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Diversity Key Performance Indicators

Key to achieving objectives is specifying those actions and programs that will produce desired results and tracking these actions and programs as “key performance indicators” (KPI). Thus, each objective in the strategic plan should have a list of KPIs and how those KPIs will be tracked. Further, consideration should be given to tracking KPIs by employees responsible for their achievement (i.e., tracking the race, ethnicity and gender of all employees by supervisor responsible for hiring that staff unit). Following are examples of KPIs that are matched to diversity objectives included in the strategic plan. It is critical to use minority group filters within teams, position categories, and by supervisor in the examination of all KPIs related to diversity.

Recommended Key Performance Indicators to Be Reported and Monitored Annually

Objective 1: The racial, ethnic and gender composition within all categories of staff and all student-athlete teams shall annually improve until they generally achieve national census proportions.
1.1 # and % of student-athletes by team by racial/ethnic designation and overall (see Sample Form)
1.2 # and % of student-athletes overall by gender
1.3 # and % of staff members by staff category by racial/ethnic designation, gender, age and disability
1.4 # and % of staff members by senior staff supervisor by racial/ethnic designation, gender, age and disability
1.5 # and % of staff members by employee supervisor by racial/ethnic designation, gender, age and disability

Objective 2: Recruitment of staff and student-athletes shall ensure an adequate pool of candidates from underrepresented groups and conform to institutional policy, governance association rules and regulations, and state and federal laws.

2.1 # and % of prospective student-athletes by team by racial/ethnic designation and overall
2.2 Identify coach relationships by team with high school or open amateur sport programs producing significant numbers of highly skilled student-athletes from minority populations
2.3 # and % of employee applicants by open position and overall open positions by racial/ethnic designation, gender, disability, age, military service
2.4 # and % of employee finalists by open position and overall open positions by racial/ethnic

designation, gender, disability, age, military service
2.5 # and % of open positions categorized as “emergency hires” (no advertising requirement)
2.6 # and % of total searches that fully met EEOC requirements as determined by institutional human resources
2.7 # and % of open position advertisements in electronic or print media outlets specifically targeting underrepresented populations
2.8 # of visits or phone calls made by open position to individuals from underrepresented groups to advise them of the position opening and urge their candidacy and # that applied as a result of such contact
2.9 # and % of members of search committee for each open position who themselves are from underrepresented groups (gender, race/ethnicity, disability, etc.)

Objective 3: Selection or retention of staff and student-athletes shall be based upon skill and competency criteria and shall not be based on race, religion, color, national origin, gender, sexual orientation, age, disability or status as a military veteran except as permitted by the offering of sex-separate sport programs or as required by law.

3.1 # and % of scholarship offers extended and offers accepted by team by white and non-white student-athletes prospects
3.2 Average scholarship amount awarded by team by white and non-white student-athletes
3.3 Succession plan for each senior staff and head coach position includes female and minority replacement prospects
3.4 # and % of new position openings filled by females and non-whites, including breakdown by position type.
3.5 Average years service by gender, white and non-white separated by position classification
3.6 Average salary by gender, white and non-white separated by position classification
3.7 # and % by gender, white & non-white separately, by position classification receiving promotions with and without salary increase and average salary increase
3.8 # and % of staff by gender, white & non-white separately leaving the department and results of exit interview by non-athletics department staff member
3.9 # and % of student-athletes by gender, white and non-white separately leaving the department and results of exit interview by non-athletics department staff member
3.10 # and % of student-athletes by gender, by white/non-white separately by graduation rate, grade point average (GPA) and academic progress rate (APR)

Objective 4: The organizational climate of the athletics program shall be perceived by staff and student-athletes as welcoming to all individuals and reflective of fair treatment and decision-making.

4.1 # and % by gender, white and non-white who, on an annual survey, characterize the athletics department climate as (a) welcoming, (b) sensitive to diversity issues, (c) committed to diversity and (d) respectful of individual differences.
4.2 # and % by gender, white and non-white who, on an annual survey, characterize the athletic department climate as treating all staff and student-athletes fairly.

Objective 5: Athletics department staff and student-athletes shall be knowledgeable of diversity issues and individuals shall be acknowledged for their diversity efforts and initiatives.

5.1 Topic and target audience and % of target audience attended for each diversity education program offered by the athletics department
5.2 # of nominees for each award recognizing staff, team, and/or student-athlete diversity initiatives

Objective 6: The athletics department shall support special programs and efforts that demonstrate success in increasing sports employment and participation opportunities for underrepresented groups.

6.1 # and % by gender, white & non-white separately by type of special support program targeting underrepresented groups (i.e., internships, graduate assistants, externships, mentoring programs, coach development programs, etc.)
6.2 Number and percent applications submitted among all eligible females and non-white student-athletes separately and # and % successful applications for NCAA and other minority post-graduate scholarship programs.
6.3 # and % of staff by gender, white and non-white separately who have written professional development plans
6.4 # and % of graduates by gender, white and non-white separately who currently work in sports related fields

As with all key performance indicators, their selection should be carefully evaluated with regard to ease and manner of data collection and whether they are truly good indicators of success. Getting these indicators right is critical because such data collection should be consistent over decades. At the end of this chapter are sample data collection forms and display tables that could assist in the development of these management reports.

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Lopiano, D.A. and Zotos, C. (Publication 2013) The Athletics Director's Handbook: A Comprehensive Practical Guide to the Management of Scholastic and Intercollegiate Athletics Programs. Champaign, IL: Human Kinetics.

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