Gender/Diversity Issues and Student-Athlete Well-Being

Operating Principle

3.2. Diversity Issues.

It is a principle of the Association to promote respect for and sensitivity to the dignity of every person and to refrain from discrimination. In accordance with this fundamental principle, the institution shall:

a. Have implemented its approved minority-issues plan from the previous self-study. If the plan was modified or not fully implemented, provide an acceptable explanation from appropriate institutional authorities.

b. Demonstrate that it is committed to, and has progressed toward, fair and equitable treatment of all student-athletes and athletics department personnel with diverse racial, ethnic and other backgrounds; and

c. Formally adopt a written plan for the future of the intercollegiate athletics program that ensures the institution maintains, or continues progress toward, a program that expands equitable opportunities and support for student-athletes and athletics personnel with diverse racial, ethnic and other backgrounds. The plan shall include measurable goals the institution intends to achieve, steps the institution will take to achieve those goals, persons responsible and timetables.

Institutions should note that for purposes of athletics certification, institutions have discretion to address those areas of diversity that align with the institution’s overall mission and culture. However, institutions are reminded that the Committee on Athletics Certification expects a comprehensive and good-faith effort throughout the self-study process. Examples of areas to review for diverse backgrounds or underrepresented groups include, but are not limited to: race, ethnicity, creed, color, national origin, age, disability, sexual orientation and gender identity, in addition to other areas such as religion, marital status, education, income, geographic location and work experience.

Self-Study Items

1. List all “conditions for certification” imposed by the Committee on Athletics Certification in its second-cycle certification decision (if any) as they relate to Operating Principle 3.2 (Minority Issues). In each case, provide:
   a. The original “condition” imposed;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or non-completion of such required actions.
Please note, the institution is not required to respond to opportunities for enhancement developed by the peer-review team unless those same items were adopted by the Committee on Athletics Certification.

No corrective actions or conditions for certification were imposed during the second cycle self-study related to Diversity Issues.

2. Report on the implementation of the plan for improvement to address minority issues developed by the institution during its second-cycle certification process. In each case, provide:
   a. The original plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or non-completion of such plans.

The original plan, which was developed by the second cycle self-study with broad-based input took a multi-pronged approach to Student-Athlete Diversity Issues: It is attached with additional columns on dates and current status.

Institutional and athletic department commitment: The plan included

a. Inclusion of statements on diversity in Student-Athlete Handbook

b. The Student-Athlete Handbook is revised annually, but in the 2007 and 2008 editions, there were no written statements regarding diversity. The 2009 revision is underway

In 2006 the athletic department began working with the Division of Institutional Diversity to define written goals, objectives and benchmarks related to diversity in recruitment, retention, professional development and assessment. In 2008, they began annual reports to ID on their progress

c. The handbook is revised annually but diversity statements have not been added. A diversity plan was created in 2006

d. Incomplete. The Student-Athlete Handbook does not contain written statements on diversity other than the word “diversity” does appear in the Athletic Department mission statement.

Evaluation: The plan included

a. Annual review/report of progress towards diversity goals and objectives by Athletic Council

Use of student survey to identify issues, progress, opportunities for recruitment and retention enhancement

b. A survey instrument for student-athletes was developed and administered annually. No question however, specifically addressed diversity except the open-ended final one: What enhancements would you suggest? No answers regarding diversity have surfaced

The Athletic Council by-laws were revised in January 2009 to put in writing the responsibility of Athletic Council’s Committee on Equity and Student-Athlete Well-Being to conduct annual reviews of plans in that area and submit an annual report and recommendations to the full Athletic Council for adoption and transmission to the President and Athletic Director.

The report from the Athletic Council will also go to the Division of Institutional Diversity to meet review/reporting requirements of the 2006 plan.

c. Athletic Council by-laws were revised in 2009 to institutionalize annual review. The student survey was begun in 2001 and continues annually without questions on diversity.
d. Partially complete. Evaluations and reports have not occurred, but Athletic Council by-laws were revised in 2009 to correct this. In addition, a review of the Faculty Athletics Representative (FAR) position description will ensure additional review. Annual reports to Institutional Diversity began in 2007 and can be viewed online and in the Document Library available for the peer review team.

**Organization and structure:** The plan included:
a. Targeted recruitment to fill administrative and coaching vacancies and development of an annual survey of student-athletes to ascertain needed enhancements

b. Targeted recruitment in staff/coaching hires is now standard practice and the survey of student-athletes is conducted annually

c. Targeted recruitment for hiring is on-going. Student-athlete exit survey is on-going but needs to have questions directly related to diversity included.

d. Partially complete. Targeted recruitment is employed on an on-going basis and (number) minority coaches and administrators have been added. The survey of student-athletes is administered annually, but has garnered no data on diversity issues.

**Enrollment:** The plan included:
a. Recruiting based on athletic and academic ability.

b. Student-athletes continue to be recruited based solely on athletic and academic ability. Changes in admission policies in 2003 and 2008 resulted in a greater percentage/number of minority athletes enrolled through alternative admission categories, but with effective academic support. Minority student-athletes significantly exceed the percentage of minority students enrolled at the institution as well as the percentage of minorities in the state demographics.

c. Admission policies were changed in 2003 and 2008.

d. Complete. Student-athletes are recruited solely on the basis of athletic and academic ability.

**Graduation rates:** The plan included:
a. Effective use of ASSA to improve and monitor graduation rates.

b. ASSA continues through staff and facilities enhancements to provide academic support to all student-athletes reflected in graduation rates of athletes which are comparable to or exceed those of the general student population.

c. ASSA moved into the new Center for Academic Enhancement in 2001. Graduation rates began to mirror those of the student body by 2007.

d. Complete. Beginning in 2007, graduation rates of student athletes reached parity with the rest of the student body.

**Participation in governance and decision making:** The plan included:
a. Involvement of student-athletes in SAAC.

b. Student-athletes from each team participate in the Student-Athlete Advisory Council (SAAC) making it one of the most diverse student organizations on campus. In addition, students-athletes are selected to represent the institution at conference and NCAA conferences.

c. The Student-Athlete Advisory Council continues to meet bi-weekly.

d. Complete. A diverse array of student-athletes participate in the SAAC.

**Employment opportunities:** The plan included
a. Targeted recruitment to fill administrative vacancies with a goal of reaching parity between the percentage of minority coaches and the percentage of minority student-athletes.
b. Targeted recruitment is increasing the number of minorities in staff and coaching positions in the department towards the goal of a percentage that reflects the percentage of minority student athletes.

c. Targeted recruitment is on-going.

d. Partially complete/ongoing. Minorities in staff/coaching positions are increasing in number, but not yet at goal levels. Thus targeted recruitment is on-going.

Programs and activities: The plan included

a. Development of a specific, annual program addressed to a minority audience.

b. Plans are underway for an event in 2009.

c. An event was held April 23, 2009.

d. Partially complete. The opportunity will allow six to ten female athletes plus several female staff and coaches to attend a full-day event on campus featuring Olympian Jackie Joyner-Kersey. Although this is an excellent opportunity for a select group of student-athletes and coaches/staff, not all or even a high percentage of minority student-athletes will have the opportunity to participate.

3. Describe any additional plans for improvement in the area of Operating Principle 3.2 (Minority Issues) developed by the institution after the second-cycle certification decision was rendered by the Committee on Athletics Certification. In each case, provide:

   a. The additional plan;
   b. The action(s) taken by the institution;
   c. The date(s) of the action(s); and
   d. An explanation for any partial or non-completion of such plans.

An additional plan was developed during the institutional diversity self-study led by OSU’s Division of Institutional Diversity (ID) initiated in 2006. The Athletic Department created a plan that included action items in four of the six areas related to diversity:

- Assessment
- Hiring practices,
- Programs and activities for coaches and staff
- Participation in governance and decision making

They have been incorporated into the NCAA’s preferred planning matrix and categorized under self-study areas identified in certification Cycle 3. The plan is attached.

Here is a summary of actions taken, dates and status towards completion:

Assessment:

b. The Division of Enrollment Management and the Registrar have put in a request to the Division of Information Technology to create an application to track NCAA data in the enrollment software system.

c. The request was made in 2007 with implementation desired in 2009.

d. Incomplete. Awaiting software application.

Hiring Practices:

b. Targeted recruiting continues to occur in all coach and key administrative positions.

c. Targeted recruitment is on-going.

d. Partially complete. Targeted recruitment is ongoing, but a lack of openings affects the ability to rapidly change staff make-up.

Programs and activities:

b. Staff members are encouraged to attend professional development opportunities related to diversity issues.

c. Tracking by university HR dates from 2003; tracking in Athletic Department began in 2007.
d. Ongoing effort. Sixteen staff members/coaches have attended six different diversity training sessions on campus since 2003 and two staff members have attended or provided diversity training at meetings of their professional associations since 2007.

Participation in governance:

b. Plans to create an information system regarding campus-wide opportunities to increase student-athlete participation, nomination of student-athletes for conference/national leadership opportunities, Plans to hold meetings of the Multicultural Student Services group in the Connie and Joe Mitchell Academic Enhancement Center (AEC).

c. Plans began in 2007. Partially complete. Students are nominated for conference and national participation. Posting of campus-wide opportunities is just beginning with the donor-financed installation of a digital “ticker tape” to post campus events, leadership application deadlines, etc.

4. Explain how the institution is organized to further its efforts related to the diversity-issues operating principle for both athletics department staff and student-athletes.

The President is charged with ultimate responsibility for compliance with all NCAA principles, including diversity issues, by the governing board in Policy 30:10-3-4 which specifies three key responsibilities including “the President is directed to ensure that Oklahoma State University develops and maintains an athletics compliance program with personnel, budget, and policies and procedures to provide adequate and appropriate institutional control as defined by standards and expectations of the NCAA.”

Institutional Diversity

In 2004, the institution re-organized its approach to diversity issues creating the Division of Institutional Diversity and hiring the Vice President for Institutional Diversity with the mission:

“To develop and support efforts that help the Oklahoma State University System achieve and maintain environments, where all members are actively broadening their perspectives about differences; actively seeking to know individuals; actively including all members of the community in every aspect of the organization; and where students achieve academic excellence.”

The Vice President for Institutional Diversity reported directly to the President. In 2006, the new division led an institution-wide self-study of diversity that included the Athletic Department and specifically addressed areas of improvement related to NCAA guidelines. The resulting plan for improvement requires an annual review and report to the Division of Institutional Diversity and has become an additional plan for enhancement in this self study.

The Division of Institutional Diversity does the following to support diversity throughout the institution:

• offers seminars, workshops, courses, and other activities that afford students, staff, faculty and community members with opportunities to broaden their perspectives regarding differences and notions of inclusion; recruits, retains, and provides internships for undergraduate and graduate students who actively promote the importance of an inclusively diverse community of learners and the world;
• recruits and retains staff and faculty who actively promote the importance of an inclusively diverse community of learners and world;
• promotes and rewards student academic excellence; and
• serves the surrounding communities in ways that actively promote the importance of an inclusively diverse community and world

The Division of Institutional Diversity significantly strengthens the institution’s commitment to, resources toward and monitoring of diversity in support of the institutional definition of diversity; “Diversity in action should empower individuals to think and act in ways that will embrace and promote a more inclusive world.”

In late 2008 the Vice President for Institutional Diversity left OSU to accept the presidency at another institution. The position was subsequently restructured to an assistant/associate vice president reporting the president and in interim candidate for the position was designated in March 2009.

A Diversity Advisory Council, consisting of faculty, staff and students, was actively involved in the diversity self-study conducted in 2006 and has a specified role in the annual evaluation of plans for improvement written during the self study. The evaluations are done in March and April each year and are posted online.
In addition, the ID Division has formed a Diversity Academic Support (DAS) unit offering resources and opportunities for academic, social, and emotional growth to students and to faculty. DAS activities are designed to create a more inclusively diverse community of learners. The Retention Initiative for Student Excellence (RISE) and the Inclusion Leadership Program (ILP) are two examples of initiatives under DAS. Graduate and faculty mentoring programs are also underway. An annual Minority Faculty Reception has been initiated and minority coaching staff are included on the invitation list and attend. The division has also created an Inclusion Center for Academic Excellence with programming to assist all students who want to better understand themselves, to broaden their perspectives regarding differences, to excel in the classroom and to develop leadership skills.

The institution has a written Affirmative Action plan, updated annually by the Division of Institutional Diversity, reviewed by the administration and brought to the governing board for approval. In addition to a statistical analysis of the diversity of the current faculty, staff and student body, the plan states the institution’s commitment to providing equal employment and educational opportunities on the basis of merit and in a manner which does not discriminate because of an individual’s race, gender, national or ethnic origin, color, age, religion, disability, sexual orientation or veteran status. Neither discrimination nor harassment is condoned or tolerated.

Grievance procedures for those who feel they have been the victim of discrimination or harassment exist in the Division of Student Affairs for students, in the Division of Academic Affairs for faculty and in the Division of Administration and Finance for administrative professional, exempt and non-exempt staff. The processes are found in the Student Rights and Responsibilities Handbook, in the Faculty Handbook, and in the Policy and Procedures for Personnel.

Athletics Diversity
The Faculty Athletics Representative (FAR) monitors diversity issues and works with the President and the Associate AD for Compliance on appropriate responses and adjustments to plans for improvement.

The Athletic Council, which serves in an advisory capacity to the President, is comprised of faculty and administrators outside the athletic department. Its work is done through committees which mirror the Operating Principles of the NCAA, reviewing required data on a semester-by-semester basis and presenting reports and recommendations to the President.

The Athletic Director is assigned day-to-day responsibility for compliance with diversity issues in Athletics by the President and exercises that responsibility in the following manner:

- A commitment to diversity has been included in the department mission statement
- A review of enrollment demographics with the Associate AD for Compliance occurs on a semester-by-semester basis.
- Discussions are undertaken regarding progress towards diversity goals with FAR
- Review and respond to the annual report from Athletic Council on diversity issues
- Reviewing and responding to the annual report to the Division of Institutional Diversity regarding the athletics plan for diversity
- Discussions of commitment to diversity are included in initial team meetings
- Statements on diversity are included in staff handbooks and the Student-Athlete Handbooks
  Targeted recruiting to diversify departmental and coaching staff is undertaken on an ongoing basis
  Staff are encouraged to attend institutional programming on diversity and educators are brought to the department to conduct staff seminars
  A unit on diversity is included in the SDVE 1113/ Life Skills class encouraged for every first semester student-athlete.
  Efforts to inform and encourage student-athletes to participate in institution-wide diversity programming and organizations such as the Black Student Association, the Native American Student Association and the Hispanic Student Association.
  Use of Student-Athlete Opportunity Fund monies has been used to support student-athlete participation in conference and national opportunities for programming related to diversity
  Encouraging the SAAC to bring forward issues related to diversity affecting student-athletes.
  The establishment of an open-door policy such that coaches, staff and student-athletes have an opportunity to raise issues of concern including those related to diversity.
5. Describe how matters concerning diversity issues are monitored, evaluated and addressed on a continuing basis.

The Associate AD for Compliance, who reports directly to the president, is responsible for collecting data related to diversity as required by the NCAA and, with the president’s approval, submitting those reports to the NCAA.

The Faculty Athletics Representative has a responsibility to monitor NCAA compliance issues, including diversity, and makes recommendations to the President and the Athletic Director.

The Division of Institutional Diversity posts and monitors plans for improvements regarding six diversity measures (including those in the athletic department) and posts annual updates online. Annual reports on progress on those plans are submitted in April each year and evaluated by the corresponding committees of the Diversity Advisory Council. The Vice President for Institutional Diversity reports to the president annually on the status of institutional diversity at the institution.

In addition, the VP for Institutional Diversity prepares the institution’s Affirmative Action report which details the addition or loss of diversity among faculty, staff and students across the institution including the athletic department.

The Division of Institutional Research and Information Management prepares an institutional Diversity Ledger of the racial/ethnic composition of the faculty, staff and student body of the institution and the five-year “snap shot” is posted online. The data includes federal reporting categories of American-Indian/Alaskan Native; Asian or Pacific Islander; Black, not of Hispanic origin; and Hispanic plus categories of white female and International.

The Athletic Council, through its Committee on Equity and Student-Athlete Well-Being, conducts an annual review of progress/compliance regarding all NCAA related plans for improvement and submits an annual report and recommendations to the President and AD.

6. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for the following:

6. Full-time senior administrative athletics department staff members (i.e., assistant athletics directors up through the athletics director level);
7. Other full- and part-time professional (i.e., non-clerical) athletics department staff members (such as trainers, ticket managers, academic support staff and facility managers, even if the position is not funded by or does not report to the athletics department);
8. Full- and part-time head coaches;
9. Full- and part-time assistant coaches (including graduate assistant and volunteer coaches);
10. Faculty-based athletics board or committee (e.g., faculty senate subcommittee on athletics, faculty athletics committee) members; and
11. Other advisory or policy-making group (e.g., governing board subcommittee for athletics, student-athlete advisory committee) members (if any).

[Note: Use the supplied chart (Racial or Ethnic Composition of Personnel on page 53) to compile the data requested in this self-study item.]

For the three most recent academic years under review (2005-06, 2006-07, and 2007-08)

**Senior Administration:*** 12 positions in 2005-2006 down to 9 the past two years
100% of the senior administrative positions in the Athletic Department have been filled by whites.

**Full-time Professional:** between 50 and 61 positions exist in the Athletic Department.
- On average, 80% have been filled by whites but all other racial/ethnic categories have had some representation except for non-resident aliens.
- On average, 10% have been filled by blacks.

**Part-time Professional:** between 7 and 8 part-time positions exist.
- On average, 82% have been filled by whites and 18% by Hispanics.

**Head Coaches:** between 13 and 15 filled head coaching positions exist.
- Except for one Hispanic head coach all head coaches are white.

**Full-time Assistant Coaches:** between 27 to 31 positions exist
- On average 75% are filled by whites, 12% by blacks, 7% by Hispanics, 3% by American Indians and 2% by Asian/Pacific Islanders.

**Part-time Assistant Coaches:** From 0 to 2 positions
- 100% have been filled by whites.

In looking at all full-time positions (administrative, professional, head and assistant coaches) there have been between 104 and 117 positions during the three years under consideration.
- 82% have been filled by whites,
- 9% by blacks,
- 4% by American Indians,
- 3% by Hispanics, and
- 2% by Asian/Pacific Islanders.

Compared with the racial profile of the state, American Indians are under-represented and whites are over-represented. Compared with the racial profile of student-athletes, blacks, non-resident Aliens, and Native Americans are under-represented and whites are over-represented.

There are an extremely limited number of part-time positions (administrative, professional, head and assistant coaches) in the Athletic Department. Of the 7-9 positions available during this time
- 83% have been filled by whites and
- 17% by Hispanics.

**The OSU Athletic Council:** 21 members comprised of OSU faculty, administration, staff, alumni, students, and Athletic Department personnel.
- 71% of the group’s membership is white.
- 7.9% is black and
- 17.5% are self-identified as other

In one of the three years under consideration, at least one member of the Council has been Native American and one has been Asian/Pacific Islander.

7. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition for student-athletes who received athletics aid and for all students. [Note: Use the supplied chart (Racial or Ethnic Composition of all Students on page 54) to compile the data requested in this self-study item.]

Student-athletes are recruited on the basis of their athletic ability and their potential to succeed academically – specifically to graduate. They are recruited from across the United States as well as internationally. As a land-grant institution, OSU strives for a student body that generally reflects the racial and ethnic composition of the state.

Data shows that the racial and ethnic diversity of student-athletes who receive aid have a significant positive impact on the diversity of the student body as a whole. Athletics aid provides more opportunities to Blacks
and to non resident aliens than would be expected by their numbers in the general undergraduate population, while Native Americans and Pacific Islanders are under-represented in athletics.

For the three-year period under review, student-athletes receiving aid represented from 1.87% of all undergraduate students in 2005-2006 to 2.13% of all undergraduates in 2006-2007.

American Indian/Alaska Natives represent 1.0% of all students nationally, 10.2% of students in Oklahoma, on average 9% of OSU students, and on average 5.3% of student-athletes on athletics aid. This ethnic group could provide an area of opportunity in athletic recruiting as the institution has made great strides in recruiting more American Indian students in recent years.

Asian/Pacific Islanders represent 6.5% of all students nationally, 2.3% of students in Oklahoma, on average 1.5% of OSU undergraduate students, and on average 0.6% of student-athletes on athletics aid. The smaller percentages and number of individuals involved in this group make it difficult to analyze.

Blacks represent 12.7% of all students nationally, 9.2% of students in Oklahoma, on average 3.8% of OSU undergraduate students, and on average 26.25% of student-athletes on athletics aid. This ethnic group could provide an area of opportunity in athletic recruiting as the institution has made great strides in recruiting more black students in recent years.

Hispanics represent 10.8% of all students nationally, 3.5% of students in Oklahoma, on average 2.2% of OSU undergraduate students, and on average 2.6% of student-athletes on athletics aid.

Whites represent 65.7% of all students nationally, 70.3% of students in Oklahoma, on average 79.5% of OSU undergraduate students, and on average 51.6% of student-athletes on athletics aid.

Non resident aliens represent 3.3% of all students nationally, 4.6% of students in Oklahoma, on average 3.9% of OSU undergraduate students, and on average 13.25% of student-athletes on athletics aid—another area where athletics-aid is adding to the diversity of the campus. Very few scholarships outside of athletics are available to international students.

Those classified as other represent more than one ethnic group. Data for these students is only available for 2007-2008 where they represent 0.53% of OSU undergraduate students and 1.19% of student-athletes on athletics aid—a group too small to effectively analyze.

It is clear that the student-athlete population on aid adds greatly to the diversity of the undergraduate student population. In terms of their representation in the student population, athletics aid provides more opportunities to blacks and to non resident aliens than would be expected by their numbers in the general undergraduate population.

8. For the three most recent academic years, analyze and explain the data regarding the racial or ethnic composition of student-athletes who received athletics aid by the eight sport groups listed in the NCAA Federal Graduation Rates Report.

[Note: Use the supplied chart (Racial or Ethnic Composition of Student-Athletes by Sport Group on page 55) to compile the data requested in this self-study item.]

As previously noted student-athletes are recruited on the basis of their athletic ability and their potential to succeed academically at Oklahoma State University.

The number of American Indian/Alaska Native, Asian/Pacific Islander, and Hispanic student-athletes on aid is so small that it is difficult to say anything meaningful about their participation by sport group. Numerically, American Indians/Alaska Natives and Hispanics have the greatest participation in those sports categorized as Women’s Other Sports (softball, equestrian, tennis, and golf). Asians/Pacific Islanders have the greatest participation in football.

Black football players comprise almost 10% of the black undergraduate student population and black student-athletes on aid represent approximately 14% of all black undergraduates in each of the three most
recent years under review. Numerically they comprise the majority of football and men’s and women’s basketball players at Oklahoma State University.

White student-athletes on aid represent about 1.3% of the undergraduate student population in each of the last three years under review. Numerically they have their greatest representation in those sports categorized as Women’s Other Sports.

Non resident alien student-athletes on aid represent about 7% of the undergraduate student population in the last three years under review. Numerically they have their greatest representation in those sports categorized as Women’s Other Sports.

As noted in Item 7 above, the student-athlete population on aid adds greatly to the diversity of the undergraduate student population.

9. Using the program areas for diversity issues, provided as Attachment No. 3 on pages 58-59:
   a. Describe how the institution has ensured a complete study of this program area.
   b. Provide data demonstrating the institution’s status and commitment to this program area.
   c. Using the data in (b) above, analyze and explain how the institution is meeting the needs of its student-athletes and staff with diverse racial, ethnic and other backgrounds.
   d. Explain how the institution’s written, stand-alone plan for diversity issues addresses this program area.

1. Institutional and Athletics Department Commitment and Organization
   a. The committee reviewed mission/vision statements of the institution, the Division of Institutional Diversity and the athletic department to begin this review. In addition, the process for a 2006 institution-wide self-study on diversity and the resulting plan were reviewed as well as 2004 strategic plans for the institution and athletic department. The committee also looked at governing board policies related to athletics, and athletic department handbooks and manuals for the inclusion of statements on diversity as well as the Student Rights and Responsibilities document for the institution and the Student-Athlete Code of Conduct.

   b. Commitment to diversity as a core value for the institution and the athletic program begins with the governing board’s Policy 30:10-3-4 on OSU Athletics which states in policy (f.)

   “Core values of the university—especially those emphasizing an environment of respect for excellence and performance, for diversity, and for respect of every individual relationship—shall be instilled in all phases of intercollegiate athletics.”

   The institution’s vision statement specifically addresses diversity in how it will realize the vision of: “Oklahoma State University - Stillwater will become one of the premier public universities in the United States and lead in the creation of a new Oklahoma”
   • OSU’s culture will support diversity, academic freedom, high aspirations, and mutual respect;

   In addition, diversity is considered a Core Value of the institution in the pre-amble to the strategic plan: Diversity - We respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds.

   The fourth institutional goal in the strategic plan explicitly addresses diversity and identifies success factors:

   4. Diversity – Achieve diversity and create an environment of respect for individuals.
   Critical Success Factors:
   • Amount of funding for diversity initiatives - $100,000 annually
   • Faculty, staff, and student diversity reflects demographics of Oklahoma
- Number of students completing area study minors – 15 annually
- Percentage of graduates who participate in an international experience on campus or abroad – 10%
- Number of programs annually in diversity training for faculty and staff – 3
- Percentage retention rate of multicultural students – 20% increase
- Percentage graduation rate of multicultural students – 20% increase
- Number of cooperative programs and projects with Langston University – 25% increase

An objective identified related to that goal:

Objective 4.1 Be a community that actively seeks and welcomes a more diverse faculty, extension educators, staff, and student body, and supports and values diversity.

Strategies:
- Develop a comprehensive strategy to identify, recruit, and retain significant numbers of underrepresented female and racial and ethnic minority students, faculty, extension educators, and staff.
- Create orientation and mentoring programs for female and minority faculty, extension educators, and staff, particularly in those fields in which they have been traditionally underrepresented.
- Develop promotion and tenure workshops with specific attention to minority, international, and women faculty.
- Increase resources, programs, and activities that encourage women and minority undergraduates and graduate students to enter fields of study where they are underrepresented.
- Attract a greater number of international students through targeted recruitment and retention efforts.
- Attract a greater number of non-traditional students through targeted recruitment and retention efforts.
- Pursue federal opportunities that provide resources to recruit and retain underrepresented students.
- Strengthen academic and research linkages with Langston University.

In 2005, diversity was further elevated in exposure institution-wide with the creation of a Division of Institutional Diversity headed by a Vice President who also was a member of the institution’s leadership team. The mission of the new division was identified as:

"to ensure integration and valuing of diversity in the working and learning environment"

With a vision to:
- Provide exceptional quality services in all aspects related to enhancing diversity
- Be a model for creating an environment that embraces the synergistic aspects of diversity
- Be a leader in preparing individuals to successfully live and work in a global society
- Be a catalyst for systemic change regarding the value of diversity.

Accordingly, in 2006, the Division of Institutional Diversity led a university-wide self-study of diversity that included the Athletic Department and is available online. The study process was modeled on the NASULGC Diversity Task Force Report and included a site visit by a 13-member review team comprised of representative from NASULGC institutions.

The Athletic Department’s mission is:
- To provide student-athletes with excellent opportunities to compete and win at the highest levels of collegiate sports
- To prepare student-athletes for lifelong contributions to society;
- To embrace equality, educational opportunity, and diversity
- To operate with fiscal integrity and compliance with NCAA, Big 12 Conference, and University guidelines; and
- To serve as a positive influence on the reputation and purposes of Oklahoma State University.

The mission is available online under the Athletic Department link on the Cowboy Athletics website and is printed in the Student-Athlete Handbook.

Also in the Student-Athlete Handbook is The Student-Athlete Code of Conduct. Students are required to sign (with the signature of a witness) and submit a copy of this document which says – regarding diversity:

"Oklahoma State University is committed to creating and maintaining a productive living and learning community/environment which fosters the intellectual, personal, cultural and ethical development of its students. Self-discipline and respect for the rights and privileges of others are essential to the educational process and to good citizenship."
The athletic department lists diversity as one of its five core values:

**Diversity** – We respect others and value diversity of opinion, freedom of expression, and other ethnic and cultural backgrounds.

And as such, plans were developed for improvement in four of the six areas evaluated in the ID self-study process. The plans are detailed in Question 2 above and include initiatives intended to address:

- **Retention** - Work with Institutional Diversity to develop ways for more student-athletes to become involved in campus student leadership activities.
- **Professional Development** - Encourage staff to participate in professional development sessions specifically designed to address diversity related issues.
- **Assessment** - Develop a data collection system in compliance with NCAA guidelines to track equity issues.
- **Recruitment** - Focus on adding diverse personnel in upper level administrative and head coaching positions.

These plans and annual evaluations of progress are available online.

And even before the institution-wide self-study on diversity, the athletic department had included diversity in the 2004 departmental strategic plan as:

**Goal Six:** Focus on diversity and gender equity opportunities.

- Critical Success Factors:
  - Expand numbers of ethnic minorities on staff and among coaches to provide social and aspirational role models for student-athletes.
  - Meet the requirements of Title IX for proportionality and equivalent opportunity.
  - Provide enhanced opportunities for women in senior management positions.

In addition, diversity is a written component of the Student Rights and Responsibilities document distributed to the entire student body each fall:

In an opening section, the document lists **Cowboy Community Standards** including:

**Diversity:** Behave in a manner that recognizes and respects individual differences supporting both pluralism and inclusiveness.

The Student Rights and Responsibilities are available online, printed in the campus newspaper each fall and printed in document form and distributed to students in residence halls and settings such as the ASSA.

Diversity is an element included in SDVE 1113 Orientation to Athletics offered to new student athletes each fall and beginning in 2009, also in the spring semester. About 75% of new student-athletes enroll.

- The Athletic Department’s written statements and plans clearly mirror the institutional core values concerning support and respect for diversity articulated in the governing board policies, institutional mission and strategic plans and institution-wide institutional diversity initiatives.

Commitment to diversity is articulated in writing in the athletic department mission statement, in its strategic plans, in its plans for improvement related to diversity, in documents distributed to staff and student-athletes and online and in job listings for vacancies in the department.

The institution is organized such that the governing board, through written policy, invests the president with responsibility for compliance with NCAA rules and specifically includes a policy that states the core value of diversity shall be instilled in all phases of intercollegiate athletics.

The Division of Institutional Diversity exists to articulate, support, develop and assess institutional efforts related to diversity. The Interim Associate Vice President for Institutional Diversity is a direct report to the President.

The Athletic Director is also a direct report to the President. The AD is given responsibility for athletic department implementation of diversity plans for improvement.

Both the Division of Institutional Diversity and the Athletic Council, through its Committee on Equity and Student-Athlete Well-Being, now review plans for improvement on Diversity annually and reports to the president.

- The institution’s written, stand-alone plan for diversity currently indicates the department has successfully achieved in three of the four action steps in the current plan for improvement:
Recruitment - the goal to expand the numbers of women and minorities in administrative and coaching positions continues, but no key personnel changes are expected.

Retention – the goal to develop ways to involve more student-athletes in campus leadership activities continues. Actions, have included successful nomination of minority student-athletes for national and conference scholarship and leadership opportunities and the development of systems to notify student-athletes of campus opportunities.

Professional Development: the goal to encourage staff to participate in sessions designed to address diversity continue with efforts to inform staff of upcoming opportunities and encourage participation.

Assessment: Only this goal, which involved development of a data collection system to track NCAA equity issues, is considered only partially complete as the request to Information Technology is scheduled for implementation in 2009. However, after further review with the Self-Study Committee this item has been referred for review and recommendation by the Athletic Council’s Committee on Equity and Student-Athlete Well-Being.

The committee believes all four elements of the current written plan for diversity need to continue in effect with the development of more specific measures of completion or success. In addition to required reports to the Division of Institutional Diversity, action related to these goals should be part of the Athletic Council’s Committee on Equity and Student-Athlete Well-Being annual review of the written diversity plan for improvement. Recommendations accepted by the Athletic Department should be incorporated into the improvement plan to ensure continuous improvement.

2. Assessment
   a. To begin its study of the assessment program area, the committee reviewed:
      - the Institutional Diversity self-study from 2006,
      - the Athletic Department section of that study, and
      - the on-going annual assessment component of the Institutional Diversity plan.
      - the by-laws of the Athletic Council regarding annual review of the written plan for improvement on diversity
      - the institution’s annual Affirmative Action Plan and the process for developing it
      - the institution’s Diversity ledger.
      - annual reports related to diversity submitted to or received from the NCAA by the Associate AD for Compliance.
      - OSU undergraduate responses to diversity-focused questions on the recent National Survey of Student Engagement (NSSE) and the Cooperative Institutional Research Program (CIRP) Freshman Survey

   b. The institution has five independent processes by which the commitment to diversity is reviewed/assessed annually:
      1. The Institutional Diversity Plan, which includes a section on the Athletic Department, requires a progress report on action plans by April of each year. Results are posted online and included in an annual report to the president by the Interim Associate Vice President for Institutional Diversity.
      2. The Plan for Improvement on Diversity developed through the NCAA recertification self-study is reviewed annually by the Athletic Council Committee on Equity and Student-Athlete Well-being. The committee reviews progress and submits a report to the full Athletic Council for approval and inclusion into an annual report to the President.
      3. The OSU Diversity Ledger is prepared each year by the Office of Institutional Research and contains data on the number of individuals in under-represented groups in the student body, faculty, staff and administration providing comparison figures against which the Athletic Department can measure progress.
      4. The OSU Affirmative Action Plan, prepared each year by the Affirmative Action Coordinator, contains detailed data on diversity in candidate pools and provides resources for improving them.
      5. Data submitted to the NCAA by the Associate AD for Compliance also provides an annual assessment of progress towards the goal of an administrative and coaching staff that reflects the ethnic diversity of the state, campus and student-athlete populations.
Through participation in nationally administered student surveys such as NSSE and the CIRP Freshman Survey, the institution is developing a sense of its students’ experiences with diversity prior to college as well as what they gain in this area through their campus experiences.

In addition, successes in national scholarship competitions, such as the Arthur Ashe Jr. Scholars program compared to other Division 1 and Big 12 programs, provide the department an indication of the quality of its programs in support of minority student-athletes.

c. The institution’s 2006 Diversity self-study was based on the NASULGC model and required assessment and development of plans for improvement against the same six standards throughout the institution. The required annual assessment ensures consistency with those objectives in the same manner in athletics as elsewhere on campus. The ensuing annual report to the President by the Interim Associate Vice President for Institutional Diversity also offers an assessment of the campus climate.

The Diversity Ledger and the Affirmative Action Plan are also prepared annually with a consistent standard applied across the institution which provides a data yardstick by which athletics can assess its progress towards diversity objectives in comparison with the rest of the campus.

NSSE and CIRP data provide an interesting insight into the challenges diversity brings to OSU students.

2008 CIRP Freshman Survey
- compared the experiences of OSU incoming freshman to their peers at a group of seven medium selective public universities and at all public universities on two issues:
  - 63.1% of OSU freshman indicated that they went to a “mostly white” high school compared to 50.2% of freshmen at all public universities.
  - 59.7% of OSU freshmen indicated that they had grown up in mostly white neighborhoods as compared to 50.7% of freshmen at all public universities.
  - In both instances OSU students responded “all white” at a higher rate than freshmen at the seven designated peer institutions.
  - This survey shows that this group of OSU freshmen has less experience in living in a diverse world than other college freshmen at public universities.

2005 NSSE data
The survey of both freshman and seniors at OSU revealed that they were less likely than their peers to:
- have had serious conversations with students of a different race or ethnicity than their own or
- to have had serious conversations with students who differ from them in terms of religious beliefs, political opinions or personal values.

After consulting with the interim director of university assessment and testing, the committee believes that incorporating the NSSE diversity questions into the student-athlete exit survey would provide additional confirmation that the Athletic Department is successfully achieving its goals regarding respect and sensitivity toward all people.

The Athletic Council’s annual review of the department’s written plan for diversity is a more focused assessment of progress and consistency of the department’s activities versus its objectives. Because the Council membership reflects a variety of campus constituencies, the resulting report is another assessment of campus climate regarding athletic department’s contribution towards diversity.

d. The committee recommends securing permission from NSSE to incorporate its three diversity-related questions into the student-athlete exit survey to indirectly measure the impact of diversity programs and services delivered to student-athletes.

3. Hiring Practices
a. The committee reviewed:
- OSU Policy and Procedures Letter #1-0101 on Equal Opportunity/Affirmative Action
- OSU Policy and Procedures Letter #1-0401 on Employment of Athletic Department Exempt Staff and Intercollegiate Coaches
• the Affirmative Action Office quarterly analysis of all employment activity in the Athletic Department
• the federally required annual workforce analysis as well as Impact Ratio Analysis (IRA) of hiring by job classification
• the workforce analysis for all positions in the Athletic Department for the last four years
• the IRAs for the non-faculty professional job classification “coaches/athletic directors” for the last four years
• the hiring flow for the last four years
The committee also held a meeting with the university’s Senior Director of Affirmative Action and the university and athletic department HR staffs to review practices related to the hiring of exempt staff and intercollegiate coaches in the athletic department.

b. The university’s Equal Opportunity/Affirmative Action policy (P&P Letter #1-0101) states, “[It is the policy of Oklahoma State University] to apply equal opportunity in the … hiring…of all employees. The University shall consistently and aggressively monitor [hiring] to ensure that any differences which may exist are the results of bona fide qualification factors other than age, race, ethnicity, color, sex, religion, national origin, sexual orientation, veterans’ status, or qualified disability.” The policy was last revised May 5, 2004.

Responsibility for the recruitment of administrative and professional staff, including coaches, in the Athletics Department is delegated to the VP for Athletic Programs/Director of Intercollegiate Athletics Mike Holder. He has delegated day-to-day responsibility for hiring to Jason Lewis, Associate AD for Business Operations.

The university’s Employment of Athletic Department Exempt Staff and Intercollegiate Coaches policy (P&P Letter #1-0401) states, “Oklahoma State University is committed to fairness and equity in its employment relationships with exempt staff employees within the Oklahoma State University Athletic Department. It is recognized, however, that the Athletic Department is a unique enterprise of the University, distinct in many ways from any other administrative unit of the University, and that such distinctness in some areas requires individualized treatment.”

The policy, approved in July 2008:
• defines exempt staff employees as annual contract employees with an initial term starting on the date of initial employment and ending as set forth in the policy.
• allows, with the President’s approval, multi-year contracts for “certain exempt employees” generally defined as head coaches and the Director of Intercollegiate Athletics.

Although the institution has no written policy on the use of search firms, according to the Assistant Chief Human Resources Officer, search firms are used at the discretion of the chair of a search committee with administrative approval -- typically, to avoid media speculation on candidates or to accelerate the search process.

Since 2000, search firms have been used in searches for:
• President (twice)
• Provost
• Athletic Director
• Head Football Coach (twice)
• Head Men’s Basketball Coach (twice)
• Head Women’s Basketball Coach (twice).

When a coaching vacancy occurs, the Associate AD for Business Operations:
• works with Human Resources and Affirmative Action
• keeps a written record of all administrative contacts related to the vacancy
• initiates a “request to staff”
• may request a waiver for recruitment, time frame, or geographic area depending on the time of year and the potential size of the candidate pool.

All waiver requests go to the Sr. Director of Affirmative Action. The Sr. Director of Affirmative Action noted that the current Associate AD for Business Operations was exceptionally conscientious in his communication and has kept her informed on all searches in progress and on the horizon.
As noted above, all coaching and administrative positions are advertised through the National Association of Collegiate Women Athletic Administrators and all coaching positions are advertised through the Black Coaches & Administrators (BCA), previously the Black Coaches Association. (Administrative openings will now be sent to BCA as well, now that they have expanded their focus to include administrators.) Additionally, the Affirmative Action Office posts all openings on six employment websites to ensure the broadest candidate pool possible.

By institutional policy, vice presidents, deans, directors or department heads are responsible for recruiting administrative and professional employees. In the athletic department, administrative and professional positions, including coaches, are recruited nationally unless the level of responsibility and authority merits a more limited recruiting area. Request for area waivers are processed through the Sr. Director of Affirmative Action. Announcements of vacant positions are then published in a manner to attract statewide, regional or national candidates.

As P&P Letter #1-0401 states, "The Athletic Department is... distinct in many ways from any other administrative unit and... in some areas requires individualized treatment."

Recruiting and hiring coaches is one such area. For instance, local and national media coverage of a coaching change or vacancy may occur before an official announcement is made. Elsewhere in the institution, vacancies are "announced" much more slowly through print ads or on web sites. In athletics, coaches from across the country contact the Athletic Department based on news coverage or rumors before the department has opened a position. Nevertheless, the Athletic Department begins a log of contacts and they are considered applicants. A log of those actually interviewed is also kept. A screening committee may be involved in the interview process and in the case of head coaches, an interview with the President is also required. The President and Athletic Director make a recommendation to the OSU/A&M Regents for approval of employment for head coaches and administrative level hires. The Athletic Director makes the final employment decision for assistant coaches selected by head coaches and for staff positions recommended by other supervisors.

c. The Athletic Department appears to follow all University policies in its hiring practices. The AD for Business Operations, who has been delegated with day-to-day responsibility for overseeing personnel issues in the Athletics Department, has established excellent working relationships with University Human Resources and with the Office of Affirmative Action -- facilitating policy compliance.

The institution's Affirmative Action workforce analysis reports for the years under review reveal the Athletic Department had:
- between 132 and 143 persons on the payroll in a typical quarterly period
- between 14.4% and 16.8% of employees in all job classifications were racial or ethnic minorities
- between 24.3% to 26.5% of the employees were women.

The committee also reviewed the Impact Ratio Analyses (IRAs) for hires in the non-faculty professional job classification "coaches/athletic directors" for the last four years including the period since May 2008. Using an IRA below 80% as a potential indicator of discriminatory hiring, the committee found:
- from May 2006-May 2007, the IRA for the number of women hired in this job classification was below what was statistically predicted
- from July 2005-April 2006, the IRA for the number of minorities hired in this job classification was also below what was statistically predicted.
No other potential problems were indicated.

A review of the hiring flow for coaching and professional positions in the Athletic Department for the last four years, including the current year since July 2008, reveals significant improvement in hiring minorities:
- FY2006, no minorities were hired in the coaching and professional positions;
- FY2007, 5 minority candidates were hired
- FY2008, 8 minority candidates were hired
- FY2009, 5 minority candidates have been hired during the first three quarters of the year.
From FY2004 to 2008 the percentage of minority coaches increased from 21% to 27% and the percentage of minority staff increased from 12% to 13%.

d. The committee believes that the Athletic Department can and should be doing more. The department itself set the following goal during the institutional diversity study: “Hire more diverse personnel in upper level administrative and head coaching positions.”

Although the percentage of minority coaches and staff is higher than the percentage of minorities in the general Oklahoma population, the Athletic Department should continue to strive towards the goal of a level of diversity among the staff/coaches that reflects the level of diversity in the student-athlete population.

The committee is concerned that no “formal assessment and comparison of the institution’s and athletics department hiring practices” is occurring every five years as required by the NCAA. Assessments and comparisons used for the self-study were prepared internally at the request of the committee. The Associate AD for Business Operations should be tasked with ensuring this review at least every five years. Additionally, OSU Policy and Procedures #1-0401 Employment of Athletic Department Exempt Staff and Intercollegiate Coaches should be reviewed as part of this process and the required review schedule should be built into the policy itself.

4. Recruitment

a. The committee reviewed:
- the institution’s affirmative action plan,
- OSU Policy and Procedure Letter #1-0101 on Equal Opportunity/Affirmative Action,
- the Athletic Department’s strategic plan,
- the university’s June 2007 diversity self-study executive summary Diversity and Inclusion within the Oklahoma State University System,
- the July 2008 diversity self-study benchmarks assessment for the Athletics Department.
- OSU Policy and Procedure Letter #1-0401 on Employment of Athletic Department Exempt Staff and Intercollegiate Coaches,
- the Big 12 Handbook addendum on Diversity.

In addition, the committee held meetings with the university’s Senior Director of Affirmative Action and the university and athletic department HR staffs to review institutional policies.

b. A review of OSU’s Affirmative Action plan shows that the university has developed policies and procedures regarding equal opportunity/affirmative action in the recruitment of employees.

It is the policy of the University to actively and aggressively:
- locate
- recruit
- place
- upgrade
- promote members of ethnic minority groups and women for employment at all levels of the institution in areas in which these groups are underutilized and/or have not had an opportunity to actively participate because of social barriers in the past.

Additionally, the plan notes that Oklahoma State University examines the recruiting activities and policies of each unit responsible for recruiting and further modifies or supplements its recruiting policies by vigorous and systematic efforts to locate and encourage the candidacy of qualified women and minorities.

In order to meet affirmative action goals, targeted recruitment strategies may be utilized – i.e. recruitment efforts specifically targeted to attract qualified applicants from identified underutilized groups, such as mailings to minority organizations.
In the Athletic Department, all head and assistant coaching positions are advertised with the Black Coaches & Administrators (BCA), whose purpose is to foster the growth and development of ethnic minorities at all levels of sport nationally and internationally. Now that the focus of BCA has expanded, administrative and professional positions will be listed there as well.

The Athletic Department participated in the BCA’s 2005 study of hiring practices in regard to its hiring of a new head football coach. Of the 23 Division IA schools who participated in the study, 5 received an overall grade of A, 7 a grade of B, 5 a grade of C, 2 a grade of D, and 4 a grade of F. Each school was graded on five categories:

1. communication
2. hiring/search committee
3. candidates interviewed
4. reasonable time
5. affirmative action.

OSU received a grade of B which, according to the BCA, indicates “that institutions could improve in some aspects of the hiring process, but they are actively working to improve the effort to have people of color represented in high-ranking leadership positions.”

In regard to recruitment, the university’s Equal Opportunity/Affirmative Action Policy (Policy & Procedures Letter 1-0101) in section 1.04 states, “[It is the policy of Oklahoma State University] to apply equal opportunity in the recruitment...of all employees.... The University shall consistently and aggressively monitor [recruitment] to ensure that any differences which may exist are the results of bona fide qualification factors other than age, race, ethnicity, color, sex, religion, national origin, sexual orientation, veterans’ status, or qualified disability.”

Two of the ten goals defined in the Athletic Department’s strategic plan, approved in 2004, deal with recruitment and have associated critical success factors focusing on diversity:

- **Goal 4:** Recruit and retain quality staff, coaches and student-athletes.
  (Critical Success Factor: Increase diversity within the department.)
- **Goal 6:** Focus on diversity and gender equity opportunities.
  (Critical Success Factor: Expand numbers of ethnic minorities on staff and among coaches to provide social and aspirational role models for student-athletes.)

During the 2006 Diversity Self-study all full-time employees were invited to help develop a vision for attaining diversity and inclusion. The OSU Athletic Department was one of the many campus entities that met with site visitors and developed a set of diversity initiatives including one dealing directly with recruitment:

**Goal:** Work to add diverse personnel in upper level administrative and head coaching positions.

Although two recent vacancies in head coaching positions (men’s basketball and women’s golf) did not result in the hire of a minority coach, the new men’s basketball coach hired three assistant coaches, all of whom are black. And a marketing promotions and the director of operations positions were filled with minorities according to the ID report for 2008.

All coaching and exempt positions are posted by Affirmative action to:

- higheredjobs.com ([www.higheredjobs.com](http://www.higheredjobs.com))
- Oklahoma Joblink ([http://www.oesc.state.ok.us/jobseeker.shtm](http://www.oesc.state.ok.us/jobseeker.shtm))
- JobCentral ([www.jobcentral.com](http://www.jobcentral.com))
- National Association of Collegiate Women Athletics Administrators ([www.nacwaa.org](http://www.nacwaa.org))

This broad brush approach to posting open positions helps ensure that a diverse audience is aware of positions available in the Athletic Department at Oklahoma State University.

As required by law, the university reviews and revises its institutional affirmative action plan on an annual basis to ensure that barriers to recruiting staff and students are identified and, if found, removed.

The institution, including the Athletics Department, reviews its diversity plan on an annual basis and reports on progress made to the Interim Associate Vice President for Institutional Diversity. As noted previously, goals for recruitment are part of this plan.
In its 2005 report on head football coach hiring practices the BCA gave OSU a grade of:

- **A -** for communication two or more direct telephone communications with the Executive Director of the BCA and/or the Chair of the BCA’s Minority Opportunity Interests Committee (MOIC),
- **A -** for the percentage (30+%) of minority candidates interviewed,
- **A -** for its documented adherence (for highly detailed level of documented policies and procedures) to the institution’s written affirmative action policies;
- **B -** for the time frame (6-13 days) in which a final decision was reached; and
- **D -** for the composition of its search committee (minorities made up 10% or less of the committee).

As noted above, the overall grade received by OSU for this search was a **B**.

The Athletic Department works to develop a diverse pool of candidates in every search for leadership, at every coaching level, and for all sports through “targeted recruiting”. Ultimately, however, coaches are selected based on coaching experience, record of accomplishment, and vision for the sport at OSU.

Likewise, prospective student athletes are recruited based on their ability to compete in the highly competitive Big XII Conference and their ability to be successful in the classroom.

According to statistics provided by the institution’s Personnel Department in 2008:

- 16.2% of Athletic Department staff members are minorities versus 12.5% of all OSU staff.

As shown in the data analysis on Question 7 above, the student-athlete cohort is far more diverse than the undergraduate student population as a whole. Overall, the Athletic Department is successful in its efforts to recruit diverse staff and student-athletes.

d. The committee found no deficiencies in regard to recruitment practices. Based on the BCA rating model, however, it does recommend that the composition of search committees for all coaching and administrative positions be at least 20% minorities. And, to encourage talented student-athletes who are women or minorities to consider a career in athletics administration, OSU needs to contribute to developing a future pool of talent. It is recommended in the stand-alone plan for diversity issues that the Athletic Department establishes an annual paid post-graduate internship opportunity in athletics administration for a minority (including females and racial/ethnic minorities) consistent with the recommendations contained in the Big 12 Conference Policy on Diversity.

5. Retention

a. The committee reviewed:

- Policy and Procedures Letter #1-0401 on Employment of Athletic Department Exempt Staff and Intercollegiate Coaches,
- a spreadsheet on the types of contracts held by coaches in all intercollegiate athletic teams for 2008-2009,
- the Athletic Department’s strategic plan
- the university’s June 2007 diversity self-study executive summary “Diversity and Inclusion within the Oklahoma State University System”
- the Institutional Diversity self-study report
- the July 2008 diversity self-study benchmarks assessment for the Athletics Department
- the Affirmative Action quarterly analysis of all employment activity in the Athletic Department
- the Affirmative Action annual workforce analysis as well as Impact Ratio Analysis (IRA) of promotions by job classification
- The workforce analysis for all positions in the Athletic Department for the last four years
- the IRAs for promotions in the non-faculty professional job classification “coaches/athletic directors”
- Human Resources data from FY 2000-2008 on staff turnover in Athletics by racial/ethnic category.

In addition, the committee held a meeting with the university’s Senior Director of Affirmative Action and the university and athletic department HR staffs to review institutional policies related to the retention of exempt staff and intercollegiate coaches in the athletic department to gain a better understanding of retention issues.

b. Two of the ten goals defined in the Athletic Department’s strategic plan, approved in 2004, deal with retention and have associated critical success factors:
• **Goal Four**: Recruit and retain quality staff, coaches and student-athletes (Critical Success Factor: increase diversity within the department, increase retention among student-athletes, minimize annual turnover of coaches and key staff to improve continuity to 10%)

• **Goal Nine**: Improve opportunities for personal and professional staff growth in a quality working environment (Critical Success Factor: annual staff turnover to 10%, competent, successful, motivated, and satisfied staff).

The institution’s leadership team receives an annual report from Human Resources with data on staff turnover and training attendance to assist in assessing progress towards goals in the strategic plan.

Each sport has a budget line for memberships in professional associations and coaches are encouraged to join relevant coaches associations. A review of budgets for the last three years reveals that coaches are taking advantage of subsidies for memberships and conferences and workshops attendance. Many association conferences offer programming on diversity issues.

Key administrators also participate in professional associations and attend conferences and workshops paid for by the department. The institution expects all employees to participate in ongoing professional development activities that support improved job performance.

Staff mentoring is not done on a formal basis at the institution, but during new employee orientation, new hires are encouraged to form beneficial professional relationships. Mentoring between persons of the same racial/ethnic group occurs but it is on an informal basis. The Director of Diversity Academic Support in the Division of Institutional Diversity hosts periodic faculty and staff receptions and minority coaches, professional, and classified staff in the Athletics Department are invited to and do attend these events.

Student-athletes have the benefit of a formal mentoring program through the paid facilitators in the ASSA. Each new freshman or transfer student-athlete is assigned a facilitator to assist with academic, personal and career-related issues. Facilitators meet with student-athletes each week to assist in the organization of academic, athletic, and personal commitments and to provide guidance and support toward short and long-term goals. They may develop “contracts” with student-athletes so that the students understand their role in achieving success. The facilitators file detailed weekly reports so that the ASSA staff can assess and address potential problems and identify student-athletes who are candidates for awards and scholarships.

By policy (P&P Letter #1-0401) salaries of staff employees are not subject to the institution’s salary plan but are determined by resource availability, market value, merit and the department’s mission statement. According to Human Resources, athletic staff and professional salaries are roughly 54% higher than averages for the same categories in the rest of the institution. Athletic department employees do share the same sick and annual leave policies as the rest of the institution and may participate in merit raise programs. Raise programs do not generally apply to coaches with multi-year contracts.

During 2008-09, coaches of the following sports held multi-year contracts:
- baseball (head and 2 assistant coaches)
- football (head and 7 assistant coaches)
- men’s basketball (head and 1 assistant coach)
- women’s basketball (head and 1 assistant coach) and
- soccer (head and 1 assistant coach).

Of the eighteen coaches with multi-year contracts, fifteen are white and three are black. Issues involved in the awarding of multi-year contracts include rewarding and retaining high-performing coaches, sport culture (in football, for example, multi-year contracts are common within the Big 12 and other BCS conferences), and ensuring equity between men’s and women’s sports. Encouraging diversity in the coaching staff is generally only a consideration after the other three issues are satisfied.

In the Institutional Diversity self-study of 2006, the Athletic Department’s goal related to retention focused on student-athletes:
"Work with Institutional Diversity to develop ways for more student-athletes to get involved in campus leadership activities."

The current status of this initiative, as reported by the Athletics Department in April 2007, was:

"Student-athletes are provided information on all activities on campus and are notified of any activities or events that provide cultural exposure to diverse issues. Leadership opportunities are provided to four students each year at the national level through the NCAA. OSU always makes certain student-athletes are nominated each year."

Additionally it was noted that:

"ASSA has arranged with Tiffany Nixon, Multicultural Student Services [now the Inclusion Center for Academic Excellence (ICAE)], to have two meetings a year in the Joe and Connie Mitchell Academic Enhancement Center which allows student-athletes to participate."

Due to personnel changes and a change in mission and name for the ICAE, this activity never occurred. Other strategies for 2007-2008 included continuing to encourage student-athletes to participate in activities on campus, particularly those that promote inclusion and understanding of all cultures.

c. The Athletic Department appears to be following all University policies in regards to its retention practices, including promotions. A review of promotions in the "coaches/athletic directors" professional job classification for the last three years indicates that there were a total of four promotions. All four involved white employees: one female and three males. The Impact Ratio Analysis (IRA) revealed no evidence of discrimination in these promotion decisions.

A review of data provided by OSU Human Resources regarding staff turnover by racial/ethnic group from FY 2001-FY 2008 showed an annual turnover rate in Athletics that varied from 14% to 28%.

Of the head or assistant coaches leaving the institution during that time:

- 42 (68.8%) were white
- 17 (27.8%) were black
- 1 (1.6%) was Hispanic
- 1 (1.6%) was Native American.

During that same time period, on average the coaching staff was 74.2% white, 16.9% black, 4.8% Hispanic and 4% Native American. Given that black coaches left with more frequency than their representation in the coaching population, it appears that the Athletic Department does a reasonable job of recruiting black coaches to the institution but a less impressive job of retaining them.

The best indicators of whether the needs of student-athletes are being met with regard to retention are the Federal Graduation Rates (FGR) and the Graduation Success Rate (GSR). Student-athletes at the institution outperform the general student body or like subgroups of the general student population in Federal Graduation Rates of:

- black males
- non-resident alien males
- black males in basketball
- white females

OSU enrolls fewer than five American Indian/Alaska Natives, Asian and Hispanic student-athletes annually so these data were not analyzed.

Student-athletes in the following categories, however, currently post FGR lower than the general student body or like subgroups of the general student body:

- white males
- *white males in basketball
- white males in football
- white males in all other sports
- *black females
- *black females in basketball
- *black females in track/cross country
- *non-resident alien females
- *non-resident alien females in track/cross country

*Note: while these subgroups currently under perform in FGR, GSR data indicates the institution is making progress in addressing this concern.
d. The committee believes the Athletic Department is generally doing a better job at recruiting a diverse coaching/staff and student-athlete population than in retaining them. It is recommended that it carefully monitor Academic Performance Program plans.

6. Partnerships
   a. The committee interviewed the Director of the ASSA, the SWA, the Vice President for Student Services and reviewed lists of recent student-athlete accomplishments

   b. Recent partnerships include:
      - The University Health Center
      - The University Counseling Center
      - Student Disability Services
      - Office of Women's Programs
      - Institutional Diversity
      - Coaches vs Cancer
      - Relay for Life
      - Special Olympics
      - Special Spectators
      - Habitat for Humanity
      - Harvest II
      - Action for Thanksgiving
      - Humane Society
      - Red Cross & Oklahoma Blood Institute
      - Stillwater Public Schools
      - The OSU Volunteer Center
      - The OSU Alumni Association
      - OSU Black Greek Societies
      - OSU Fellowship of Christian Athletes
      - The Big 12 Conference
      - The NCAA

   c. Those partnerships enhance diversity efforts through programs, activities and services for employees and student athletes from diverse backgrounds:
      - The University Health Center (UHC)
         - The Athletic Department has had the Director of the Employee Assistance Service present programs on drug and alcohol use.
         - Other speakers have presented programs on eating disorders and general health issues.
         - The dietician at the Wellness Center has provided expertise to teams and individual student-athletes.
      - The University Counseling Center (UCS)
         - Student-athletes are routinely referred to seminars on substance abuse counseling and other topics presented in the University Counseling Center as well as for occasional personal counseling.
         - The Athletic Department has partnered with UCS to bring national speakers on drug and alcohol use to campus for presentations to the entire university community.
         - The Athletic Department Team Physician helped UCS write an NCAA grant application on programming related to Eating Disorders.
      - Student Disability Services (SDS)
         - The ASSA has a strong on-going partnership with SDS referring student-athletes who have been identified as having learning disabilities to that office for services.
         - Student-athletes on the men’s and women’s basketball teams participate in the annual “Basketball Bash” in Gallagher-Iba during Disability Awareness Week in which the NCAA athletes compete against the OSU Wheelchair Basketball team to raise money for the Wheelchair Basketball program and to call attention to the abilities of the wheelchair team.
         - Interaction between the two departments regarding a deaf football player, Martell VanZant, resulted in the creation of two American Sign Language courses at the institution which now count as a foreign language credit.
The Office of Women’s Programs

- The Athletic Department partners with Women’s Programs in an annual event for Eating Disorders Awareness Week.

Institutional Diversity (ID)

- The Athletic Department participated fully in the institution’s Diversity Self Study and continues to work towards completion of the plan for improvement identified in that process.
- New minority basketball coaches participated in ID’s fall mixers to meet other minority professionals across the campus.

Coaches vs Cancer

- OSU’s Athletic Department is rated first in the Big 12, first in the American Cancer Society’s High Plains Division and in the Top Ten nationally for fundraising in the Coaches vs. Cancer program since 1993.
- The program is the largest fundraiser in Gallagher-Iba each year on “Swish Day” when cancer survivors are introduced just like the starting line-up and collection cans are passed through the crowd.
- Men’s and women’s basketball student-athletes make hospital visits to oncology wards – particularly pediatric wards.
- The teams also host children they’ve met in the hospitals at games in Gallagher-Iba and in one case, dedicated a game ball to a young cancer victim who died before he was able to attend the game he had asked the team to win for him. Instead, they met with the child's family after the game – each player spoke to the family—and presented the game ball to his mother.

Relay for Life

- A joint project of the ASSA staff and the SAAC, the staff members raise funds and the student-athletes on the SAAC walk in the Stillwater Relay for Life to raise money for breast cancer research.

Special Olympics

- Not only does the Big 12 have a partnership with Special Olympics, OSU is the site of Oklahoma’s huge annual Special Olympics competition.
- Student-athletes on the football team have a special ball-signing event for Special Olympians each year.
- SAAC sponsors a bi-annual fundraising event for Special Olympics including the 2005 “Bedlam Buffet” and the 2007 “Meet & Greet” Silent Auction.
- Because the events take place on OSU athletic venues, a number of student-athletes take part in the organization of Special Olympic events or participate as “huggers” for participants.

Special Spectators

- The football team participates with this Oklahoma City-based organization to host children with disabilities or life-threatening diseases at games. The Athletic Department provides tickets to the children and their families and football players meet and interact with the children while they are on campus.

Habitat for Humanity

- A number of student-athletes work with the local Habitat for Humanity in building and painting homes for low-income home owners.

Food Drives –

- Student-athletes assist in gathering cans collected from fans at one football game each fall and then help load and sort the results for the local Harvest II drive to stock local food pantries.
- Student-athletes also help load and sort cans of food from the annual “Can OU” drive before the Bedlam football game each fall.
- Student-athletes raise funds to buy turkeys and help pack baskets for families sponsored by the Central Oklahoma Community Action Agency for Thanksgiving each year.

Humane Society

- Members of the equestrian team work with the local Humane Society, helping to vaccinate animals and walking and working with animals up for adoption.
Red Cross & Oklahoma Blood Institute
- Two major blood drives held on campus each year take place in Gallagher-Iba. Student-athletes help staff tables and pass out refreshments and donate blood.

Stillwater Public Schools
- The Athletic Department has an on-going partnership with the Stillwater Public Schools.
- Student-athletes from all teams regularly read to students.
- Student-athletes also play games with at-risk students identified by the school system.
- OSU football player Martell Van Zant, who used a signer to attend classes and compete, visited a local elementary school where a deaf student also used a signer. The visit was such a hit that the school formed “Sanger Signers” and the entire elementary school still signs the Pledge of Allegiance each morning. The Signers and Van Zant’s inspiration were recognized by the Stillwater City Council during Disability Awareness Week in 2007.

The OSU Volunteer Center
- Since service projects are one element of the SDVE 1113/Life Skills, the Volunteer Center regularly calls ASSA with potential projects or simple requests for help that volunteers from a group such as the SAAC or a specific team can meet.

The OSU Alumni Association
- The OSU Alumni Association each year recognizes Seniors of Significance selected on the basis of academic success, campus involvement and leadership. In the past five years, student-athletes have made the lists every year with an all-time high of 4 student-athletes named Seniors of Significance in 2008-2009: Megan Byford, women’s basketball, Seb Clements, football, Yolanda Odenyo, soccer and Jacqueline Roberts, equestrian.

OSU Black Greek Societies
- A number of black student athletes also join black fraternities on campus, calming a history of conflict between the two groups.
- The Athletic Department contacts black fraternities to perform step shows during half-time and student-athletes often participate.

OSU Fellowship of Christian Athletes
- The Fellowship of Christian Athletes continues to be a large and active group at OSU.
- Athletic Department administrators attend FCA banquets to recognize the accomplishments of student-athletes.
- FCA arranges speaking engagements for student-athletes at schools and churches throughout the state.

The Big 12 Conference
- The Athletic Department routinely sends staff to Big 12 conferences and seminars featuring diversity training.
- The department selects two members of the SAAC to serve on the Big 12 SAAC each year and in the past two years one or both of those representatives have been minorities.
- The ASSA aggressively prepares student-athletes to compete successfully for conference post-graduate minority scholarships, all-conference academic and service awards and leadership conference spots.
- OSU sports earning All-Academic team honors in 2008: men’s track, wrestling, soccer, softball and women’s track.
- OSU had 220 student-athletes earn Big 12 Commissioner’s Honor Roll honors (3.0 or above) in the spring of 2008 and 228 for the fall of 2008.
- Wrestling led all sports with 42 Academic All-Americans/Scholar-Athletes. Since 2000, OSU Wrestling is tied for second in the nation behind Central Michigan (26) with 24 National Wrestling Coaches Association Academic All-Americans.
- Wrestling has also led the conference in Academic All-Big 12 selections the past eight years and has been ranked as an All-Academic Team by the National Wrestling Coaches Association the past five years.
- Softball led all women’s sports with 40 Academic All-American/Scholar-Athletes.
The NCAA

- The Athletic Department makes extensive use of NCAA materials and programming to provide training and information on diversity issues.
- The ASSA aggressively prepares student-athletes to compete successfully for minority scholarships and leadership opportunities.
- In 2006-2008, the institution produced 47 Arthur Ashe Jr. Sports Scholars which places OSU fourth nationally and first in the Big 12.
- Yolanda Odenyo, soccer, was named: Arthur Ashe, Jr. Sports Scholar 2nd team; ESPN/Verizon Academic All-District, 1st team; NSCAA/Adidas Scholar All-American first team; ESPN/CoSIDA Academic All-American 2nd team; Big 12 Postgraduate Scholar; OSU Alumni Association Senior of Significance; and Big 12/Chick-fil-A “Community of Champions” award.
- Darnell Smith, football, was named: Arthur Ashe, Jr. Sports Scholar; John McClendon Minority Postgraduate Scholar; National Football Foundation Honor Society; and Big 12 Postgraduate Scholar.

7. Programs and Activities (staff and coaches)

a. In order to review programs and activities for staff and coaches related to diversity, the committee reviewed:

- A survey of all head and assistant coaches and staff regarding opportunities for training on diversity issues.
- Athletic department travel and membership expenditures regarding professional associations and attendance at related conferences and conventions where training on issues, including diversity, purportedly occurs.
- A report from university HR regarding diversity training sessions offered and attendance of Athletic Department staff at these training sessions since 2003.
- EADA reports from the last three years to determine the amount of money allocated to memberships in professional organizations.
- Itemized reports showing the amount of dues paid by sport to each professional organization during the last year (2007-2008).
- A brief survey conducted in gathering information on Operating Principle 3.3 to determine participation by coaches or staff in Safe Zone training on diversity in sexual orientation.
- The institution’s response to a Big 12 Survey on Diversity in October 2006.

b. In 2005, all deans, directors and department heads at the institution, including Athletic Department administrators and coaches, were required to attend a 2.5 hour training session on diversity. The session was led by the university’s VP for Institutional Diversity to address the need and importance of valuing and appreciating diversity in the workplace. This training is now offered on an annual basis through OSU Human Resources Training Services under the title “Respect for Diversity.”

Diversity training regarding sexual orientation is offered primarily through Safe Zone, an educational program open to the entire institution and the community. Safe Zone identifies individuals who consider themselves to be open to and knowledgeable about gay, lesbian, bisexual, transgender, and queer (GLBTQ) issues. Members attend a required three-hour workshop and subsequently display a Safe Zone symbol to demonstrate their acceptance of GLBTQ individuals. Membership is purely voluntary and free. Safe Zone members serve as a resource to students and others with questions regarding sexual orientation. Safe Zone is supported by the Student Counseling Center, the Division of Institutional Diversity and Division of Student Affairs.
The 31 respondents to the survey of head and assistant coaches mentioned in “a.” above indicated professional associations are also an important source of diversity training through publications, conference presentations and continuing education. Coaches and professional staff report memberships in relevant professional associations with both membership and travel to professional meetings paid by the athletic department.

The institution’s responses to a 2006 Big 12 Survey on Diversity indicated memberships in the Black Basketball Coaches Association, the Women’s Basketball Coaches Association and the National Association of Collegiate Women Athletic Administrators as well as occasional participation in Black Coaches Association seminars and NCAA “So You Want to be a Coach” seminars.

c. Despite the memberships and conference attendance, only four of the 31 coaches and staff members who responded to the survey report having actually received diversity training in the past three years – other than the required session with Institutional Diversity. Two of the four attended the training at another institution, one mentioned obtaining material in a graduate course and the fourth presented a paper at 2004 North American Society for Sport Management Conference on the lack of racial diversity in major college football coaching.

Although the athletic department says it encourages and supports diversity training, distributes information about training opportunities and even pays for travel to obtain it, there appears to be a disconnect. Coaches and staff do not seem to be taking advantage of training opportunities. No record exists of the actual opportunities for training available in any given year through professional organizations, the Big 12 Conference or the NCAA. The assumption that coaches and staff are receiving diversity training through their professional affiliations is not substantiated by the survey results. Additionally, a review of training records from University HR shows that Athletic Department staff have sent 16 staff members to six different diversity training sessions since September 2003, so even free, on-campus opportunities for diversity training are not being taken advantage of. The Division of Institutional Diversity, however, employs a Diversity Education Coordinator responsible for developing programs for faculty and staff who could be asked to provide regular programming for the Athletic Department.

The Safe Zone program has been offered by the institution for several years and appears to provide excellent training in the area of GLBTQ issues—especially issues faced by young adults. The Wellness Student-Athlete Performance Group, chaired by the Team Physician, received Safe Zone training on April 30, 2009. As part of this training the group worked with Safe Zone Coordinator Dr. Tamara Richardson to plan additional training sessions scheduled for 2009-2010 for all head coaches, all athletic training personnel, and the ASSA staff. The goal for these additional training sessions is that all personnel who have day-to-day contact with student-athletes receive the training during 2009-2010 or as part of a formalized new employee orientation program when they are hired.

d. With the exception of Safe Zone training described above, the committee believes the Athletic Department has good intentions to provide programs and activities for coaches and staff regarding diversity, but department members are not participating in actual training. Since diversity training is not being received at professional meetings, the Committee recommends that the SWA, FAR, and Associate AD for Academic Affairs work together annually to identify appropriate training opportunities offered by the Big 12 Conference, the NCAA, campus entities, or outside speakers and that all coaches and professional staff be required to attend at least one diversity training session every other year. The Division of Diversity Education Coordinator could be used to bring programming directly to the Athletic Department. Additionally, it recommends that the SWA will be designated to monitor compliance with these recommendations including participation in Safe Zone training of all departmental personnel having daily contact with student-athletes.

8. Programs and Activities (student-athletes)

a. In studying this area, the committee reviewed the syllabus for the SDEV 1113/Life Skills Course, OSU Policy and Procedures Letter 2-0212 on Approval of General Education Courses, lists of awards, scholarships and leadership opportunities received by OSU student-athletes for the last three years; distribution of SAOF funds, and position announcements for filled player development positions for the football, men’s basketball, and women’s basketball. In addition, it interviewed the Associate AD for Academic Affairs, the Vice President for Student Affairs, the Director of the Inclusion Center for Academic Excellence, and the student-athlete representative to the OSU Athletic Council.
b. The syllabus of the SDEV 1113/Life Skills course deals with diversity issues in a week-long unit on diversity. Topics in this unit include cultural identity, GLBTQ, and cultural empathy. Students have the opportunity for discussion and to make presentations on selected topics.

For all undergraduate students matriculating in fall 2008 or later they must have completed with a passing grade at least one general education course with a Diversity “D” designation in order to graduate. Courses designated “D” emphasize one or more socially constructed groups (e.g. racial, ethnic, religious, gender, age, disability, sexual orientation) in the United States.

The staff of Academic Services for Student-Athletes (ASSA) brings occasional speakers on diversity-related topics to the Academic Enhancement Center and the center’s new digital message ticker system provides information on campus speakers and events including those on diversity-related topics. For instance, in January 2008, the Student Government Association’s Speakers Bureau brought Coach Ken Carter, whose life was the subject of the movie “Coach Carter”, to campus as a Martin Luther King Day speaker. A group of student-athletes attended the program in the Wes Watkins Center.

ASSA provides services to all student-athletes including:
- Academic support (tutors/ facilitators)
- Eligibility tracking
- Admissions assistance
- Personal Counseling
- Career Advising
- Secondary Academic Advising
- Compliance Assistance
- CHAMPS/Life Skills Programming
- Recruiting Assistance
- Disabled Student Services
- Educational Technology (Computer Labs)

All new freshmen and transfer student-athletes are assigned individual facilitators who also provide life and cultural advice in addition to developing a “contract” with the student-athlete regarding life and academic goals. The program has been so successful that minority student-athletes now have a higher graduation rate at the institution than minority students in general.

In addition, the ASSA aggressively develops student-athletes for success in campus, conference and national award and scholarship competitions. The ASSA Assistant Director/Academic Honors & Awards Coordinator tracks successes that have included:
- 47 Arthur Ashe, Jr. Sports Scholars (for student-athletes of color excelling in the classroom) in 2006 through 2008 placing the institution 4th nationally and 1st in the Big 12.
- Minority Post-graduate scholarship winners for the past three years: Deleanor Kirkpatrick, 2009 NCAA Ethnic Minority Postgraduate Scholarship
  McKenzie Price, 2008 NCAA Ethnic Minority Postgraduate Scholarship
  Darnell Smith, 2007 John McGlendon Minority Postgraduate Scholarship
- 302 placements on All-Big 12 Academic Teams in 2006-2008
- Minority student-athletes Richetti Jones and Deleanor Kirkpatrick were delegates to the NCAA Regional Leadership Conference in 2007
- Minority student-athlete Destanie Sikes attended the NCAA “So You Want to be a Coach” seminar in 2006

The Athletic Department makes use of Student Athlete Opportunity Funds to support travel and attendance at awards ceremonies and seminars/conferences. In the past three years, 13 male student-athletes and 26 females have been the recipients of SAOF grants. Since 2002, the ASSA has contacted and supported the academic progress of numerous student-athletes whose eligibility expired before earning a degree. By May 2009, 50 of those will have earned degrees.

In addition, the department, individual teams, ASSA and the SDVE 1113/Life Skills class support service learning in which student-athletes have a myriad of opportunities to interact with individuals from other sports and the community in programs from the Red Cross to Coaches vs. Cancer to the
Humane Society to Special Olympics. A full description of projects is included in Program Area 6 “Partnerships” above. Player development coordinators have been hired in football, and men’s and women’s basketball to further create and deliver programs to support and develop life skills and success in dealing with the pressures of college life and athletics.

The Division of Institutional Diversity through the Inclusion Center for Academic Excellence (ICAE) provides services with a particular focus on African-American, Asian-American, Hispanic, and Native-American students. The ICAE staff is dedicated to promoting and reflecting the ethnic richness of OSU, advocating for student needs, and helping students succeed and graduate. The ICAE helps a diverse array of students—including student-athletes—achieve classroom success through its PASS study skills program, supports student-driven initiatives to be active and engaged in the university and community and helps students acclimate to a land-grant institution in a non-urban setting.

The Division of Student Affairs through its Office of Campus Life provides a home for numerous student organizations that promote cultural awareness and appreciation. Programs such as Allied Arts bring in performance artists from around the world. The Bartlett Art Center is the venue for a full calendar of traveling and student/faculty-produced fine arts exhibitions. The Seretean Center for the Performing Arts features music and theater throughout the academic year and the Student Union Activities Board and academic departments host hundreds of guest lecturers and performances reflecting diverse cultures, disciplines and viewpoints from across the globe.

c. There exists a wider array of programs supporting and contributing to diversity on the campus than student-athletes—given the demands of practice, training, travel and academic requirements—can or do utilize.

Nevertheless, as indicated in Program Area 6 “Partnerships,” student-athletes are performing a significant amount of public service—much of it off-campus or in venues where the general student body is not present (i.e., helping with Special Olympics the week after finals when most students have left or helping with blood drives in Gallagher-Iba which attract more faculty and staff than students or visiting a cancer ward in Tulsa). Because those contributions are not consistently tracked in the campus Volunteer Center (or even in the Athletic Department) awareness of the service is low and the hours do not accrue to the Carnegie Community-Engaged Campus designation that is a campus priority.

Despite the involvement of more student-athletes in the two fraternities and three sororities of the historically black National Pan-Hellenic Greek organizations on campus, there remains a sense in the Office of Student Life that student-athletes tend to be somewhat isolated and insulated from the rest of the campus and student body.

Within the Athletic Department, minority student-athletes appear to be the beneficiaries of programs that contribute to graduation and success after college. The record of Arthur Ashe Jr. Scholars and All-Big 12 Academic awards is especially notable given concerns about OSU’s student-athlete graduation rates in the last self-study.

d. The committee found no deficiencies in this program area but again would recommend the department develop a database of the service projects performed by student athletes comparable to the excellent tracking of student awards and scholarships. Perhaps the athletic department could partner with Campus Life to invite other student organizations to join student-athletes on some of those projects in order to lessen the sense of athletic insulation. As mentioned previously, the Athletic Department should find a way to have volunteer service by student-athletes incorporated in the Volunteer Center database to the benefit of the Carnegie Community-Engaged designation.

9. Participation in Governance and Decision Making

a. To ensure a complete study of participation in governance and decision making by both staff and student-athletes, the committee reviewed the current diversity of the athletic department employees, the minutes and current roster of the SAAC, recent coaches surveys, lists of students chosen to represent the institution on the Big 12 SAAC, attendance information for administrators attending conference and NCAA meetings and student-athlete exit surveys. In addition, the
committee interviewed the Assoc. AD for Academic Affairs who is also the Director of the Academic Enhancement Center and oversees Life Skills programming.

b. The SAAC meets twice a month during the fall and spring semesters and is made up of two representatives from each team. The SAAC serves in an advisory capacity to the Athletic Department/AD, bringing forth items of concern to student-athletes and providing review and recommendations on items brought to the group by the Athletic Department.

Two members of the SAAC are selected each year to participate on the Big 12 SAAC. Nominees for NCAA leadership opportunities tend to be active SAAC members.

Through conversations with individual facilitators, announcements at team meetings and an electronic ticker in the Academic Enhancement Center, student-athletes are made aware of campus-wide and athletic-related leadership opportunities.

Every six to seven years, the NCAA Leadership Conference is held in this region and attendance by a student-athlete is sponsored by the Athletic Department. In 2007, two black student-athletes, Deleanor Kirkpatrick from women’s track and Richetti Jones from football, attended the meeting focused on developing leadership skills. Kirkpatrick, a member of the women’s track team, also served as a representative to the Big 12 SAAC in 2007. Julie Radar of women’s track attended the 2009 NCAA conference. Erin Prutrow of the equestrian team attended the NCAA Leadership conference in 2008.

Senior administrative staff meets at least weekly in a meeting chaired by the Associate AD for Development to discuss operational issues. During football season this group holds additional meetings during the week of home football games to discuss pre-game issues and for post-game review and debriefing.

Head coaches and senior administrative staff meet monthly at a meeting chaired by the Associate AD for Compliance. The meeting consists of a compliance update, reports from the Associate ADs, issues introduced by the coaches, and a wrap-up by the AD.

Support staff met monthly at a meeting convened by the Senior Associate AD to hear updates and discuss issues introduced by staff or administrators. These meetings have not taken place recently.

c. All student-athletes, including minorities, have an equal opportunity to represent their team on the SAAC. In fact, women of every ethnic background and black male student-athletes are active in the SAAC in numbers and percentages that exceed their representation in the general student-athlete population. Minority athletes, because of their high levels of participation in SAAC, have also been selected to represent the institution at conference and NCAA leadership events.

Because of the lower than desired level of diversity on the administrative and coaching staffs at the institution, it is somewhat harder to make the case that there is involvement on the part of minority coaches and staff in decision making. Certainly the opportunity is there through the open door policy. And according to coaches surveys, minority coaches do hold membership and participate in professional organizations—both paid by the Athletic Department.

d. The institution needs to continue to monitor participation in the SAAC to make sure it is an organization that truly represents the diversity of the students who participate in athletics at the institution. In addition, the institution should insure diversity in the students selected for the Big 12 SAAC.

As noted in Operating Principle 3.1’s Plan for Improvement, the Sr. Associate AD needs to reinstate monthly meetings for staff members not represented in the senior administration or head coaches meetings and keep minutes in order to involve this more diverse group in decision making.

The institution should continue to monitor and encourage participation in Black Coaches and Administrators and the National Association of Collegiate Women Athletics Administrators. Adding information about both to the employee handbook and the new employee orientation program will resolve this.
10. Using the “plan for improvement” section, provide an institutional diversity-issues plan that addresses all nine aforementioned program areas for the athletics department. The plan must include all required elements of a plan as noted by the committee (see Appendix D). If a deficiency does not exist in a program area(s), the institution must include an evaluation mechanism to monitor the institution’s status in that program area(s).

Within gender-issues and diversity-issues written plans, specific numerical targets may place an institution at legal risk and are not expected in an institution’s written plan, particularly as it relates to hiring practices. In the program area of hiring practices, institutions may submit plans that have broad, flexible non numeric hiring goals. As it relates to other program areas, including but not limited to participation rates and budget increases, specific numerical targets may be appropriate.

a. Institutional and athletic department commitment and organization
   • Review and act on annual progress reports on ID plan for improvement.
   • Review and act on annual reports/recommendations from Athletic Council including adding accepted recommendations to the improvement plan.

b. Assessment
   • Secure permission from NSSE to incorporate its three diversity-related questions into the student-athlete exit survey as way to indirectly measure the impact of programs and services delivered to student-athletes in promoting respect toward all people.

c. Recruitment
   • Report progress annually to Athletic Council including number of searches, number of searches using search committees, racial/ethnic composition of search committees.
   • Continue to use professional associations to post openings and assist in targeted recruiting of under-represented candidates for coaching and administrative positions.
   • Establish a paid post-graduate internship to provide a development opportunity for a member of under-represented groups to enter the coaching profession.

d. Hiring Practices
   • Continue to strive towards the goal of a level of diversity among the staff/coaches that reflects the level of diversity in the student-athlete population.
   • Assign the Associate AD for Business Operations the task of ensuring a formal assessment and comparison of the institution’s and athletics department hiring practices occurs at least every five years as required by the NCAA.
   • Incorporate the NCAA required review into OSU Policy and Procedures #1-0401 Employment of Athletic Department Exempt Staff and Intercollegiate Coaches.

e. Retention
   • Survey minority coaches/administrators/staff from which results are used to develop a proactive plan to retain them.
   • Continue to monitor APP’s for minority athletes to assess the effectiveness of current efforts.
f. Partnerships
• Create a database of current and future partnerships, and particularly of service by student-athletes, in order to monitor and track the effectiveness of the programs
• Insure volunteer hours and service projects are logged with the Volunteer Center so that the university receives credit towards the Carnegie Civically-Engaged Campus designation.

g. Programs and Activities (staff and coaches)
• The SWA, FAR, and Associate AD for Academic Affairs annually identify, publicize and encourage attendance at appropriate training opportunities offered by the Big 12 Conference, the NCAA, campus entities, or outside speakers.
• Use the ID Diversity Education Coordinator to bring training directly to departmental meetings.
• Require every coach and staff member to attend formal diversity training at least once every three years.
• Require one member of each coaching staff and all administrators to attend Safe Zone training

h. Programs and Activities (student-athletes)
• Partner annually with other campus groups on a service project in order to promote diversity in outside-the-classroom settings with non-athlete peers.
• Provide student-athletes information on all activities on campus and notify them of any activities or events that provide cultural or social diversity issues.
• Include a speaker on diversity issues at the fall orientation meeting attended by all student-athletes.

i. Participation in Governance and Decision Making
• Nominate student-athletes who are representative of the general student-athlete population for leadership opportunities through the Big 12 and NCAA.
• Monitor the diversity of the SAAC leadership and membership on an annual basis
• Consider diversity in appointing representatives to the Big 12 SAAC each year
• Reinstate monthly staff meetings convened by Sr. Assoc AD to ensure input from the level of staff with greatest diversity
• Continue to monitor and encourage participation in Black Coaches and Administrators (BCA) and the National Association of Collegiate Women Athletics Administrators.

11. Describe how the institution will review its diversity-issues plan on an annual basis, including how it will compare the plan with its assessment (see Program Area No. 2). Further, identify those individuals who will be responsible for this review.

The diversity-issues plan will be reviewed annually in four ways:
• The Athletic Council through its committee on Equity and Student-Athlete Well-Being conducts an annual review of the diversity plan for improvement. The committee’s report is presented to the Athletic Council with recommendations. After full council approval, the report and recommendations are forwarded to the President and AD.
• The Faculty Athletics Representative is charged with ongoing review of all NCAA compliance issues including plans for improvement and with providing advice to the president and athletic director.
• The Division of Institutional Diversity reviews all diversity plans on an annual basis and the Assistant/Associate Vice President for Institutional Diversity reports to the president with results and recommendations.
• The Athletic Director and his council of associate athletic directors review diversity issues on an ongoing basis with specific attention to reports from the above entities.

Reports are also forwarded to the Athletic Committee of the Faculty Council and the SAAC for review and input.
The individuals involved include:
Burns Hargis, President and CEO
Mike Holder, Vice President for Intercollegiate Athletics and Director of Athletics
Meredith Hamilton, Faculty Athletics Representative
Scott Williams, Associate AD for Compliance
Open position, Assistant/Associate Vice President for Institutional Diversity
Chair, Athletic Council Committee for Equity and Student-Athlete Well-Being (changes annually)
Chair, Athletic Council (changes annually)
Chair, Athletic Committee of Faculty Council (changes annually)
Chair, Student-Athlete Advisory Council (changes annually)

12. Describe the institution’s efforts to ensure the diversity-issues plan for improvement was developed through a process involving broad-based campus participation and has received formal institutional approval. Further, please identify the length (e.g., five years) of this plan, including the specific years this plan will be active.

*If a plan concludes before the commencement of the institution’s next self-study, the institution is expected to create a new five-year plan for improvement, even if each of the actions in the institution’s original plan was ongoing in nature. The institution must develop a new five-year plan that will maintain conformity with the operating principle.

The diversity issues plan was developed and continues to be revised through a broad-based, open, three-pronged approach. The initial plan from the second-cycle self-study was developed by a committee composed of faculty, administrators, athletic-department representatives, governing board members, community representatives and students. The draft was then circulated throughout the campus community for input before submission to the NCAA and input from the review team.

In 2006, an institution-wide diversity self study identified additional issues related to diversity in four areas in the athletic department and those were incorporated into the diversity plan and posted online for broad input.

The current self-study again began with the work of a committee representing faculty, staff, administrators, athletic department representatives, governing board members, community members and students. The draft updated plan was circulated through campus organizations from Faculty Council to the Student Advisory Council, including Dean’s Council, Staff Advisory Council, the Council of Student Academic Advisors, the Student Government Association, the Graduate and Professional Student Government Association. The plan was made available online and was the subject of town-hall meetings on campus and off. The revised plan, including input from those many constituencies, was forwarded to the Big 12 Office for review. That input was incorporated into the version submitted to the NCAA on May 1. At their April 2009 meeting, the OSU/A&M Board of Regents directed the report be submitted to the NCAA.

Due to the process for annual review and revision, the plan will achieve many of the current goals within the next two to three years while others involve on-going monitoring to maintain diversity thus extending the plan indefinitely into the future beyond five years.