

Creating C.H.A.M.P.S. on Campus
(Certificate for **H**elping **A**thletes from **M**inoritized Groups **P**rosper & **S**ucceed):
The Development of An Inclusive Leadership Program Designed for Racially Minoritized Student-Athletes' Success at Predominantly White Institutions

FINAL REPORT

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Introduction

To empower racially minoritized student-athletes to succeed at predominantly white institutions (PWIs), we utilized the Commission's grant funding to design *C.H.A.M.P.S.* (Certificate for Helping Athletes from Minoritized Groups Prosper & Succeed), a first-of-its-kind inclusive leadership certificate program designed specifically for racially minoritized student-athletes to empower them to (a) embrace the multiplicity of identities beyond their athletic identities and foster positive mindsets focused on self-care and mental well-being (**personal impact**), (b) cultivate meaningful relationships that enhance the minoritized student-athlete experience (**relational impact**), (c) increase a sense of belonging on campus (**communal impact**), and (d) leverage their experiences on campus to advance inclusive excellence upon graduation (**societal impact**). While many institutions have one-off workshops and programs focused on leadership development, the C.H.A.M.P.S. program offered a unique experience where participants got an opportunity to understand the historical underpinnings of racism, engage in identity and self-exploratory activities, relationship building and were empowered to be transformative and justice-oriented leaders. This report provides valuable insights into student-athletes' experience in a unique, multi-faceted program that engaged an intersectional and culturally relevant lens honoring the identities, lived experiences, and developmental needs of participants.

Sociocultural Context for Study

Nationally, over 34% of student-athletes at member institutions of the National Collegiate Athletic Association (NCAA) identify as racially minoritized student-athletes (NCAA, 2018). Research has shown that, in comparison to their white peers, racially minoritized student-athletes face unique challenges that often hinder their success in college. While student-athletes graduate at a higher rate than the general student body, the graduation rate for many racially minoritized student-athletes is lower than that of their white counterparts (NCAA, 2019). In 2019, the NCAA reported that Black student-athletes recorded the lowest graduation rates (NCAA, 2019). Additionally, racially minoritized student-athletes – especially those enrolled at PWIs – frequently perceive the institutional climates to be unwelcoming and unsupportive (Bimper, 2016; Cooper, 2017), feel a sense of isolation (Rubin & Moses, 2017), develop a lower sense of belonging on campus (Gayles et al., 2018), experience instances of racism (Cooper & Dougherty, 2015), have to navigate stereotypes that render them intellectually less capable than their white peers (Cooper & Hawkins, 2014), and develop less rapport with faculty/administrators (Chen et al., 2014). These barriers have been shown to negatively impact the mental health and overall well-being of minoritized populations (Adler & Adler, 1991; Melendez, 2008), which is alarming since student-athletes are generally less likely to seek help when struggling with their mental health (Watson & Kissinger, 2007).

Black woman athletes at PWIs, especially, have to navigate harmful environments that affect their sense of belonging. In fact, hostile environments and structural inequities at PWIs create spaces that do not create a strong sense of belonging for Black women college athletes (Carter-Francique, 2018). And yet, there is hope: Scholars have shown that culturally relevant programs or organizations – such as C.H.A.M.P.S. – can serve as important sites of empowerment and transformation for Black women athletes at PWIs (Ferguson, 2023). Correspondingly, Black women college athletes have been active participants in social justice activism within athletics and higher education. In response to the challenges that Black woman college athletes face, C.H.A.M.P.S. is thus an opportunity to prepare them to increase their impact and be empowered at PWIs.

Overview of C.H.A.M.P.S. Program

When creating the curriculum for C.H.A.M.P.S., our goal was to cover four primary areas of impact for racially minoritized student-athletes at PWIs: (1) personal impact, (2) relational impact, (3) communal impact, and (4) societal impact. As a result, the pilot run of C.H.A.M.P.S. consisted of **four sessions** outlined below:

Session 1: Personal Impact

Racially minoritized student-athletes are overwhelmingly defined through their athletic abilities rather than other aspects of their identity (Cooper, 2016; Simons et al., 2007). This over-emphasis on athletic ability leads to poor academic performance, low career maturity (Houle & Klouk, 2015), and poor emotional/psychosocial well-being (Beamon, 2008; Benson, 2000). To empower racially minoritized student-athletes to counteract the salience of athletic identity and develop a holistic approach to identity, the first session covered the following topics:

- Holistic Identity Development
- Visible VS. Invisible
- Self-Care Strategies

Session 2: Relational Impact

Racially minoritized student-athletes often experience their campus environments as hostile and unsupportive (Cooper, 2017). Cultivating meaningful relationships with faculty, administrators, and peers can help these students have a positive college experience by helping them to adjust and navigate college life (Strayhorn & Terrell, 2007). This session highlighted ways that racially minoritized student-athletes can nurture relationships that not only help develop academic, social, and athletic success in college (Sato et al., 2017) but also become an important tool to fostering leadership skills. Topics included:

- Cultural Competence
- Setting Boundaries
- Bias & Microaggressions

Session 3: Communal Impact

Because racially minoritized student-athletes often feel like they do not belong on campus (Gayles et al., 2018), fostering a sense of belonging among this group is crucial to their success, especially when considering the low graduation rates for this demographic group (Rankin et al., 2016). It is important for students to feel a sense of belonging on campus to be successful, and this is especially true for racially minoritized student-athletes who rarely see themselves represented and validated across college campuses (Museus et al., 2018). Topics included:

- Building Communities of Care
- Counteracting Isolation
- Campus Involvement

Session 4: Societal Impact

Student-athletes have a strong desire to advance social justice efforts (RISE, 2020), and scholars have found this to be true across NCAA Divisions (Mac Intosh et al., 2020; Kluch, 2020; Kluch, 2023). That is why the final session focused on aiding racially minoritized student-athletes in developing a social justice mindset and advancing inclusive excellence beyond their campus community. In this session, we covered the following topics:

- Athlete Activism
- Roles in the Social Justice Ecosystem
- Allyship

For each of the sessions, our team developed a comprehensive and engaging lesson plan, accompanied by a slide deck and facilitation notes. An example lesson plan/slide deck in its entirety is enclosed in [Appendix A](#).

Research Questions and Methodology

We drew from an exploratory case study methodology that would allow us to get an in-depth understanding of participants' program experience in C.H.A.M.P.S. A case study is a qualitative research design in which researchers explore a program, event, activity, or process in-depth (Creswell, 2014). Our specific case was the pilot run of the C.H.A.M.P.S. program in the summer of 2023, as described in the previous section. We conducted the four-session pilot program virtually via Zoom. To assess the impact of the pilot run of the C.H.A.M.P.S. program, the following research questions guided this study:

RQ1: How do participants enrolled in the C.H.A.M.P.S. program experience the program?

RQ2: In what ways do the C.H.A.M.P.S. participants find value (or not) in the program, especially when it comes to navigating PWIs?

Participant Demographics: A total of seven racially minoritized student-athletes participated in the program, five of whom agreed to be a part of the research component. Three of the participants identified as Black women, while two identified as biracial (Black and white) women. All participants were NCAA Division I student-athletes at a large, public institution in the South. Two were juniors, two were seniors, and one was a graduate student. Sports represented were basketball (1), soccer (1), track and field (2), and volleyball (1).

Data Collection: Data collection involved three components. First, a pre- and post-test survey was used to assess the impact of the program. The tests contained quantitative measures based on previously validated and reliable scales to determine the four dimensions of impact covered in C.H.A.M.P.S.: (a) overall sense of identity (Athletic Identity Measurement Scale; Brewer et al., 1993), (b) relationship satisfaction (Friendship Scale; Hawthorne, 2006), (c) sense of belonging (Social Connectedness Scale; Lee & Robbins, 1995), and (d) inclination to do social justice work (Social Justice Scale; Torres-Harding et al., 2012). The pre-test survey was given before beginning the first session, whereas the post-test survey was administered upon completion of the program.

Second, to assess the effectiveness of each session, program participants were sent a session-specific reflection prompt upon completion of each session.

***Example Prompt (Session 3: Communal Impact):** "We're at the finish line for today's session! As a reminder, today we focused on issues affecting belonging and the creation of community on our respective campuses. Reflecting on today's session, what are some ways in which the knowledge and skills gained today will help you during your time as a racially or ethnically minoritized student-athlete at the university?"*

Third, to better understand the program's impact on racially minoritized student-athletes' lives, two qualitative, semi-structured interviews with participants were conducted: one after the completion of half of the sessions and one at the end of the program. These interviews followed a semi-structured format and focused on program participants' (a) overall program experience, (b) leadership skills, (c) transferability of these skills, and (d) future recommendations for the program. The interview guide for the interviews is included in [Appendix B](#).

Data Analysis: Each interview was recorded and transcribed verbatim. There was a total of 14 session reflections (average of 3-4 per session), five half-time interviews, and five post-completion interviews. To analyze the qualitative data (session reflections and interview transcripts), we employed an inductive thematic analysis. The interview transcripts were coded via open coding and axial coding, leading to the themes presented next.

Research Findings

Quantitative Data

Due to our sample being smaller than anticipated (*), our quantitative data is limited. However, we want to share a few trends in this limited data to provide context for the qualitative data presented below:

- 💡 Survey findings indicated a high level of athletic identity.
- 💡 All participants agreed/strongly agreed with the statement, “I am certain that if I try, I can have a positive impact on my community.”
- 💡 Sixty percent of the participants indicated that most of their friends were student-athletes. 💡 All participants agreed/strongly agreed, “I believe that it is important to act for social justice.”
- 💡 Forty percent of the participants agreed that they felt disconnected from the world around them and when they are on campus they feel like an outsider.

(* **Please note:** We initially aimed to enroll 20 racially minoritized student-athletes in the program. However, during the year of the pilot run our partners in the athletic department suffered from staff turnover and general programming fatigue among student-athletes, resulting in a smaller sample.

Qualitative Data

Our qualitative data provided some valuable insights into the participants’ program perceptions and overall experience at their PWIs. Below, we outline four higher-order themes we identified in the data:

Theme 1: C.H.A.M.P.S. Provided Strategies for Navigating PWIs

Participants frequently shared that C.H.A.M.P.S. provided them with invaluable strategies to navigate their institutions. For example, participants spoke about how the program aided in specific **skill development** to thrive in their respective institutional contexts. Example quotes included:

“[The program] helped me with this transition [to a new school] because I went from a team that was very diverse to one that wasn’t. So just seeing how I can implement what I have learned from the program ... into the team I have now.”

One of the subthemes that emerged was that of the importance of **prioritizing self-care**. Participants spoke vividly about how the C.H.A.M.P.S. program made them realize how crucial sufficient self-care was to being a racially minoritized student-athlete at a PWI. Example quotes included:

“[What I learned most was] knowing **I am my first priority**, I can’t be everything to everyone. ... I am way more aware and trying not to over-schedule.”

“I was never the type to kind of focus on myself more than others ... so I definitely take care of myself more now. Taking myself out to get coffee, which is something I have never really done before.”

Finally, participants also illustrated the need to carefully **pick one’s battles** in a space not created for them – a PWI. The following quote illustrates this:

“I think picking your battles regarding bias and microaggressions is something that I relate to. I definitely try to be open minded and understand that people come from different backgrounds. But I also understand that some people just don’t listen and it’s important to exert my time and energy wisely.”

Theme 2: C.H.A.M.P. S. as Space for Relationship-Building

In addition to skill development, it also became evident that the C.H.A.M.P.S. program served as an important space for building and strengthening relationships of participants. For example, multiple participants attested that they appreciated **building strong relationships within the program** itself.

“The program was really good in giving me community outside of just soccer.”

“This session provided me the opportunity to dig deeper and explore my identity both as a woman of color and as a student athlete. I was able to relate to other student athletes and identify with the struggles they are currently experiencing or have previously faced. It is easy at times to feel as though you are on an island by yourself when going through situations, but this session showed me that I am not alone.”

Further, participants explained that the skills developed in the program also empowered them to strengthen **relationships with meaningful social agents outside of the program**, such as with peers on campus, with family, or with friends outside of school.

“I am trying to build more relationships particularly since this is my last year ... It’s not just about playing, I am focusing on what I can control.”

“I now am more self-aware of isolating and knowing it is not healthy. And I also I am doing my best to make sure that the new people on my team know that they belong and that they shouldn’t have to change who they are to fit in.”

Theme 3: C.H.A.M.P.S. as Space for Creating Community

When reflecting on their participation in the C.H.A.M.P.S. program, participants also alluded to the fact that the program was not just an opportunity for building relationships, but also a space for creating community. For some, the feeling of community manifested in a **stronger sense of belonging** at their PWI.

“The way I think about identity and self-care have changed; I never really considered finding your community as a form of self care.”

“I like that I can relate to other people and hear about their experiences and hear their point of views on certain things that we talk about. I feel like I’m part of something.”

For others, building community was about **negotiating boundaries** to create healthy relationships that benefited their experience on campus. It became evident in both interviews and anonymous session reflections that boundary setting was a topic not covered sufficiently in participants’ student-athlete development units, yet it resonated with participants as they acknowledged how crucial boundaries were for creating a strong sense of community.

“I guess I never really paid attention to boundaries. I never really sat back and thought like, “Wow, I’m really bad with setting boundaries.” And so, we were having the discussion and I think it was you [Tomika] that was giving out examples and different ways on how we could go about setting our boundaries. I think it really stuck with me like, “Oh, I don’t have to just ghost everyone. I could do it like this or that.”

Theme 4: C.H.A.M.P.S. as Space of/for Empowerment

A final theme we identified in the data spoke to participants' perceptions of C.H.A.M.P.S. as a space of and for empowerment. For example, it became evident that the program allowed participants to engage in processes of (re)new(ed) **self-definition and self-valuation**. The following quotes capture this notion aptly:

"I set the example."

"I don't think I could be a leader right now. But I do think it's [strengthened my leadership] a little bit, because like I said, my confidence is kind of getting there. And I think that's the little baby steps that a person has to take to be, you know, a leader. They have to have the confidence and the courage to lead. And I mean, I'm still building that up now. So yeah, I think [the program] helping a lot."

Participants also said that the program strengthened their understanding of systemic injustices, such as those perpetuated by structural racism and sexism, which in turn led to increased confidence in participants' **ability to push for structural change**. All participants identified as either Black or biracial women, and they drew from their own positionalities within PWIs to make sense of both their own experience on campus and the broader social systems that created those experiences.

"Today's discussion was very inspiring. I feel like it validated the roles of social change I am most comfortable with and helped me feel like I am more capable of change."

"The knowledge and skills from today's session helped me feel more empowered to make change in my community. It was nice to hear the roles I can assume that still count as taking action. Just because I am not shouting and protesting doesn't mean that my actions aren't helping the goals of my community."

Finally, participants stated that the presence of two of the **facilitators**, Dr. Ferguson and Dr. Wright-Mair, were particularly important to their program experience. The student-athletes in this study frequently highlighted how seeing two successful racially minoritized women leaders served as a source of inspiration and empowerment to them. The following quote best captures this sentiment:

"I think what I enjoy most is I see y'all as powerful role models. Like, Raquel. That's why I reached out to her because she was talking about self-care. And I was like, "That's what I want to do." I want to be able to take care of myself. And you [Tomika], you are who you are, and you know who you are. And I admire that. And I want to get to that point in my life as well. ... just seeing y'all and your accomplishments, and y'all talking about the stuff that we also have gone through or are going through, I really like that relatability factor and just feeling safe in that environment."

Overall, the findings from this pilot study support research that has shown the importance of culturally relevant organizations/programs to the experience of racially minoritized student-athletes at PWIs generally and Black and biracial women athletes specifically (Ferguson, 2023). As such, we believe C.H.A.M.P.S. has the potential to serve as one such site of transformation, empowerment, and community building for racially-minoritized athletes at PWIs.

Outputs, Research Dissemination, and Translation of Results to Industry Stakeholders

By the end of the grant period (i.e., December 2023), our team has produced the following outputs from this grant-funded study:

- 1 Four **lesson plans/slide decks** for each of the session comprising the C.H.A.M.P.S. pilot run.
- 2 **Conference presentation** of preliminary results at the 2023 convening of the North American Society for the Sociology of Sport (NASSS) in New Orleans, USA.
- 3 Preparation of a **research manuscript** to be submitted for publication in the *Sociology of Sport Journal*, one of the premier journals for sport research.
- 4 Submission of a session proposal focused on developing programs like C.H.A.M.P.S. across all NCAA Divisions at the **2024 NCAA Inclusion Forum** (decision pending).

Implications for Intercollegiate Athletics Praxis

Based on our assessment of the pilot run of the C.H.A.M.P.S. program, we would like to close this report by sharing the following recommendations for intercollegiate athletics practitioners working with racially minoritized student-athletes, with particular focus on those housed at NCAA Division I PWIs:

- ! Don't use a one-size-fits-all-approach to student-athlete programming. Racially minoritized student-athletes face unique challenges at PWIs, and they should be supported via **distinct, culturally responsive/competent programming**.
- ! Rather than one-time programs, commit resources (e.g., funding, space) to **long-term, continued, and cohort-based programming** for leadership development of minoritized student-athletes.
- ! If you do not have relevant expertise to support racially minoritized student-athletes within the department, **collaborate with experts from across campus** (e.g., cultural center staff, faculty) to assist with program development and facilitation.
- ! **Institutionalize** ways for racially minoritized student-athletes to find community within the athletics department (e.g., by creating engagement/affinity groups for athletes sharing specific experiences).
- ! Strategically and intentionally **build bridges with relevant cultural centers, student groups, and/or community organizations** to foster sense of belonging among racially minoritized student-athletes in your program (e.g., by hosting resource fairs or incorporating resources into orientation activities).

Do you have questions? Or would you like to know more about C.H.A.M.P.S.? Then please contact Dr. Yannick Kluch (ykluch@illinois.edu) and Dr. Tomika Ferguson (tlferguson2@vcu.edu).

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Appendix A:
Example Lesson Plan/Slide Deck (Session 2: Relational Impact)

WELCOME (BACK) TO CHAMPS!

Certificate for Helping Athletes from Minoritized Groups Prosper and Succeed


SESSION 2: RELATIONAL IMPACT








	Yannick Kluch, Ph.D. Tomika Ferguson, Ph.D. Raquel Wright-Mair, Ph.D.	Virginia Commonwealth University Virginia Commonwealth University Rowan University	
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WELCOME BACK!

Certificate for Helping Athletes from Minoritized Groups Prosper and Succeed





		
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	?	QUESTIONS? Please submit them via the chat.	
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INTRODUCTION: PROGRAM OVERVIEW




- Designed for racially minoritized student-athletes navigating predominantly white institutions (PWIs)
- Four sessions:
 - Session 1 (Focus: **Personal Impact**):
Monday, June 5, 6:30 to 8:00 PM (via Zoom)
 - Session 2 (Focus: **Relational Impact**):
Monday, June 26, 6:30 to 8:00 PM (via Zoom)
 - Session 3 (Focus: **Community Impact**):
Monday, July 17, 6:30 to 8:00 PM (via Zoom)
 - Session 4 (Focus: **Societal Impact**):
Monday, August 7, 6:30 to 8:00 PM (via Zoom)

	?	QUESTIONS? Please submit them via the chat.	
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RECAP: SESSION 1 TAKE AWAYS



**What stuck with you from Session 1
(Personal Impact)?**

**Did any of the items resonate with you
since our last meeting?**

		QUESTIONS? Please submit them via the chat.	
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SESSION OVERVIEW

- Session 2: **Relational Impact**
 - Warm-Up: Recap of Session 1
 - 3 Ways to Strengthen Relational Impact
 - Strengthening Cultural Competence
 - Setting Boundaries
 - Addressing Microaggressions & Bias
 - Cool Down: Reflections

	?	QUESTIONS? Please submit them via the chat.	
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RELATIONAL IMPACT: PART 1

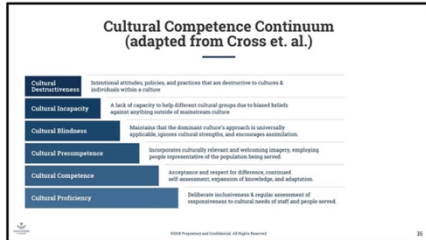
**CULTURAL
COMPETENCE**

	?	QUESTIONS? Please submit them via the chat.	
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CULTURAL COMPETENCE

Cultural Competence

= the ability of a person to effectively interact, work, and develop meaningful relationships with people of various cultural backgrounds



QUESTIONS?
Please submit them via the chat.



CULTURAL COMPETENCE: ACTIVITY

Identify the different cultures, cultural backgrounds, and/or shared experiences represented on your team (or any other context of your choice).

- ⇒ What cultures are represented in your organization currently? Which ones are excluded?
- ⇒ What kinds of relationships are already established among cultural groups?
- ⇒ What kinds of conflicts or struggles currently exist among cultural groups? How well are conflicts between groups openly recognized and talked about?
- ⇒ What values and concerns do different cultural groups have in common?



QUESTIONS?
Please submit them via the chat.



CULTURAL COMPETENCE

How can we become culturally competent?

- **Strategy 1:** Learn about yourself (Session 1 😊) – including own upbringing, cultural beliefs, your biases, etc.
- **Strategy 2:** Learn about different cultures; for instance, by seeking cultural insight through popular culture texts, books, learning a new language, etc.
- **Strategy 3:** Interact with diverse groups (e.g., at community centers, student organizations, etc.).
- **Strategy 4:** Attend diversity-focused conference on campus and beyond.



QUESTIONS?
Please submit them via the chat.



RELATIONAL IMPACT: PART 2

SETTING BOUNDARIES



QUESTIONS?
Please submit them via the chat.



SETTING BOUNDARIES

Personal Boundaries

= the limits and rules we set for ourselves within relationships.

⇒ A person with healthy boundaries can say “no” to others when they want to, but they are also comfortable opening themselves up to intimacy and close relationships.

- ⇒ **Rigid Boundaries:** A person who always keeps others at a distance (whether emotionally, physically, or otherwise)
- ⇒ **Porous Boundaries:** A person who tends to get too involved with others



QUESTIONS?
Please submit them via the chat.



SETTING BOUNDARIES

Common traits of rigid, porous, and healthy boundaries.		
Rigid Boundaries	Porous Boundaries	Healthy Boundaries
Avoids intimacy and close relationships.	Overshares personal information.	Values own opinions.
Unlikely to ask for help.	Difficulty saying “no” to the requests of others.	Doesn't compromise values for others.
Has few close relationships.	Overinvolved with others' problems.	Shares personal information in an appropriate way (does not over or under share).
Very protective of personal information.	Dependent on the opinions of others.	Knows personal wants and needs, and can communicate them.
May seem detached, even with romantic partners.	Accepting of abuse or disrespect.	Accepting when others say “no” to them.
Keeps others at a distance to avoid the possibility of rejection.	Fears rejection if they do not comply with others.	

Source: 2016 Therapist Aid LLC.



QUESTIONS?
Please submit them via the chat.



TYPES OF BOUNDARIES

Physical Boundaries

= refer to personal space and physical touch. Healthy physical boundaries include an awareness of what's appropriate, and what's not, in various settings and types of relationships.

Intellectual Boundaries

= refer to thoughts and ideas. Healthy intellectual boundaries include respect for others' ideas, and an awareness of appropriate discussion.

Source: 2016 Therapist Aid LLC.



QUESTIONS?
Please submit them via the chat.



TYPES OF BOUNDARIES

Emotional Boundaries

= refer to a person's feelings. Healthy emotional boundaries include limitations on when to share, and when not to share, personal information.

Sexual Boundaries

= refer to the emotional, intellectual, and physical aspects of sexuality. Healthy sexual boundaries involve mutual understanding and respect of limitations and desires between sexual partners.

Source: 2016 Therapist Aid LLC.



QUESTIONS?
Please submit them via the chat.



TYPES OF BOUNDARIES

Material Boundaries

= refer to a money and possessions. Healthy material boundaries involve setting limits on what you will share, and with whom.

Time Boundaries

= refer to how a person uses their time. To have healthy time boundaries, a person must set aside enough time for each facet of their life such as work, relationships, and hobbies.

Source: 2016 Therapist Aid LLC.



QUESTIONS?
Please submit them via the chat.



SETTING BOUNDARIES: ACTIVITY

Think about a person, or a group of people, with whom you struggle to set **healthy boundaries**. This could mean that your boundaries are too rigid (you keep this person/group at a distance) or too porous (you open up too much).

Who do you struggle to set healthy boundaries with?
(e.g., "my partner" or "my teammates")

Take a moment to imagine what it will be like when you begin to establish healthy boundaries with this person/group.

- ⇒ What are some specific actions you can take to improve your boundaries? How do you think they will respond to these changes?
- ⇒ How do you think your life will be different once you've established healthy boundaries?

Source: 2016 Therapist Aid LLC.



QUESTIONS?
Please submit them via the chat.



RELATIONAL IMPACT: PART 3

ADDRESSING BIAS & MICROAGGRESSIONS



QUESTIONS?
Please submit them via the chat.



ADDRESSING MICROAGGRESSIONS & BIAS



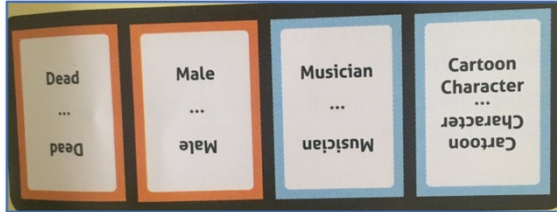
QUESTIONS?
Please submit them via the chat.



ADDRESSING MICROAGGRESSIONS & BIAS

“Buffalo Game” – Rules

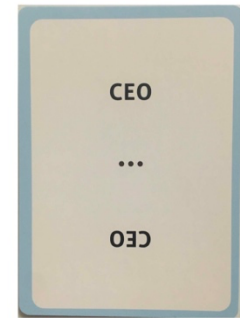
Look at the card(s) on the slide and be the first to make a match using two or more cards.



QUESTIONS?
Please submit them via the chat.



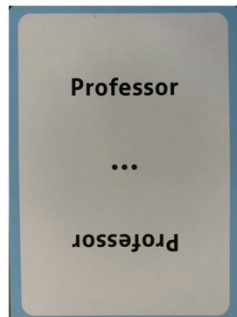
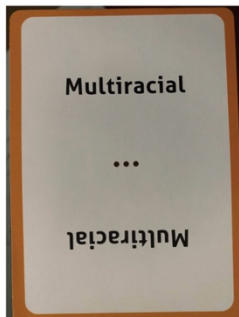
ADDRESSING MICROAGGRESSIONS & BIAS



QUESTIONS?
Please submit them via the chat.



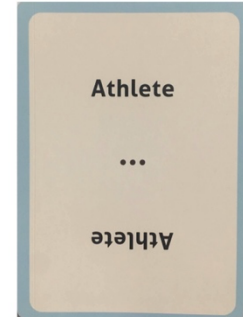
ADDRESSING MICROAGGRESSIONS & BIAS



QUESTIONS?
Please submit them via the chat.



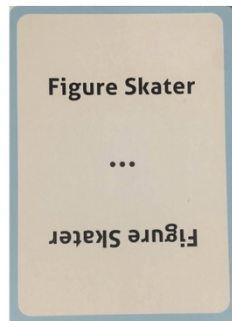
ADDRESSING MICROAGGRESSIONS & BIAS



QUESTIONS?
Please submit them via the chat.



ADDRESSING MICROAGGRESSIONS & BIAS



QUESTIONS?
Please submit them via the chat.



ADDRESSING MICROAGGRESSIONS & BIAS

Unconscious/Implicit Bias

= unconscious (negative) evaluation or association that a person has about something else (person, group, place, etc.)

⇒ Regardless of how fair minded we believe ourselves to be, **all people** have some degree of bias – but most people never notice their implicit biases

⇒ We automatically respond to others in positive or negative ways

⇒ These associations are **difficult to override**, regardless of whether we recognize them to be wrong, because they are deeply ingrained into our thinking and emotions.



QUESTIONS?
Please submit them via the chat.



ADDRESSING BIAS

Strategies to Reduce Implicit/Unconscious Bias

- **Strategy 1:** Constantly reflect on your own biases – both explicit and implicit.
- **Strategy 2:** Find counter-stereotypical examples of people.
- **Strategy 3:** Take the perspective of others.
- **Strategy 4:** Follow (or create) social norms that foster respect, diversity, and inclusion.

Research shows that “biases can be countered, and even dramatically reduced”
(Flanagan & Kaufman, 2006, p. 221)



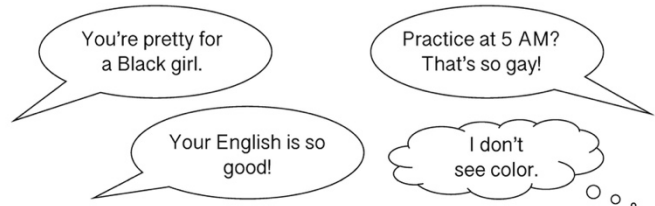
QUESTIONS?
Please submit them via the chat.



ADDRESSING MICROAGGRESSIONS

Microaggressions

= brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative prejudicial slights and insults toward any group, particularly culturally marginalized groups.



QUESTIONS?
Please submit them via the chat.



ADDRESSING MICROAGGRESSIONS



QUESTIONS?
Please submit them via the chat.



ADDRESSING MICROAGGRESSIONS & BIAS

Barriers to Response by Targets

1. Difficult to notice immediately
2. Evaluation of a response
3. Taking responsibility for confrontation
4. Deciding on a strategy and/or protocol to report
5. Responding and consideration of repercussions



Ashburn-Nardo et al., 2008; Byrd, 2018

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QUESTIONS?
Please submit them via the chat.



ADDRESSING MICROAGGRESSIONS & BIAS

How can we address microaggressions & bias? (*)

- **Strategy 1:** Restate or rephrase.
- **Strategy 2:** Ask for clarification or more information.
- **Strategy 3:** Acknowledge the feelings behind the statement.
- **Strategy 4:** Separate intent from impact.
- **Strategy 5:** Share your own process.

(*) **Remember:** It is ok to pick your battles. Address microaggressions/bias when you want to – but also realize it is not on YOU to always educate the uneducated.



QUESTIONS?
Please submit them via the chat.



ADDRESSING MICROAGGRESSIONS & BIAS

How can we address microaggressions & bias? (*)

- **Strategy 6:** Express your feelings.
- **Strategy 7:** Challenge the stereotype.
- **Strategy 8:** Appeal to values and principles.
- **Strategy 9:** Promote empathy.
- **Strategy 10:** Remind them of rules or policies in place.

(*) **Remember:** It is ok to pick your battles. Address microaggressions/bias when you want to – but also realize it is not on YOU to always educate the uneducated.



QUESTIONS?
Please submit them via the chat.



SESSION OVERVIEW

- Session 2: **Relational Impact**
 - Warm-Up: Recap of Session 1
 - **3 Ways to Strengthen Relational Impact**
 - Strengthening Cultural Competence
 - Setting Boundaries
 - Addressing Microaggressions & Bias
 - Cool Down: Reflections



QUESTIONS?
Please submit them via the chat.



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University

COOL DOWN: NEXT SESSION

SESSION 3: COMMUNITY IMPACT

- How can we positively impact the various communities of which we are a part?
- How do we develop a sense of belonging on campus?
- How do we create partnerships with non-athlete peers?
- How do we learn about, and take advantage, of campus resources?



QUESTIONS?
Please submit them via the chat.

Rowan
University

COOL DOWN: SESSION REFLECTION



QUESTIONS?
Please submit them via the chat.

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COOL DOWN: NEXT SESSION

CHAMPS RESEARCH INTERVIEW: INVITATION



QUESTIONS?
Please submit them via the chat.

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WELCOME TO CHAMPS!

Certificate for *Helping Athletes from
Minoritized Groups Prosper and Succeed*

SESSION 2: RELATIONAL IMPACT



Yannick Kluch, Ph.D.
Tomika Ferguson, Ph.D.
Raquel Wright-Mair, Ph.D.

Virginia Commonwealth University
Virginia Commonwealth University
Rowan University

Rowan
University

Appendix B: Interview Guide for Participant Interviews

Introduction: Thank you for agreeing to participate in an interview for our study examining your experience in the *C.H.A.M.P.S.* program. I appreciate your willingness to contribute to our research. Before we start, I would like you to know that there are no right or wrong answers to the questions I am going to ask. Please feel free to fully express yourself and share your honest opinions. I will audiotape/videotape this interview for data analysis purposes only, and I will carefully protect your identity. The transcripts and electronic files will not be shared with anybody other than my research team and myself. This interview will in no way impact your relationship with your university, your team, or your coach. Do you have any questions before we begin with the actual interview?

A. Information on Participant's Experience at the Institution

- 1) Tell me about your experience at VCU so far. How has your experience been so far?
- 2) What do you like about being a student-athlete at VCU?
- 3) Are there any negative experiences you have had as a student-athlete at VCU? If so, are you comfortable sharing these experiences with us?
- 4) *For second interview only:* How has your experience at VCU been since we last spoke?

B. Experiences During/After Program

- 1) How have you liked being in the C.H.A.M.P.S. program so far?
- 2) What parts of the program have been particularly beneficial to your time on campus?
- 3) What parts of the program have not been as helpful so far?
- 4) Please tell me about a time during the program where you really connected with some of the content. Why did that content stand out to you?
- 5) Please tell me about a time where you did not connect with the content. Why was that the case?

C. Transferability of Skills Learned in Program & Ability to Demonstrate Leadership Skills

- 1) Can you give us a few examples where you have applied what you have learned during your time in *C.H.A.M.P.S.* outside of the program?
- 2) How has your experience on campus changed since enrolling in the program / since we last spoke?
- 3) What does leadership mean to you?
- 4) Has your understanding of leadership changed since starting the program / since we last spoke?
- 5) Has the program strengthened your leadership skills so far? Why/why not?

D. Future Recommendations for Improving *C.H.A.M.P.S.*

- 1) How would you improve the program for future *C.H.A.M.P.S.* participants?
- 2) Were there parts of the program that you feel like did not work? If so, why do you think they did not work?
- 3) What resources or sources of support would be helpful for racially minoritized student-athletes navigating campus life at PWIs?

E. Additional Comments / Closing Remarks

- 1) Is there anything you would like to add?
- 2) Is there anything you want to talk about that we have not talked about yet?

Closing: Thank you for the interview! I look forward to analyzing the data. If you have any questions about your participation in this study, about any of the content we covered in this interview, or about this study in general, please do not hesitate to contact me. Again, thank you for your willingness to participate in this interview!