



THE DRAKE GROUP EDUCATION FUND

Realizing The Promise
Of College Athletics

FOLLOW-UP NOTES

WEBINAR #7

“Racial Exploitation in College Sports: A Continuing Disgrace”

The Drake Group Education Fund Webinar Series – Critical Issues in College Athletics
Hosted by LRT Sports

Thanks for registering for our January 13, 2022 webinar. A regular feature of our webinar series is “Follow-Up Notes” which provides a link to the recorded webinar, answers to questions from the audience which panelists did not have the time to address (prepared by Drake Group experts), and information on our next webinar.

1. WEBINAR #7 RECORDING

In case you missed any part of *Racial Exploitation in College Sports: A Continuing Disgrace* webinar:

[ACCESS THE RECORDED JANUARY 13 WEBINAR HERE](#)

2. UNADDRESSED QUESTIONS FROM THE AUDIENCE

Q: What about the schools and coaches that do a good job. What are they doing to address the goals you have highlighted?

A: We note that there are many programs doing good things and that we can only point to some. So, under each of the 12 recommendations made by The Drake Group in its recent [in-depth report on collegiate athletics racism](#) that Moderator Bruce Smith mentioned during the webinar, we’ve identified a few examples and resources. Note that the Drake in-depth report identified other model efforts – conferences, schools and coaches doing a good job. We also offer brief suggestions for advocacy efforts on the part of individuals attending the webinar.

1. A call for the NCAA to commission an “independent” comprehensive investigation of athletic program racism.

- *Following the embarrassing participating athlete videos that displayed the inferior treatment of female athletes compared to male athletes participating in the women's and men's NCAA Final Four national championships, the NCAA commissioned such an independent investigation (the Kaplan Reports- [Phase I](#) and [Phase II](#)). Surely, public knowledge of the treatment and exploitation of Black athletes does not need a viral video campaign for the NCAA to take the same action to prevent continued harm to athletes of color.*
 - *Webinar attendees from NCAA member institutions should urge their NCAA faculty representatives to formally request that the NCAA undertake such an investigation.*
 - *Sport journalists, especially investigative reporters, should ask the NCAA why this isn't happening*
2. Initiation of aggressive programs to recruit young minority athletes to participate in low minority-participation sports.
- *Low-income youth (among whom kids of color are overrepresented) are six times more likely to quit sports due to costs. College and university teams can do more than one-off clinics, community appearances or free tickets to games. For example, a webinar attendee from an NCAA member institution can ask his/her institution to propose a NCAA rule change that would allow college coaches to provide camp scholarships to minority athletes in grades 9 through 12 who live within 30 miles of the camp and who have maintained a cumulative GPA of 3.0 or better. The NCAA should be encouraged to fund such an outreach via an NCAA diversity initiative focusing on predominantly white sports. But remember that all change starts locally with the actions of one person making the effort to poke the system – one person being persistent over time.*
 - *The University of Texas [Neighborhood Longhorns](#) program created by the athletic department and involving all sports teams has been in existence for 30 years, targets elementary and middle school economically disadvantaged youth and includes sports, academic, and health components.*
 - *Even in predominantly white sports, there are “hotbeds” of minority youth participation – the [Williams sisters sponsor such a program](#) in Los Angeles in tennis. Athletic directors should make sure that every college coach of a predominantly white sport knows about these programs and develops a relationship with the people running these programs in order to extend recruiting reach into communities of color.*
 - *The U.S. Tennis Foundation has more than 200,000 kids in free or low-cost tennis programs.*
 - *The [Peter Westbrook Foundation](#) in NYC is an epicenter for elite minority fencers.*
 - *USA Swimming launched [a million dollar effort](#) to support swimming at HBCUs.*
 - *The US Soccer Foundation has launched an [initiative to build mini soccer pitches](#) in low income communities.*
 - *Ask colleges and universities in your area whether athletic teams are involved in minority outreach programs and push them to do more.*
3. Adoption of institutional hiring policies that maximize the number of minority candidates in applicant and finalist pools.
- *[The West Coast Conference](#) adopted the Russell Rule, which extended the head coach focus of NFL's Rooney rule to all coaching and administrative positions. To date,*

- despite the endorsement by the National Association of Basketball Coaches and the Women's Basketball Coaches Association, the "Russell Rule" has only been adopted by the West Coast Conference.*
- *The NCAA Board of Governors was briefed on the Russell rule but only "encouraged" other schools and colleges to adopt it. Rather the NCAA pointed to its [Presidential Pledge](#), a toothless statement to promote "diversity and gender equity"-- rather than any commitment to meet a standard.*
 - *The Drake Group recommends a much more comprehensive approach to minority hiring (see pg. 3 of our [in-depth report on collegiate athletics racism](#)).*
4. Confrontation of internal athletic department racial microaggression and education of all stakeholders of diversity commitment.
 - *A good practical microaggressions resource for athletic trainers, coaches and athletics staff, "[Small But Mighty](#)," was produced by NATA.*
 - *UC Davis uses "[Microaggressions and the Student-Athlete](#)" as a resource for athletes and staff*
 - *Eastern Michigan Athletics uses "[Shut up and Dribble: What It Really Means and Why It's Harmful to Athletes](#)" to educate athletes and coaches*
 5. Academic disclosure and peer review of educational outcomes by race/ethnicity.
 - *We note that the academic metrics used by the NCAA are highly suspect and many, like the NCAA Graduation Success Rate, are intended to convince the public that athletes are doing better than their non-athlete counterparts. For an extensive discussion on this issue, see "[Why the NCAA Academic Progress Rate \(APR\) and Graduation Success Rate \(GSR\) should be Abandoned and Replaced with More Effective Academic Metrics](#)." The recommendations in this document contain many suggestions about what can be done at the institutional level to advance disclosure and transparency.*
 6. Adoption of a trauma informed mental health care strategy for athletes of color including first year screening and mental health education and mandatory employee mental health education and reporting.
 - *Drake Webinar #3 focused on "The Silent Struggle: Experts Speak on College Athletes' Mental Health" focused on all of the critical mental health issues discussed. [Access the webinar and those resources here](#).*
 7. Establishment of conference diversity/equity/inclusion task forces to address racism and prejudiced behavior.
 - *The [Ohio Athletic Conference](#) announced the establishment of a Diversity and Inclusion Task Force.*
 - *The Pennsylvania State Athletic Conference announced the implementation of its [Social Justice Task Force Strategic Plan](#).*
 - *The Sunshine State Conference established a [Diversity and Inclusion Committee](#) with representatives from each institution*

8. Governance organization adoption of coach conduct standards, complaint procedures and investigation, adjudication and disciplinary processes to protect college athletes from abusive, racist and other behaviors that cause mental and physical harm.
 - *The absence of coach codes of conduct with complaint and enforcement processes is totally absent from collegiate athletic governance and a serious impediment to confronting coach abuse issues. Drake Webinar #9 on March 24, 2022 will focus on this issue and all webinar registrants will receive an invitation notice.*
 - *Several Drake reports focus on this issue:*
 - [“Athletic Governance Organization and Institutional Responsibilities Related to Professional Coaching Conduct”](#)
 - [“Collegiate Athlete Health and Protection from Physical and Psychological Harm”](#)
 - [“Excessive Athletics Time Demands Undermine College Athletes’ Health and Education and Require Immediate Reform”](#)

9. NCAA leadership to increase diversity of athletics mental health practitioners.
 - *In 2019, the NCAA adopted a rule applicable in all three NCAA divisions guaranteeing all college athletes access to mental health services and resources:*

16.4.2 Mental Health Services and Resources. An institution shall make mental health services and resources available to its student-athletes. Such services and resources may be provided by the department of athletics and/or the institution’s health services or counseling services department. Provision of services and resources should be consistent with the Interassociation Consensus: Mental Health Best Practices. In addition, an institution must distribute mental health educational materials and resources to student-athletes, including those transitioning out of their sport, coaches, athletics administrators and other athletics personnel throughout the year. Such educational materials and resources must include a guide to the mental health services and resources available at the institution and information regarding how to access them.

The NCAA also published [“The Interassociation Consensus: Mental Health Best Practices,”](#) a 40pp. booklet available as a free download. While this resource recommends that “Individuals providing mental health care to student-athletes should have cultural competency in treating student-athletes from diverse racial, ethnic, gender identified, and other unique cultural experiences influencing help-seeking,” it falls short by failing to recognize the need to embed same sex, same race licensed mental health professionals within athletic departments.
 - *It would be helpful for faculty and sports management professionals to strongly advocate to institutional and athletic department leadership that more male and female licensed mental health professionals of color be hired, sharing research supporting this need. In the [most recent study of behavioral health providers in Power Five institutions,](#) Athletes and Advocates for Social Justice in Sports examined the racial and gender composition of these practitioners.*
 - *The overwhelming majority of behavioral health providers in college athletics are White (78.7 percent), followed by Black (16.6 percent) and Asian (3.6 percent)*
 - *In terms of gender, females account for almost 60 percent of college athletics behavioral health providers, and males account for 40 percent.*

- *At the intersection between race and gender, White females (48.4 percent) and White males (30.3) percent make up the majority of behavioral health providers in athletic departments.*
 - *Black females (8.3 percent), Black males (7.5 percent), Asian females (1.5 percent), and Asian males (1.5 percent) make up a much smaller percentage of behavioral health professionals in Power Five athletic departments.*
 - *[Maniar et al.](#) suggest that student-athletes refuse mental health treatment or counseling because of the title of the mental health professional, race, culture, and previous experience with a counselor or mental health professional.*
10. Call for institutions to fully support the rights of all athletes to freely express their concerns about racism.
- *Given the power imbalance between coaches and athletes, it is critical for athletic departments to advocate for strong educational programs and policies that protect college athletes right to protest. See [The Drake Group position statement: “College Athletes Codes of Conduct and Issues Related to Freedom of Speech and Expression”](#) for detailed policy materials.*
11. Call for athletic departments to proactively identify, expose, and retire vestiges of racism and intentionally support the history and cultural identity of college athletes of color.
- *Many historically and predominately white colleges and universities have been fundamentally shaped by their segregationist pasts. Some institutions have made changes consistent with the growing national dialogue on racial injustice. The Georgia Institute of Technology’s basketball coliseum was originally named for former coach and athletic director William Alexander, who refused to compete against integrated teams with Black players. [In 2012, the facility was renamed McCamish Pavilion](#) to honor a Georgia Tech benefactor. Other institutions including the [University of Oregon, Georgetown University, and Yale University](#) have removed campus structures considered racist, consistent with the national response encouraging the making of changes to reflect a more open and welcoming campus to all. In the summer of 2020 in the wake of the death of George Floyd, [college athletes at the University of Texas at Austin made a collective request](#) to the school to make several changes on campus including renaming buildings, removing Confederate statues, and no longer requiring the athletes to sing the school’s alma mater, “The Eyes of Texas,” which has known ties to the Confederate Civil War General Robert E. Lee and early performances at minstrel shows. The institution’s willingness to openly confront and remove symbols that continue to cause emotional anguish and insult to students and employees of color, rather than harboring racism at the behest of those who are wealthy or powerful to demand that the institution do so, are important barometers of commitments to address systemic racism. All of us can assist these efforts by writing to our alma maters, joining groups on campus calling for such changes, and supporting the involvement of athletic departments and teams in advocating for such change.*

12. Call for Congress to immediately act to guarantee full college athlete NIL rights, enact health and medical protection, and address the need for more comprehensive intercollegiate athletics reform to address issues of racism and educational exploitation.

- *The most significant Congressional bill, likely to have its provisions considered in 2022, is the [Athletes' Bill of Rights](#) sponsored by Senators Booker and Blumenthal. Drake will advise you when it reaches and floor, asking that your Congressional representatives support it.*
- *The Drake Group's goal, in addition to the Booker/Blumenthal bill and a strong federal law supporting athletes' NIL rights is a bill establishing a Congressional Commission on Intercollegiate Athletics to engage in a multiyear study of the need for additional intercollegiate athletics reforms. There are so many areas needing reform that one or two bills will not address all the harms being done to college athletes.*

Q: Dr. Duru recommended a book, *Forty Million Dollar Slaves*. Please provide the full citation.

A: Rhoden, William C. (2006) *Forty Million Dollar Slaves: The Rise, Fall, and Redemption of the Black Athlete*. New York: Three Rivers Press.

Q: Are there any programs (professional or collegiate) moving players into off-field management?

A: We are not aware of any college programs. Obviously, student in sports management or related programs are often required to complete internships which are important career stepping stones. In the NFL there exists the Nunn-Wooten Scouting Fellowship Program. It's not just for former players, but former players are accepted into the program. It's designed to help get people of color into personnel. MLB has a similar program: the Diversity Pipeline Scout Development Program. While it doesn't target players, former players are certainly in it.

Q: Do you think "employee" status for college athletes would help to end racial exploitation in college sports?

The national debate over the need for athletes to unionize (and to be employees under labor laws to do so) in order to protect themselves from harm points to the failure of higher education leadership and athletic governance organizations to ensure such protection. College athletes, 17-22-year-old students, should not be responsible for ensuring that institutions of higher education fulfill their recruiting promises – provide a meaningful education, ensure that athletes have full access to the campus experience, and that they enjoy a safe educational sport experience. We must take care not to fall into the trap of advocating for athlete "employees" or cash compensation to athletes as reparation for educational or economic exploitation or as justification for turning a blind eye to allowing the sport entertainment business conducted by a tax-exempt educational institution to be prioritized over education. Doing so will simply continue to allow college athlete "employees" to masquerade as students and move us further away from addressing the systemic issues that enable exploitation: academic fraud to keep them eligible to play, abusive coaches, lack of insurance and other protections from physical injury and, yes, racism.

However, the fact that we are having this debate about the need for athletes to have the power to protect themselves is important because it shines more light on the exploitative practices and systems and will hopefully create pressure on higher education and athletics leaders to address exploitative practices – or, if they don't, we need to support Congress stepping in afford college athletes necessary protection. “Employment” cannot end racial exploitation just like social policy cannot eradicate racism. Employment of college athletes will not address athletic department or campus racism.

Q: With regard to improving participation in sports where people of color are much underrepresented, what do you think the best approaches are? My sport, swimming, has a particularly dismal record in this respect. Into the 1960s it was widely believed that Blacks were biologically ill suited to be swimmers. Only with the emergence and activism of Olympians like Cullen Jones and Simone Manuel have attitudes begun to change. Even today Black children drown at three times the rate of white children owing to their inexperience with water and their parents' inability to swim. Here is a good update on where things stood as of 2016: <https://www.swimmingworldmagazine.com/news/exploring-the-racial-disparities-in-competitive-swimming/>

A: See the response to the first question – the answer to the second goal.

Q: How does racial exploitation in college sport affects athletes of color who transition into pro sport?

Prior experience with racial exploitation makes pro athletes more hesitant to become involved in issues involving race and social justice. If pro athletes do decide to become involved in race and social justice issues, then in some cases their perspective and work is more private - which can be a good thing. There are a range of potential outcomes when it comes to race and social justice issues, but the most important point is that athletes speak about their experiences and unpack them in safe places and understand that race will be a prevailing factor regardless of their status as athletes.

Q: Kaiya, how do you think your experiences in college shaped your transition into the NWSL? What were your expectations going in? Thank you for your activism!

I think my activism in college definitely propelled me into the activism I did in the NWSL. I knew going into my professional career that I wanted to continue kneeling regardless of the team I went to, and I was initially very excited to have my platform be amplified in the professional environment *and* in Washington D.C.

I expected to have some pushback on my kneeling, simply because it was still a controversial topic, but then 2020 happened (COVID, George Floyd, Breonna Taylor, etc.) and suddenly kneeling + activism in general became the new, trendy thing. I feel in a lot of ways my personal desire to use my platform for racial justice was exploited by my club for their own game in the effort to seem "woke" amongst rising pressure from fans and society, which I didn't expect.

Q: I've long-since felt like the term "micro aggression" is overused and ultimately minimizes what is actually going on - racism or racist acts. It also minimizes the impact of the action on

the individual on the receiving end of the racism. Does anyone know where the term comes from or why it has been popularized as of late?

We agree that it may be overused. However, the term is very useful for describing and defining everyday moments of racism and bias that aggressively impact people of color and that reaffirm the racist status quo. The overuse of the term microaggressions suggests that we also need to pay attention to micro-assaults and micro-insults because these are more specific and have different meanings and implications. The term was coined by Psychiatrist Chester Pierce, and I feel the reality that a psychiatrist termed the term points to the real effect/impact that “passive aggressive” insults and dismissals can have on Black and Brown people.

We must spend less time in discussion about the frequency or usefulness of this term and more time on developing aggressive education and action programs that reduce the existence of these actions. When we end such racial aggression, we will be taking a large step toward ending racism.

Q: Do you think all college athletes are in a full-time job, or just some in certain sports?

A: This Drake Report reviews numerous research studies on athlete time demands - --[“Excessive Athletics Time Demands Undermine College Athletes’ Health and Education and Require Immediate Reform.”](#) Also, the NCAA regularly surveys their college athletes on this issue via its GOALS studies – [Access 2006, 2010, 2015 and 2019 results here](#). Generally, college athletes across all competitive divisions are putting in 30-40 hour weeks, with highest time demands registered for baseball and football. From the [NCAA 2020 Convention](#) GOALS report:

Median Hours Spent Per Week on Athletic Activities In-Season
(2019 Self-Report – GOALS Study)

Division I							
	Baseball	Men’s Basketball	Football (FBS/FCS)		All Other Men’s Sports	Women’s Basketball	All Other Women’s Sports
Athletic Hours	42	32	40	37	31	35	32
Division II							
Athletic Hours	37	32	35	30	30	30	
Division III							
Athletic Hours	34	29	31	27	27	27	



Yellow indicates median up by 2 or more hours from 2015



Green indicates median down by 2 or more hours from 2015



Q: I have heard there is some momentum behind an NCAA regulation requiring a “Senior Minority Administrator” in athletic departments (like the current “Senior Woman Administrator”). Is that a viable idea to promote racial equity? And if so, what should that role look like?

We have always been troubled by the need for an SWA position to the extent this policy has been used to remove women from consideration for athletic director positions or to advance tokenism (“we have a female in our athletics senior cabinet”) thereby continuing sexism and discriminatory practices and contributing to the disguise of the reality of such practices. At many institutions, it has created a “glass ceiling.” Creating these kinds of positions are only useful only so far as they lead to systemic transformation and more women and people of color in decision-making positions, especially the athletic director position. This outcome has been the exception rather than the rule.

3. OUR NEXT ISSUE: WEBINAR #8 - “The Disintegration of the NCAA: The Price of Rejecting National Governance”

SAVE THE DATE! Thursday, February 24, 2022 from 2:00-3:30pm.

On January 20, 2022, the NCAA voted on proposals to restructure the NCAA to eliminate the Association’s role as a national governance organization by transferring rule-making and enforcement authority and determination of the use of revenues it generates to the three competitive divisions, each governing itself. Panelists will explore the results of the NCAA Convention and whether actions represented a “Faustian bargain – a deal with the devil at the price of one’s soul” or a change in a more positive direction that may result in removing many of the harms being done to college athletes and higher education integrity. Will NCAA members be able to recover from the current chaos resulting from Supreme Court actions that drove a stake into the heart of its “amateur status” rules and state legislation giving athletes the right to monetize their own names, images, and likenesses.

4. LINKS TO RECORDINGS OF PREVIOUS WEBINARS

[CLICK HERE](#) to enter The Drake Group Education Fund Video Library for recordings of all previous webinars.

WEBINAR #1 -- "Wild West or Brave New World – National Experts Share Their Thoughts on College Athlete Compensation"

WEBINAR #2 -- "Millionaires or Minimum Wage? Current and Former College Athletes Speak on Athletes' Compensation"

WEBINAR #3 -- "Experts Speak Out on College Athletes’ Mental Health"

WEBINAR #4 - "The Transgender Athlete in Girls’ and Women’s Sports: The Collision of Science, Law, and Social Justice Explained"

WEBINAR #5 -- "Title IX and the NIL Marketplace: Subterfuge or Opportunity to Remedy Historical Inequities?"

WEBINAR #6 -- "Keeping Everything We Love About Collegiate Sport While Fixing Its Failed Governance Structure"

5. WAYS YOU CAN HELP

If you believe **The Drake Group Education Fund** is doing good work, please also consider making a tax-deductible donation to support our webinars and educational research and programs work. You can donate and learn what we do [HERE](#).

Interested in becoming a change agent by working with **The Drake Group**, a sister organization of The Drake Group Education Fund? We need volunteers to contact their senators and representatives to advance collegiate athletics reform legislation. Learn about legislation and [VOLUNTEER/JOIN HERE](#).

6. THANKS TO OUR JANUARY 13 PANELISTS!



MODERATOR - BRUCE SMITH, Ph.D., Director of Empowerment Strategies/CEO, ACES Group, a boutique consulting firm devoted to student empowerment. Dr. Smith has worked with students, staff, faculty, and parents in K-12 and higher education for more than two decades as a teacher, professor, administrator, and coach, developing strategies for success in the classroom and on the field of play. 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, specializing in managing comprehensive student support; mentoring and supervising staff; creating connections between curriculum and co-curriculum; and developing equity and justice institutional strategies. Bruce is member of The Drake Group Board of Directors.



N. JEREMI DURU -- Professor of Law, American University, one of the nation's foremost sports law authorities, author of *Advancing the Ball: Race, Reformation, and the Quest for Equal Coaching Opportunity in the NFL* which examines the NFL's movement toward increased equality of opportunity for coaches and front office personnel; co-author of *Sports Law and Regulation: Cases and Materials* and *The Business of Sports Agents*; recipient of the National Bar Association's Sports and Entertainment Lawyer of the Year Award.



KAIYA McCULLOUGH – Activist and Former Professional Soccer Player.

McCullough played as a pro in the National Women’s Soccer League and Frauen-Bundesliga after a four-year career at UCLA’s elite women’s soccer program. At UCLA, she was the Pac-12 Scholar Athlete of the Year in 2019, and, inspired by Colin Kaepernick and Megan Rapinoe, she was one of the first collegiate athletes to kneel for the National Anthem. Currently, she is the chair of the Anti-Racist Soccer Club, a coalition fighting against racism in the American soccer landscape, and a project manager at Common Goal for their Anti-Racist Project. She is passionate about community building, racial justice, and social equity.



EMMETT GILL, Ph.D., MSW, LMSW is the Chief Visionary Officer for Athletes and Advocates for Social Justice in Sports, Member, The Drake Group Board of Directors, and the founder of AthleteTalk, a wellness app for athletes. Formerly, Gill served as the Director of Student-Athlete Wellness and Personal Development at the University of Texas at Austin where he provided clinical services for college athletes and created signature programming including initiatives for injured athletes and substance use and was also a clinical professor in the Steve Hicks School of Social Work.