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Diversity. Inclusion. What do those words mean in the context of intercollegiate athletics? It's increasingly clear that understanding both are keys to our future success.

There are numerous definitions in the dictionary (if you're a baby boomer). Online (GenX and millennial) definitions are unlimited. Generational differences create diversity in the workplace. We visually demonstrated generational diversity in our beginning of the year staff meeting by having individuals go to different sections of the room based on that difference. It was eye-opening for everyone. But what does it mean?

It does not necessarily mean there is inclusion. So how do we as leaders model behavior that creates a welcoming environment? The simplest definition I've ever heard for diversity is "difference." We may have diversity in our departments. Do we have inclusion?

A member of our department, Meghan Williams - Assistant Director of Internal Operations, recently attended the NCAA Inclusion Forum and shares the following from her experience:

When the word diversity comes up in conversation, many senior leaders within departments think of race. However, diversity can and should also include age, gender, ability, ethnic and social diversity. Building a diverse athletics department can be simple using the hiring process. Demographic information is often required through the application process. Conversations with applicants often reveal information that provides context into that individual. Creating inclusion after hiring a diverse staff can be more difficult.

I was like many who used the words diversity and inclusion synonymously. Attending the NCAA Inclusion Forum gave me a better understanding of how the two work together. They should also be viewed independently. The way it was described to me is that, "diversity is like being invited to a party and inclusion is being asked to dance to music that you enjoy."

A primary need as human beings is the feeling of belonging. That is inclusion. Below are two suggested steps for future leaders to create a diverse AND inclusive environment within your department.

1. Education: Many people are often unaware of their own cognitive bias that can hinder their ability to view other perspectives. Diversity training is important because cultural sensitivity will help individuals navigate and celebrate the diverse hires within the department.

2. Create a Diversity and Inclusion Strategic Plan: This is what separates "you are welcome here" from "this was built with you in mind." A strategic plan provides a framework for creating goals and action steps to show measurable improvement in these areas.

There are numerous resources on your campus which can assist with education and training. Take advantage of them. Remember that you don't know what you don't know. Intercollegiate athletics is not the only industry discussing these topics.

Be willing to have the hard conversation if something is brought to your attention that has been perceived as "not inclusive" or "not valuing diversity." This is another way to show commitment and begin imbedding inclusivity in the department. Employees will begin to regulate each other if leaders model behaviors which embrace building an inclusive culture.

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Ethical Labor Practices and the UC Code of Conduct

In 1973, UCLA established the first collegiate trademarks and licensing program. The UCLA Trademarks & Licensing program is housed within the Associated Students UCLA (ASUCLA) by delegation of authority from the Chancellor and through campus Policy 110 to manage the use of university marks on consumer products.

In 1998, 25 years after the program began, the University of California (UC) system was among the first in the collegiate industry to adopt a Code of Conduct for all licensees, supporting international standards for humane labor practices in the manufacture of products bearing its name. The UC Code addresses wages and benefits, working hours, overtime compensation, child labor, forced labor, health and safety, non-discrimination, harassment or abuse, and freedom of association. The UC Code also addresses public disclosure of manufacturing plants within the supply chain

and defines expectations for implementation of strategies to achieve UC Code standards.

Beyond adopting a code of conduct, UCLA regularly assesses its licensees' methodology and progress toward achieving code standards.

Ten years ago, the UCLA Licensing program had 300+ licensees. All of these licensees signed the licensing agreement acknowledging and agreeing to uphold the UC Code. But what were these licensees actually doing and how were they doing it? We had never really asked the question. We were an independent licensing program at the time and realized we needed more resources to address the issue, so we enlisted the services of Learfield IMG College (formerly CLC) and joined the Corporate Responsibility (CR) Pilot Program.

Over the course of the last 10 years, all UCLA licensees have been administered an annual questionnaire about their ethical labor standards and practices in their supply chain to measure and assess their risk, mitigation, transparency and purchasing practices. It is important for us to know whether licensees understand the Code and if they are taking action. We are then making strategic decisions on moving forward with retaining those licensees that are demonstrating responsible sourcing practices. Since UCLA highly prioritizes responsible sourcing and manufacturing practices, it weighs heavily in RFP and PCM decisions. Through this on-going

process, we have reduced our licensee base to 140.

One of the basic tenants of the UC Code is transparency in the supply chain. It is defined as the names and addresses of all the manufacturing plants used in the production of UC goods disclosed and made public. This includes not just decorating facilities but the entire supply chain, including blank goods manufacturers and their suppliers. Many licensees use sourcing agents, distributors, and/or sub-contractors and don't know where blank goods are being made. This is especially true in the promotional products industry.

In 2017, UCLA took additional steps to ensure progress toward supply chain transparency by prohibiting the use of apparel blank goods produced by brand labels/mills by its licensees (including those for campus promotional products) who do not publicly disclose their supply chains. This has left a very short list of blank good labels that UCLA permits to be used by its licensees.

UCLA is still only at the very beginning of this long journey. Success depends on the commitment of many - the more schools, licensees and retailers that become involved, the bigger the impact on the lives of workers around the world.