

## ***Planning an Integration Institute A Design Template***

Intercollegiate athletics is an important part of the overall mission of each college and university. The integration of athletics as a full campus partner is important to ensuring the vibrancy and integrity of the program, as well as the experiences of the student-athlete and coaching staff.

Integration Institutes offer a template for campus conversations that engage all those who have a stake in the enterprise of the intercollegiate athletic program.

### **College Sports Project**

Bob Malekoff, Guilford College  
Amy Campbell, Princeton University

[www.collegesportsproject.com](http://www.collegesportsproject.com)

[rmalekof@guilford.edu](mailto:rmalekof@guilford.edu)  
[amyc@princeton.edu](mailto:amyc@princeton.edu)

## ***Integration Institute Resources***

### **Conferences that have sponsored Institutes:**

Landmark Conference

John Reeves

[jreeves@drew.edu](mailto:jreeves@drew.edu)

Old Dominion Athletic Conference

Brad Bankston,

[brad@oadaonline.com](mailto:brad@oadaonline.com)

New England Small College Athletic Conference

Andrea Savage

[Andrea.Savage@trincoll.edu](mailto:Andrea.Savage@trincoll.edu)

Southern Collegiate Athletic Conference

Mike Clary

[clary@rhodes.edu](mailto:clary@rhodes.edu)

Rhodes College

### **Participating Colleges and Universities in the inaugural Integration Institute**

Allegheny College

Carleton College

Geneseo (SUNY)

Pomona College

Rhodes College

Southwestern University

Ursinus College

Washington University

Washington and Lee University

Wesleyan University

## ***The College Sports Project: A Brief History***

The College Sports Project (CSP) is an initiative of The Andrew W. Mellon Foundation. The College Sports Project represents more than 70 colleges and universities in the NCAA's Division III who are committed to strengthening the bonds between intercollegiate athletics and educational values.

Two fundamental and interconnected objectives serve as cornerstones of the College Sports Project:

- athletes are primarily students—their academic outcomes and engagement with a wide variety of campus activities should be representative of their peers.
- students who participate on intercollegiate athletic teams should do so in an environment that is integrated with and complementary to the educational values of the institution.

### **Goals of the Integration Institutes**

Integration Institutes are intentionally designed to bring together, in conversation, the institutional stakeholders of the athletic program.\* The conversation has the potential to:

- share ideas and reaffirm objectives of the athletic program
- discuss the definition and principle of success
- introduce or reacquaint participants with key integration principles and best practices and how they may be implemented across campus
- engage participants in viewing the integration process as one which is framed by the institution's educational values and principles
- develop and share integration strategies supporting "representativeness"

\* i.e., the president, a faculty member, the direct athletic report, the athletic director, the senior women's administrator, a men's coach and a women's coach

## ***Organizing an Institute***

### **Determining the Institute Format**

Conferences and schools may choose different Institute formats to achieve their desired outcomes. Examples of formats include:

#### **Conference Institute**

- Each member of the conference brings a 'team' of participants, representing each institutional athletic stake holder to discuss athletic integration and goals within a conference setting
- Schools from several conferences come together with the individual teams to discuss issues of integration across conferences articulating the larger Division III issues
- Presidents and athletic directors from within a conference come together to discuss issues of integration in a smaller forum. Smaller groups could also include admissions or other campus personnel associated with athletics.

#### **Institutional Institute**

- An individual institution creates a participant list of stakeholders to discuss specific college/University issues related to athletic integration and representativeness.
- i.e., president, athletic direct report, provost, dean of students, facilities head, SWA, coaches, selected student-athletics

The important factor in designing an Institute is creating a format which will meet the needs and goals of the participants.

## **Design the Institute**

- Identify the primary purpose of the Institute including some short and longer term outcomes.
- Create a cross-sectional planning team including athletic department and non-athletic department representatives.
- Create and distribute a pre-Institute self-study set of questions.

## **Pre Institute Self Study Suggestions**

In preparation for the Institute, some institutions have found it helpful to participate in an on-campus conversation and internal self-study. The guiding questions are intended to serve as a stimulus for consideration and conversation among the ‘team’ and to prepare all participants for full engagement in the Institute. In advance of the Institute, distribute these questions to the members of your team, and then convene a meeting to discuss responses and related observations.

## **Suggested Self Study Questions**

1. How does the athletic mission complement the institutional mission?
2. How do the following groups define athletic success on campus: (a) administration, (b) faculty, (c) athletic administration, (d) coaching staff, (e) student-athletes, (f) trustees, (g) athlete alumni/ae, (h) non-athletes
3. How important is the pursuit of conference and NCAA championships? Are these achievements a significant part of determining departmental or program success according to the following groups: (a) administration, (b) faculty, (c) athletic administration, (d) coaching staff, (e) student-athletes, (f) trustees, (g) athlete alumni/ae
4. How do we communicate the ideals of competition/success and the role of athletics on campus?
5. How does athletics affect campus culture?

5. Do departmental, program, and staff evaluation criteria match our institutional philosophy and mission? Do they match how we define success for athletics?
6. What is the role and benefits/challenges of our conference affiliation? How does this affiliation enhance our ability to align athletics with our institutional mission?
7. What does the integration of athletics mean to our athletic department? To our faculty? To students?
8. How do we encourage and maintain the integration of athletics on our campus? What are the most significant challenges we face in this effort and what are the benefits to the entire campus?
9. Are resources (personnel, funding, facilities, etc.) available to ensure the level of integration we seek?
10. How are the integration and representativeness initiatives connected in regard to our student-athletes? How do these two goals affect our athletic recruiting efforts? How might we better support and strengthen this connection? What does integration and representativeness mean to coaches and how does it impact the operation and conduct of our athletic programs?
11. What does the institution hope to achieve from participating in the Integration Institute? What do each sub-group hope to achieve from the institute?

## **Institute Logistics**

### **Keynote presentation**

The keynote speaker should address the primary objectives of the Institute and lay out the context for the conversation.

### **Break out topics**

Identify a series of topics that address the outcomes. These may include:

- Coach hiring and performance evaluation practices
- Defining athletic success
- Defining institutional integration
- Defining the role of athletics within the institutional mission
- Important goals of the student-athlete experience

### **Format ideas for introduction of topics**

- Short presentation regarding topic before discussion
- Distribute a series of questions or statements to help initiate discussion
- Identify make up of discussion groups (entire group, institutional team, by position mixed teams representing several areas)
- General Discussion of topics
  - Return to large group for summary presentation
  - Identify themes and objectives common across all schools
  - Identify common successes and challenges

## **Institute Next Steps**

Identify and discuss appreciable short term and longer term follow up

- By school
- By conference
- By demographic cohort
- By partnerships (conference)

## **Developing an Institute Budget**

- Determine length of Institute, single day or multiple days
- Select Institute location: on campus or off campus
- Catering – select meals or snacks
- Set-up costs, rooms etc.
- Determine if conference or schools will fund Institute
- Determine pre-Institute mailing: hard copy or electronic
- Honorariums and travel/expense for guest speakers
- Identify any follow-up costs

## **Identifying Potential Institute Funding Resources**

- NCAA conference grants - This is an extremely valuable resource for Institute support. Contact your conference commissioner.
- NCAA institutional grants - The NCAA sponsors grants that support institutional programs geared toward enhancing the student-athlete experience. Contact Dan Dutcher, NCAA Division III vice-president.
- Individual school budgets - An institutional or conference Institute could be viewed as an important campus life initiative and qualify for institutional funding.

## Institute Planning Checklist

- \_\_\_\_\_ Organize planning team
- \_\_\_\_\_ Determine goals and short term outcomes
- \_\_\_\_\_ Create integrated participant groups
- \_\_\_\_\_ Determine format and schedule
- \_\_\_\_\_ Select date and location of Institute
- \_\_\_\_\_ Invite facilitators/speakers
- \_\_\_\_\_ Develop and distribute pre-Institute self- study
- \_\_\_\_\_ Create discussion topics
- \_\_\_\_\_ Plan for follow-up on Institute conversation and outcomes