



FOLLOW-UP NOTES AND Q&As

Webinar #43

Political Assaults on DEI Programs: Implications for College Athletics

The Drake Group Education Fund Webinar Series – Critical Issues in College Athletics

Thanks for attending or registering for our December 12, 2024 webinar on critical issues in intercollegiate athletics. A regular feature of our webinar series is “Follow-Up Notes” which provides links to the recorded webinar, answers to questions from the audience which panelists did not have the time to address or those emailed to us from telephone participants, and information on our next webinar. Questions may be slightly revised to be more generic or to combine similar questions.

1. Webinar #43 RECORDING

In case you missed any part of the November 21, 2024 webinar, you may access the recorded video here:

***“Political Assaults on DEI Programs: Implications
for College Athletics***

[ACCESS RECORDING HERE](#)

2. UNADDRESSED QUESTIONS FROM WEBINAR ATTENDEES

Following are answers to questions from the audience symposium that panelists did not have time to address. Responses are from The Drake Group Education Fund (TDGEF) and The Drake Group experts and/or panelists. Answers include any panelist or attendee responses from the chat area deemed helpful. General comments by attendees not phrased as questions are not included.

Q1: In states where DEI is banned, what are strategies for academicians to teach how to be inclusive of people and thoughts?

A1: More than 85 anti-DEI bills have been proposed in 28 states with 14 becoming law. In the face of onerous challenges many faculty members are eager to help fill the independent program void by intentionally advancing DEI in their pedagogy. Carnegie Mellon's Eberly Center has assembled a great resource center of course design and delivery strategies — [How To Center DEI in Teaching](#) — that should be considered.

Q2: Could you elaborate a bit more on womanism vs feminism! I haven't heard this before and I would love to hear more.

A2: "In essence, the terms 'womanism' and 'feminism' are closely related in the sense of fighting for equal rights of women however, 'womanism' focuses on specifically black women and women of colour. The distinction between the two key words should be clearly emphasised because it should be made clear that white women benefit from an advantage when referring to the terms 'feminism' or a 'feminist.' Womanism allows an area of focus for underrepresented women of society, those originating from ethnic minorities. They experience the struggles of sexist comments and challenges such as a lack of senior positions and the gender pay-gap nevertheless, they experience this through much more of an unfair lens. Furthermore, they face prejudices in the image of racism and segregation. They are made to feel different not only because of their gender but because of their skin colour and ethnic background. Therefore, although all females should be treated equal to their male counterparts, it is important to acknowledge the nuanced experiences of Black and women of colour (BIPOC), which includes black and indigenous women such as Aboriginal Australian women and Native American women. As well as women of colour (POC) in terms of different skin tones." – Lauren Naber ([read more here](#))

Q3: What are some examples of college athletics specific DEI programs?

A3: Several examples:

- [Cal State Fullerton Athletics](#)
- [San Francisco State Athletics](#)
- [The State of DEI in College Athletics](#)
- [East Stroudsburg State University](#)

Q4: Should we be looking at the political aspect of higher education power holders and the mental health of athletes in predominantly non-life affirming schools and cities for black students?

A4: Absolutely. On Thursday, January 16, from 2:00-3:30pmET, Webinar #44, "Confronting Increases in College Athlete Suicide and Other Mental Health Risks," will address this and other mental health issues. The plight of Division I basketball and football players of color is especially troublesome, as the "pay for play" movement appears to solidify the acceptability of minimizing the importance of graduation and maximizing player payments during the short 4-year window of opportunity. For a deep dive into critical issues of race, see [A Continuing Disgrace: Intercollegiate Athletics Race Issues](#) and [Improving Academic Outcomes in NCAA Division I Revenue Sports and HBCU Limited Resource Athletic Programs](#).

Q5: Are there any trends in barriers to putting DEI policy into practice?

A5: Certainly not specific to DEI programs, organizations working to achieve major changes in an organization's culture, face multiple common barriers such as lack of goals and metrics, no real buy-in from organization leaders, inadequate training, failure to seek employee advice in the

design of programs, budgetary restrictions, cultural resistance, unconscious bias. Suggested resources:

- [“19 DEI Obstacles Leaders Have Overcome”](#)
- [“10 Reasons Why DEI Efforts Fail \(And How to Ensure They Succeed\)”](#)
- [“Getting Past the Top 5 Barriers to DEI Program Implementation”](#)

Q5: How can we best support athletes who are unlikely to be able to stand up to the assault on DEI, accessibility, etc. Athletes are not likely to rock the boat if they perceive that such action would displease their coaches. The scholarship and playing stakes are simply too high to risk potential loss of these benefits.

A5: Conferences or the NCAA must adopt coach/staff codes of conduct that include prohibitions of abusive physical and mental practices including those emanating from racism and sexism. Confidential reporting mechanisms and mandatory reporter policies must exist in order to successfully enforce such policies.

3. OUR UPCOMING WEBINAR SCHEDULE

Mark your calendars to join us for our next scheduled TDGEF webinars:

Webinar #44	Confronting Increases in College Athlete Suicide and Other Mental Health Risks REGISTER HERE	Jan. 16, 2025	THURSDAY 2:00-3:30 pm ET
Webinar #45	Increasing Black Male Football/Basketball Player Graduation Rates	Feb. 20, 2025	THURSDAY 2:00-3:30 pm ET
Webinar #46	Investigative College Sport Journalism: Where art thou?	Mar. 20, 2025	THURSDAY 2:00-3:30 pm ET
Webinar #47	2025 Allen Sack National Symposium: Advancing Integrity in College Sport	Apr. 16, 2025	THURSDAY 9:00am-3:30 pm ET
Webinar #48	College Sports Affordability	May 15, 2025	THURSDAY 9:00am-3:30 pm ET

4. ACCESS RECORDINGS OF PREVIOUS WEBINARS

[CLICK HERE](#) to see the table of contents of The Drake Group Education Fund Video Library for recordings of all 42 previous webinars including the full proceedings of the 2022, 2023, and 2024 Allen Sack National Symposia.

5. QUESTIONS ABOUT THE DRAKE GROUP EDUCATION FUND

The Drake Group Education Fund (TDGEF) is the 2-year-old 501(c)(3) non-profit education sister organization of The Drake Group (TDG) whose mission is to ensure that the promise of college athletics is realized for all stakeholders. TDGEF produces *The Allen Sack National Symposium on Integrity in College Sports* and the *Critical Issues in College Sports Webinar Series*, conducts fact-based research on intercollegiate athletics and develops position papers and other educational materials that influence public discourse on current issues and controversies in college sport. To access a full library of print and video educational materials on current issues in intercollegiate athletics, visit www.thedrakegrouppeducationfund.org. All educational materials are available free of charge. If you believe The Drake Group Education Fund is doing good work, please also consider making a tax-deductible donation to support our webinars, educational research, and programs. You can donate to support what we do [HERE](#).

The Drake Group (TDG), a sister organization to TDGEF, was founded in 1999, and is a 501(c)(4) non-profit organization whose mission is to educate policymakers and advance legislative initiatives that foster academic integrity and athlete well-being in intercollegiate athletics. For the most current information on The Drake Group and college athletics related bills being considered by Congress, visit TDG [HERE](#). TDG needs volunteers to contact their senators and representatives to advance collegiate athletics reform legislation. Learn about legislation and [VOLUNTEER/JOIN HERE](#).

6. THANKS TO OUR WEBINAR #43 PANELISTS



BRUCE SMITH Ph.D.(Moderator), Director of Empowerment Strategies/CEO, ACES Group has worked in K-12, higher education and intercollegiate athletics for more than two decades as a teacher, professor, administrator, and coach; as a higher education administrator, his work focused on student life, athletics, and equity and justice at both small private liberal arts colleges and flagship state institutions in California, Arizona, Colorado, and Oregon; Smith specializes in managing comprehensive student support; mentoring and supervising staff; creating connections between curriculum and co-curriculum and developing equity and justice institutional strategies; as a professor, his work focuses on African American life and culture; the sociology of education; sport studies; and American studies with an emphasis on developing engaging, student-centered, identity-conscious pedagogy.



HOWARD CROOM III, Ed.D., *Associate Vice President, People Strategy, Equity, and Culture, Portland Community College*, leads a newly formed division at PCC, overseeing the college's human resources and institutional equity functions. He previously served as Associate Athletic Director and Chief Diversity Officer at Oregon State University Athletics and as a graduate faculty member in the School of Language, Culture, and Society. Dr. Croom has also held roles at USC Athletics, UC Irvine Athletics, and earlier at Oregon State University. His research focuses on anti-Blackness and the exploitation of Black athletes in college sports, including co-authoring an October 2024 publication in the *Kinesiology Review* examining how amateurism is rooted in anti-Blackness and extracts wealth, health, and educational opportunities from Black athletes.



JEN FRY, Ph.D., *Sports Geographer, tech founder, TEDx speaker, sought-after speaker, and educator.* She owns [JenFryTalks](#), an organizational change firm that sits at the intersection of conflict and culture. It specializes in transforming organizational dynamics by addressing how conflict and culture shape leadership and overall business outcomes. She is a veteran volleyball coach with over 15 years of experience coaching at the collegiate level. She received her Ph.D. in Sports Geography from Michigan State University (GO GREEN!). Jen is the founder of [Coordle](#), which keeps sports teams organized and informed—focus on winning, not logistics.



F. MICHELLE RICHARDSON, Ph.D., *Associate Professor and Program Coordinator Sport Management, Coppin State University College of Business.* Dr. Richardson is also Coppin State's NCAA Faculty Athletics Representative, former president of the [North American Society for Sociology of Sport](#) (NASSS), and sits on the Board of Directors for the [Commission on Sport Management Accreditation](#) (COSMA). Dr. Richardson previously taught at Alabama A&M, The Citadel, Washington State University, and Hampton University. She earned a Bachelor of Arts in journalism from Howard University, a Master of Science in Sport Management from Florida State University, and a Doctor of Philosophy in Sport Administration from the University of New Mexico.