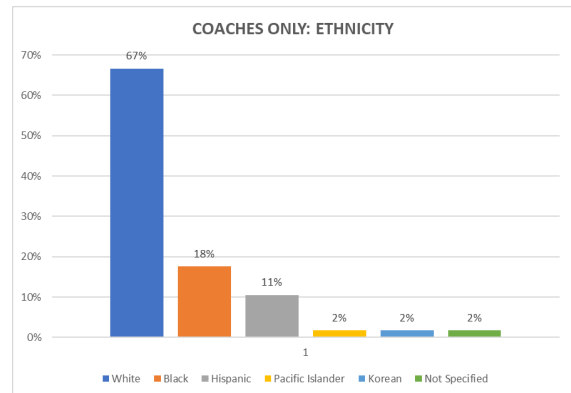
Coaches (Population Size: 57, includes Head and Assistant Coaches, no strength coaches)

Gender

- Male: 70%
- Female: 30%

Ethnicity

- White: 67%
- Black: 18%
- Hispanic: 11%
- Pacific Islander: 2%
- Korean: 2%
- Not Specified: 2%



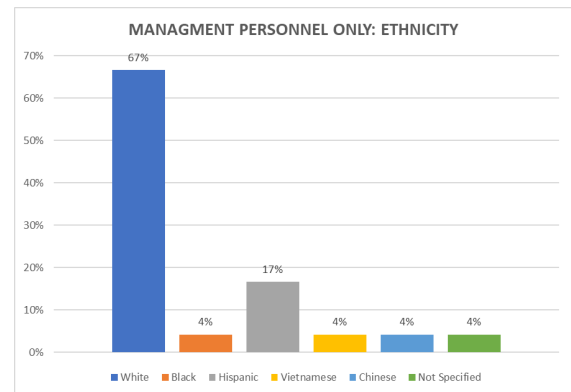
MPP (Population Size: 24, excludes MPP coaches)

Gender

- Male: 71%
- Female: 29%

Ethnicity:

- White: 67%
- Black: 4%
- Hispanic: 17%
- Vietnamese: 4%
- Chinese: 4%
- Not Specified: 4%



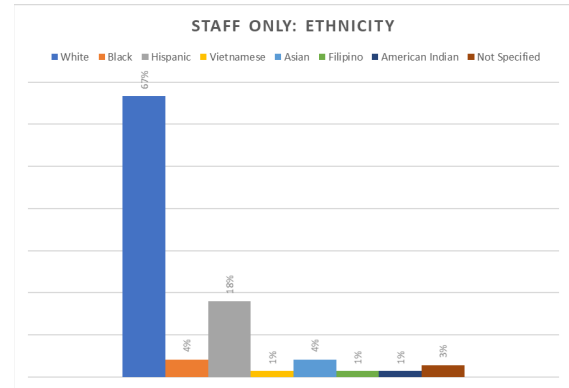
Staff Only (Population Size: 72)

Gender

- Male: 50%
- Female: 50%

Ethnicity

- White: 67%
- Black: 4%
- Hispanic: 18%
- Vietnamese: 1%
- Asian: 4%
- Filipino: 1%
- American Indian: 1%
- Not Specified: 3%



The Athletics Department has an overall department population of 61% males and 39% females, in which the coaches only population is 70% male and 67% white, while noncoaching staff is 50/50. This disparity suggests that efforts of diversity and inclusion in staff hires has not translated to the same success with the hiring of coaches. Female and minority coaches have not been hired at an equal rate as their white male counterparts. As mentors and role models for our student-athletes, it is important to present a diverse representation of coaches and should be of consideration in future recruitments.

According to the research conducted by the Tucker Center, Head Coaches of Women's Collegiate Teams: A Comprehensive Report on NCAA Division I Institutions 2018-19-each institution was ranked based on the ratio of female to male Head Coaches of women's teams. In this report, San Diego State University stood with a "B" grade, with 8:13 and 61.5% of female Head Coaches leading women's teams. San Diego State ranked 41st out of 351 schools the report reviewed.

As stated earlier, the non-coaching Athletic Staff Only has equity between genders. However, there is an inequity in terms of its ethnic representations, with White non-coaching personnel comprising 67% of the category. In an effort to mitigate any adverse impacts due to lack of diversity, it will be important that the Athletics department provide continual education and training on equity and inclusion to raise awareness of the value of inclusive and diverse representation.

Student-Athletes at San Diego State University (Population Size: 590)

Gender

- Male: 41%
- Female: 59%

Ethnicity:

- Asian: 5%
- White: 43%
- Hispanic: 9%
- Black: 17%
- Pacific Islander: 3%
- Non-Resident: 10%
- Two or more races: 13%

This information will require more consideration as to whether there should be a change in population. It may be fruitful to include student-athletes in future studies. For now, the focus will be acknowledging the diverse student-athlete population and creating opportunities to discuss and learn about how to make this a more inclusive environment.

Through conversations with student-athletes, at presentations and in feedback to committee members, there was a desire for increased conversations on diversity and the creation of actionable items to participate in the social justice movement.

Climate

The Climate for Diversity Planning consisted of an 11-question survey that captured 109 of 159 staff members from the Athletics department who work within the Fowler Athletic Center (FAC) at San Diego State University. The first section of the survey covered employee demographic information and the second section asked the survey takers how they feel within the Athletic environment and the effectiveness in creating a feeling of inclusion. The Climate for Diversity Planning concluded that 80% of the participants, at the time of the survey, would return to the FAC and 75% believed the people who work in the FAC are supportive in diversity and inclusion. 89.33% noted that they agree to the statement, “welcoming for employees of diverse backgrounds” supporting the staff’s positive perception of their climate environment.

A theme arose in the focus groups, presentations and in individual interactions with committee members that there was a desire for intentional conversations within the department.

The Climate Survey responses are as follows, only information with a respondent is included:

Athletics Staff Participation

- Staff Member: 53%
- Coach: 31%
- Administrator: 12%
- Student Employee: 1%
- Other: 3%

Length of Employment at SDSU

- Less than a year: 17%
- 1-5 years: 31%
- 6-10 years: 29%
- 11-20 years: 16%
- 20+ years: 8%

Racial/Ethnic Affiliation

- Black: 5%
- Asian/ Pacific Islander: 9%
- Hispanic: 13%
- White: 80%
- Other: 2%
- Prefer Not to State: 4%

Sexual Orientation

- Lesbian: 3%
- Heterosexual: 96%
- Prefer Not to State: 1%

Gender Identification

- Woman: 50%
- Man: 49%
- Other: 1%

Disability Identification

- Yes: 5%
- No: 94%
- Prefer Not to State: 1%

Religious Affiliation

- Agnostic: 8%
- Atheist: 5%
- Christian- Catholic: 31%
- Christian- Protestant: 12%
- Christian- Other: 15%
- Jewish: 3%
- Other: 1%
- None: 17%
- Prefer Not to State: 9%

The following survey data is a result of how employees, within the Athletic environment, responded to the current level of diversity when asked to: "please indicate your level of agreement with the following statements."

- My college has a demonstrated commitment to hiring employees of diverse backgrounds:
Strongly agree: 15%
 - Somewhat agree: 25%
 - Agree: 47%
 - Disagree: 6%
 - Somewhat disagree: 6%
 - Strong disagree: 2%
- My college has demonstrated a commitment to retaining employees of diverse backgrounds:
 - Strongly agree: 15%
 - Somewhat agree: 25%
 - Agree: 45%
 - Disagree: 5%
 - Somewhat disagree: 10%
 - Strong disagree: 2%
- My college has demonstrated commitment to the career advancement of employees of diverse backgrounds:
 - Strongly agree: 12%
 - Somewhat agree: 21%
 - Agree: 48%
 - Disagree: 6%
 - Somewhat disagree: 10%
 - Strongly disagree: 3%
- My college has demonstrated commitment to supporting initiatives that support employee diversity:
 - Strongly agree: 12%
 - Somewhat agree: 26%
 - Agree: 51%
 - Disagree: 6%
 - Somewhat disagree: 5%
 - Strongly disagree: 1%

With 109 results, 89% of staff agreed that the work environment at San Diego State Athletics is welcoming for employees of diverse backgrounds. While 92% say that Athletics creates a respectful environment for employees of diverse backgrounds.

The detail breakdown throughout the climate survey showed by position, URM status, gender identity, years worked at SDSU, religious affiliation, and ability often found disagreement with the statements even when not part of the minority group. In the detailed breakdown of categories, typically 85% or more agreed with the statements. When the data is narrowed to URM or Non-URM, 88% of URM feel SDSU Athletics creates an environment respectful of employees of diverse backgrounds. The largest group to disagree were those who have worked at

SDSU from 1-5 years. For example, 24% disagreed that SDSU Athletics is welcoming for employees of diverse backgrounds.

The climate survey also indicated that more than 5% of Athletic Staff said, that if they had a choice, they would not come back to this institution, which leaves opportunities for improvement in this area.

A theme arose in the comments section of the survey that identified that a tremendous amount of diversity appeared within the department among the junior staff yet was not reflected in the leadership. The committee reflected on this concept in great depth. The first item is to increase diversity in leadership. The second is to adjust people's reliance on visually defining people as an URM.

Success

SDSU surveyed employees in previous years through a climate survey that defined success. Because Athletics is a department within BFA, and the employees did not have an opportunity to indicate Athletics, we did not have this specific access. In the Athletics climate survey and Coaches Action and Advancement meeting where coaches relayed their definition of personal success, we learned that coaches' personal success was heavily weighted in alignment with their team's competitive success.

Taken from the Athletics Climate survey, a question that relates well with the overall success is whether the department has demonstrated a commitment to supporting initiatives that support employee diversity, with more than 60% reporting that they do agree with that statement.

A theme arose from the survey open-ended questions that identified that diversity in the junior staff was not reflected in the leadership. There is a perceived inability to move up to senior staff or as a head coach. This theme was also supported during the focus group discussions with staff.

Athletics Goals for Diversity and Inclusion

Representation

Goal 1: By 2023, create employment recruiting and hiring practices that support an inclusive and diverse **representation**.

Intervention 1: Review job descriptions and announcements to ensure inclusive language prior to posting and advertise postings on job sites that target underrepresented applicants.

Output: Increase the diversity of applicant pools for recruitment.

Resources: Additional time to review job descriptions and announcements. Additional budget for recruitment costs to ensure that advertisements reach diverse groups.

Responsible: Hiring authority for the respective position and Human Resources Manager.

Assessment: A diversity assessment of the applicant job posting sources.

Intervention 2: All interview committee members will have completed implicit bias training, within permissible regulations.

Output: Ensure all interview committee members are educated on inclusive practices and are aware of the effects of bias on recruitment decisions.

Resources: Implicit bias and inclusive practices training resources.

Responsible: Human Resource Manager will certify the proposed interview committee members have completed the required bias training.

Assessment: Certification that all interview committee members have attended implicit bias training.

Intervention 3: Every interview committee will have an Inclusion Advocate as a resource.

Output: Ensure that the interview committee is dedicated to inclusive practices and all recruitment activities are conducted free of implicit bias.

Resources: Minimum of 5-7 Athletic employees certified as an Inclusion Advocate.

Responsible: Interview committee chair and Human Resources Manager.

Assessment: Every interview committee has an assigned Inclusion Advocate.

Climate

Goal 2: By 2022, increase settings for D&I conversations and opportunities for **engagement**.

Intervention 1: Create student-athlete settings where D&I is an intentional conversation with goals and objectives.

Output: A greater percentage of student-athletes understand the University and Athletics department's commitment to Diversity and Inclusion

Resources: Assigned time for leaders and members of those groups to participate during team meetings, SAAC meetings, and on social media platforms. Diversity, inclusion, and social justice sessions in the Aztecs Going Pro (AGP) seminar.

Responsible: Leaders in student-athlete development. SAACC, coaches, and other athletics leaders who advise and guide student-athlete programming. Diversity Council

Assessment: Quantitative data collected from annual reporting to SAAC and AGP end of course feedback survey; Qualitative data collection gathered periodically from meetings and social media interaction.

Intervention 2: Create settings for staff, administrators, and coaches where D&I is an intentional conversation with goals and objectives.

Output: Greater percentage of Athletics are active participants in the University and Athletic department's commitment to Diversity and Inclusion

Resources: Assigned time for leaders and members of those groups to participate in topics relating to D&I and learn from guest speakers during monthly all-staff meetings, debrief and discuss D&I issues in weekly department or team meetings, participate in diverse focus groups facilitated by the Diversity Council; Communication and reminders from the Diversity Council and leadership about campus diversity and inclusion trainings.

Responsible: Diversity Council and leadership.

Assessment: Annual reporting to IAC. Quantitative data collected from the Climate Survey and Qualitative data collection gathered periodically from diverse focus groups and staff questionnaires.

Goal 3: By fall 2024, foster an environment that appeals more to individuals from varied backgrounds, abilities, and beliefs by both celebrating and embracing the current diversity and elements found within the mission statement and exploring new and innovative ways to grow.

Intervention 1: Foster understanding and celebration of diverse communities with easier access to training and education in-person opportunities. Furthermore, plans to utilize both on and off campus resources such as focus groups, interactive learning, and community outreach.

Output: To achieve valued “diversity of thought.”

Resources: Creation of a Diversity Council which will take concentrated staff resources to make it varied and sustainable.

Responsibility: Leadership and Diversity Council

Assessment: Quantitative data collected from the Climate Survey and Qualitative data collection gathered periodically from diverse focus groups and staff questionnaires.

Intervention 2: Represent diversity and inclusion in online platforms such as goaztecs.com and multiple social media platforms. This allows the celebration of current climate successes and online resource for both education and outreach.

Output: Celebrate the current level of diversity, the message within our mission statement, current diversity and inclusion successes, communicate goals, and serve as a reminder of future priorities and commitments.

Resources: Support from the Marketing team to create landing pages and update diversity pages, as needed, solicitation of resources from Athletic community, and sustained and determined support from senior leadership to communicate and enforce expectations.

Responsibility: Diversity Council and Athletics leadership.

Assessment: Quantitative data collected from the Climate Survey and Qualitative data collection gathered periodically from diverse focus groups and staff questionnaires.

Intervention 3: Athletics will establish a standing Diversity Council to help maintain accountability for the Diversity Plan. The Diversity Council will further foster an environment that appeals more to individuals from varied backgrounds and abilities, through interaction and a voice in creation and growth of a more equity-minded environment.

Output: Diversity Council will implement mechanisms to help ensure accountability and ensure a successful execution of the Athletics Diversity Plan. Additionally, it will create diversity initiatives and maintain a repository for easily accessible overview of initiatives, deadlines/events, and assigned responsibilities.

Resources: Creation of a Diversity Council which will take concentrated staff resources to make it varied and sustainable. Funding for a database system, quality training, and branding for the initiatives.

Responsibility: IAC and Athletics leadership

Assessment: The Council will outline the structure of the committee and its responsibility which will require Intercollegiate Athletics Committee (IAC) approval.

Success

Goal 4: By 2025, increase the diversity of those who hold **leadership** positions.

Intervention 1: Provide opportunities for professional development and cross-training so that existing staff can advance within their classification or be reclassified to a higher classification as opportunities arise.

Output: Prepare the diverse junior staff for leadership opportunities

Resources: Maintain funding for staff professional development and increases in pay for promotion. Leadership to work with staff on professional development. Leadership to identify needed or desirable skills and train Athletics staff for advancement.

Responsibility: Leadership responsible for identifying and sharing the needed skills for Athletics success. Staff responsible for sharing their interests in advancement and learning new skills.

Assessment: Annual data collection and publishing on number of position descriptions and promotions that occur from within Athletics.

Intervention 2: Create unbiased employment recruiting practices that intentionally and actively seek out under-represented qualified applicants by reviewing job descriptions, job announcements and posting/outreach sources, and encourage consideration of diversity and inclusion in hiring decisions.

Output: Persons holding leadership positions represent a diverse population.

Resources: Searches may take more time to be intentional in efforts. Additional costs related to expanded recruitment efforts.

Responsibility: Athletics Executive Staff and Diversity Council

Assessment: Climate Survey

Athletics Staff Diversity Interventions

As recommended by the University Senate standing committee on Diversity, Equity, and Inclusion (DEI), Athletics will also strive to supplement, as appropriate, with the following four interventions for recruiting a diverse staff:

Intervention 1: Implicit bias training for all interview committee members.

Intervention 2: Include a certified Inclusion Representative on interview committees or approved alternative method.

Intervention 3: Incorporate at least two of the following Building on Inclusive Excellence (BIE) criteria into search efforts:

- Shows expertise in cross-cultural communication and collaboration.
- Has research interests that engage underrepresented communities or contribute to diversity and equal opportunity in higher education.
- Demonstrates knowledge of barriers for underrepresented students and faculty in higher education.
- Extends knowledge of how to achieve artistic or scholarly success as a member of an underrepresented group.
- Engages in service with underrepresented populations in higher education.

Intervention 4: Strategies that will lead to an applicant pool (of those who meet the basic qualifications) with a proportion of historically underrepresented groups that is similar to the proportion among those holding terminal degrees in the discipline.

Interventions	Resources	Responsibility	Assessment
Implicit bias training for all search committee members and new hires	-DDI training -Time for staff to complete training	-Hiring committee chair -Human Resources Manager to integrate -Implicit Bias and other DDI training into new employee onboarding plan	-Require completed checklist for each new hire. -HR Manager to document certification of trainings and provide periodic progress reports to Athletics D&I and Senior Leadership
Request a certified Inclusion Representative on all search committees as part of university process or follow through on an alternately created arrangement	-DEI Certified Inclusion Representative	-Hiring committee chair	-Require completed checklist for each new hire
Incorporate at least two of the BIE criteria: All recruitments include interview questions asking for examples of experience with and commitment to cross-cultural communication and collaboration, diversity, equity and inclusion	-Stable of questions to choose from to enquire about experience with and/or commitment to principles of diversity, equity and inclusion.	-HR Manager to provide examples and questions to select from. -Search Committee Chair to include questions related to diversity efforts and experience in interviews.	-Human Resources Manager to certify inclusion of interview questions related to Diversity, Equity, and Inclusion interview prior to interview. -Require completed checklist for each new hire
Strategies that will lead to a proportional applicant pool (of those who meet the basic qualifications):	-Increased recruitment budget for additional advertising	-CFO for budget -Search Committee Chair and/or Human Resources Manager	-Require completed checklist for each new hire

Advertise job postings widely and in outlets that are readily accessible to diverse audiences	-DDI resources	for advertisements	-Human Resources Manager to provide annual report on inclusive hiring practices and applicant pools for recruitments
---	----------------	--------------------	--

Accountability

The Athletics unit will establish a standing Diversity Council to help maintain accountability. The standing Diversity Council will implement mechanisms to help ensure accountability and ensure a successful execution of the Athletics Diversity Plan. The Council will assign goals and tasks to each responsible party; this will help the Council to keep track and report on progress. Additionally, there is a plan to meet monthly to provide updates and progress. The Council will outline the structure of the committee and its responsibility which will require Intercollegiate Athletics Committee (IAC) approval. The Diversity Council will report to the Director of Athletics or designee.

To maximize communication, the Council will create a shared drive for the Athletics unit to access. This will include a logged overview of current initiatives, deadlines/events and assigned responsibilities. The log will include findings for climate and demographic surveys as well as this Plan. The Council will continue to collect and analyze demographic data with previous data and share with the unit the analysis and recommendations for improvement. The shared drive will serve as a repository of the Athletics Department’s diversity and inclusion efforts.

The Diversity Council members will complete diversity training along with hiring committee members. In addition, the Diversity Council will plan and promote campus and Athletics-specific events supporting diversity, equity, and inclusion.

Appendix A

Athletics D&I Roster

Completed: Pre-readings: X Implicit bias seminar: X IAT: X Institutes: X

Planning Committee Members:

Member 1. Jenny Bramer – Executive Associate Athletic Director_
jbramer@sdsu.edu

Member 2. Tre Brown – Student-Athlete, Baseball*
baseball12to28@gmail.com

Member 3: Shelia Burrell – Head Coach, Cross Country/Track & Field
sburrell@sdsu.edu

Member 4: Olivia Grice – Academic Advisor
ogrice@sdsu.edu

Member 5: Kelli Magargal – Academic Coordinator*
kmagargal@sdsu.edu

Member 6: Sam Peraza – Associate Head Coach, Baseball
speraza@sdsu.edu

Member 7: Jon Silver – Assistant Athletic Director/Director of Operations, Women’s Basketball
jsilver@sdsu.edu

Member 8: Queenie Soriano – Associate Athletic Trainer
qsoriano@sdsu.edu

Member 9: Hannah Taylor – Student-Athlete, Track and Field
Taylorhannah117@yahoo.com

Member 10: Allison Tenenbaum – Administrative Services Coordinator
atenenbaum@sdsu.edu

Former Member: Tariq Thompson – Student-Athlete, Football
tariqethompson@gmail.com

*added to the committee after trainings, yet still contributed to the Diversity & Inclusion plan.

Appendix B

Athletics Diversity Checklist

All search committee chairs are responsible for meeting the following 4 interventions for recruiting a diverse Athletics staff as recommended by the University Senate standing committee on Diversity, Equity, and Inclusion (DEI).

Search Committee Chair Name: _____

Unit: _____

Vacant Position: _____

Search Committee Chair, please initial to confirm the following interventions have been completed.

Interventions	Requirement	Hiring Manager (Please initial)
Implicit Bias Training	Please ensure all members of your hiring committee have completed Implicit Bias training	
Request a certified Inclusion Representative on all search committees	Please request a certified Inclusion Representative for each search committee	
BIE Criteria	Please ensure at least 2 of the above BIE criteria questions were included in the interview process	
Proportional Applicant Pool	Please ensure you used at least one of the BIE strategies to build a proportional applicant pool (of those who meet the basic qualifications)	