



SPORT SCIENCE
INSTITUTE™

SEXUAL VIOLENCE PREVENTION

An Athletics Tool Kit for a Healthy and Safe Culture



Athletics departments must work in partnership with campus colleagues to address this important issue. Using the best available evidence to prevent sexual violence, as reflected in the CDC’s “Stop SV: A Technical Package to Prevent Sexual Violence,” is critical. This tool kit is a step in the right direction and provides athletics collaborative strategies to support safer campus environments for all!

KATHLEEN BASILE

Centers for Disease Control and Prevention





SPORT SCIENCE
INSTITUTE™

SEXUAL VIOLENCE PREVENTION

An Athletics Tool Kit for a Healthy and Safe Culture

September 2016

NCAA and Sport Science Institute are trademarks of the National Collegiate Athletic Association.

A Call to Action

The NCAA Sexual Assault Task Force issued this call to action in April 2015 to all members of the NCAA, including colleges and universities, athletics conferences and affiliated organizations.

CHARGE TO THE MEMBERSHIP:

The prevalence and damaging effects of sexual violence on college students, including student-athletes, are extreme and unacceptable. NCAA member schools have a responsibility to address this issue appropriately and effectively to make campuses safe for all students.

CHALLENGE:

The origins and perpetuation of sexual violence are embedded at all levels of society; therefore, to prevent or reduce incidents of sexual violence involving student-athletes and other college students, and to respond appropriately to them when they occur, requires positive culture change that only will be achieved on college campuses through significant, informed and enduring commitment.

GUIDING PRINCIPLES:

- All people deserve to be treated with dignity, respect and concern for their well-being regardless of sex, gender identity, gender expression, sexual orientation, age, race, religion, socio-economic status, ethnicity or national origin.
- Ensuring college environments are safe and healthy is the responsibility of every individual and department in the campus community.
- Member schools have a responsibility to have healthy environments for prospective and current student-athletes both on and off campus.

DEMONSTRATION OF COMMITMENT:

Member schools demonstrate commitment to address sexual violence on campus through:

- Leadership at the highest levels of the institution, includ-

ing intercollegiate athletics, clearly stating their personal commitment to provide sufficient resources to meet the challenges of preventing and responding appropriately to sexual violence.

- Compliance with federal laws, federal regulations, institutional policies and departmental policies that address sexual violence, social justice and civil rights.
- Collaboration throughout the campus to support and benefit from the institution's overall effort to address sexual violence.

Recommended actions for intercollegiate athletics departments:

- Collaborate with the entire campus to overcome barriers of sexism, misogyny, racism, homophobia and power- or dominance-based relationships that frequently are at the core of sexual violence.
- Educate athletics administrators, coaches and other paid or unpaid staff in athletics so they develop competency in preventing and responding to sexual violence.
- Empower student-athletes through education, training and involvement to affect positive culture change with their peers, on their teams, in athletics and across campus.
- Provide equitable environments and opportunities for all student-athletes inclusive of sex, gender identity, gender expression, sexual orientation, race, religion, ethnicity or national origin.
- Embrace an aspirational approach that reflects the values of the institution and athletics to promote student-athletes' personal growth, educational achievement, career development and ethical behavior.



SEXUAL ASSAULT TASK FORCE

The NCAA Sexual Assault Task Force convened in 2015 to provide clear direction on a curriculum that will help athletics departments engage in education, collaboration and compliance surrounding sexual violence issues. This toolkit, initiated by the task force, builds on critical elements outlined in the fall 2014 NCAA publication “Addressing Sexual Assault and Interpersonal Violence: Athletics’ Role in Support of Healthy and Safe Campuses.”

The task force members are:

DEBORAH WILSON, CHAIR

Associate director of athletics,
George Mason University

DAVID ARNOLD

Director of Bacchus Initiatives, NASPA Student Affairs
Administrators in Higher Education

LYDIA BELL

Associate director, NCAA research

SUSIE BRUCE

Director of the Gordie Center for Substance Abuse
Prevention, University of Virginia

BRIAN HAINLINE

Senior vice president and chief medical officer, NCAA

JENNIFER JACOBSEN

Director of Wellness & Prevention and Title IX Deputy for
Prevention, Grinnell College

CONNIE KIRKLAND

Director, NOVACares and Sexual Assault Services,
Northern Virginia Community College

DON McPHERSON

Activist, educator and feminist

CARI VAN SENUS

Chief of staff, NCAA

MARY WILFERT

Associate director, NCAA Sport Science Institute

AMY WILSON

Director, NCAA office of inclusion

DAVID WYRICK

Director, Institute to Promote Athlete Health and
Wellness, The University of North Carolina at Greensboro

ENDORISING ORGANIZATIONS

This resource was advanced and fostered through the contributions of the many dedicated individuals and organizations working to create campus communities that are free of violence and are safe places for students to learn and thrive. The following organizations have endorsed this resource as a comprehensive approach for athletics departments to effectively address sexual violence prevention, promote collaboration with campus colleagues to reduce sexual violence and promote a healthy and safe campus culture.

HIGHER EDUCATION ASSOCIATIONS:

ACHA – American College Health Association
ACPA – College Student Educators International
ACUHO-I – Association of College and University Housing Officers – International
APLU – Association of Public and Land Grant Universities
ASCA – Association for Student Conduct Administration
AUCCCD – Association of University and College Counseling Center Directors
FARA – Faculty Athletics Representatives Association
IACLEA – International Association of Campus Law Enforcement Administrators
NASPA – Student Affairs Administrators in Higher Education
NASWIS – National Alliance of Social Workers in Sport
NATA – National Athletic Trainers Association
NIRSA – Leaders in Collegiate Recreation

NCAA COMMITTEES:

CSEC – Committee on Sportsmanship and Ethical Conduct
CSMAS – Committee on Competitive Safeguards and Medical Aspects of Sports
CWA – Committee on Women's Athletics
MOIC – Minority Opportunities and Interests Committee
SAAC – Student-Athlete Advisory Committees (Divisions I, II and III)

OTHER ENDORSEMENTS:

Institute to Promote Athlete Health and Wellness – The University of North Carolina at Greensboro
It's On US
The Gordie Center for Substance Abuse Prevention – University of Virginia

FROM THE PRESIDENT



The NCAA is committed to protecting the health of student-athletes and providing a safe

environment for them. A core component of this commitment is addressing the serious societal issue of sexual violence.

The college sports community – including the college and university presidents and chancellors on the NCAA Board of Governors – recognize member schools and conferences have a collective responsibility to maintain campuses as safe places to learn, live, work and play. It is our hope that the work embodied in this resource will help college campuses reduce sexual violence and create safe environments for their students.

MARK EMMERT
President, NCAA

Table of Contents

Introduction	2
Five areas of commitment with checklists and implementation tools for each:	
Leadership	4
Collaboration	6
Compliance and Accountability	8
Education	10
Student-Athlete Engagement	12
Culture Change: An Essential Effort	14
Glossary of Terms Associated With Sexual Violence	16
Resources:	
Protocol for Athletics Department Response	19
Strategic Action Plan	20
Campus Collaboration Tool for Athletics Departments	22
Campus Collaboration Tool for Student Affairs Partners	24
Student Host Instructions	26
Campus Visits and Recruiting Policies	28
Title IX and Clery Act Compliance Chart	30
10 Ways to Distinguish Consent	32
Appendixes:	
NCAA Executive Committee Sexual Violence and Compliance Resolution	35
Attendees, NCAA Higher Education Summit on Sexual Assault Prevention	36
Additional Tools and Web Resources	37
Notes	38

Introduction

Sexual violence – including sexual assault, sexual harassment, stalking and intimate partner violence – is embedded in American society and affects people at all socio-economic levels in our culture. Institutions of higher education and their athletics programs are not immune to the attitudes and behaviors that contribute to sexual violence, a major public health threat that demands a strong and comprehensive public health response.

The purpose of this resource is to help NCAA member schools develop and promote a culture on campus that is free from violence – one that values, respects and defends the dignity of all people and upholds the inherent value of each individual. This tool kit identifies five core commitments essential for athletics departments working to achieve this culture:

- 1. Leadership**
- 2. Collaboration**
- 3. Compliance and Accountability**
- 4. Education**
- 5. Student-Athlete Engagement**

The tool kit checklists and educational resources are designed to support athletics departments in meeting these commitments to prevent sexual violence involving student-athletes and are grounded in accepted theory, research or recognized, expert opinion. These strategies and accompanying implementation tools have the potential to make a significant impact within athletics and across campus.

An athletics department, after all, cannot be successful on its own: it should collaborate with others on campus and be involved with prevention efforts designed for the entire student body. Since each institution has its own culture,

This resource complements the NCAA publication “Addressing Sexual Assault and Interpersonal Violence: Athletics’ Role in Support of Healthy and Safe Campuses.” (Wilson, D., et al., 2014), available at www.NCAA.org/violenceprevention, which describes the nature and scope of sexual violence and the challenges facing colleges and college athletics when students are perpetrators, survivors or bystanders.

each athletics department should adapt these resources to meet its unique needs.

Because of its visibility, influence and responsibility as a university department to promote student growth and development, and to provide an inclusive environment, athletics must ensure appropriate conduct by its staff and student-athletes. Within athletics, new and returning students and staff include both survivors and perpetrators of sexual violence. Effective interventions must address this reality and demand concerted campus collaborations that engage athletics with the rest of campus.

In August 2014, the top governing body of the NCAA – now known as the Board of Governors and then known as the Executive Committee – issued a resolution that clarifies what it expects from athletics departments on matters involving sexual violence. Besides clearly stating that athletics should not investigate or adjudicate incidents of sexual violence, the resolution also states that departments should:

- **Cooperate with appropriate investigating authorities.**
- **Comply with federal and state regulations.**
- **Provide education regarding sexual violence.**

[See the complete resolution on page 35.](#)

Federal law requires each college and university to provide a safe, nondiscriminatory environment in which students can pursue – without threat – their academic, athletic, recreational and social interests. The NCAA constitution, too, reinforces those requirements for its member schools. Compliance with federal laws, state laws and institutional policies to maintain a safe campus environment is the responsibility of all staff and departments that comprise the campus community.

Athletics must ensure all activities and environments under its oversight protect the safety, health and well-being of current and prospective student-athletes. Athletics has a unique opportunity to leverage the close and influential relationships shared by student-athletes, coaches and athletics staff to promote a healthy and safe culture.



Leadership

Sexual violence prevention must be a priority for athletics directors and college presidents.

Initiating a successful culture change is a complex task that begins with strong leadership from the highest levels. Athletics directors must be clear and consistent in prioritizing the need for all student-athletes and athletics staff to commit to sexual violence prevention and appropriate response. That commitment should be evident in and reinforced through departmental statements and policies, allocation of resources, and expectations of staff and student-athlete conduct, personal behavior and language.

Athletics directors must provide direct leadership of this positive culture change by assigning dedicated and competent staff to develop, manage, implement and evaluate program strategies, which should be broad in scope, multifaceted and collaborative. Staff must have the training, expertise and support required to meet the challenges of promoting and developing a healthy and safe culture.

LEADERSHIP CHECKLIST

When sexual violence prevention is a priority for leaders of your institution and athletics department:

- Senior staff within the college or university and in athletics commit to support a healthy and safe culture, and to ensure these values and principles from the NCAA constitution:
 - » Protect the health of, and provide a safe environment for, all of its current and prospective student-athletes.
 - » Operate athletics programs fairly and ethically and ensure student-athletes are neither advantaged nor disadvantaged by special treatment.
 - » Adhere to fundamental values such as respect, fairness, civility, honesty and responsibility in order to promote the character development of participants, to enhance the integrity of higher education and to promote civility in society.
- The athletics department has a written and rehearsed action plan that follows campus protocol for response to a report of a sexual assault.
- A designated athletics staff member oversees athletics' strategies, in conjunction with the Title IX coordinator and other campus administrators, to develop, manage, implement and evaluate sexual assault prevention efforts for athletics staff, coaches and student-athletes.
- Student-athletes receive leadership training and actively support sexual assault prevention efforts within the athletics department and across campus.
- Athletics department policies regarding sexual violence and expectations of conduct are written and clearly communicated to all student-athletes and staff.
- All athletics administrators, coaches and other paid or unpaid staff in athletics are provided sufficient resources and training to prevent and appropriately respond to sexual violence.
- All student-athletes – inclusive of sex, gender identity, gender expression, sexual orientation, race, religion and ethnicity – are in an equitable and equal-opportunity environment.
- All athletics staff cooperate with college or university investigations into allegations of sexual violence, do not interfere with those efforts and ensure investigations involving student-athletes and athletics department staff are managed in accordance with federal regulations and campus policies.
- Trained and funded staff offer robust life skills programming, including a multiyear, comprehensive sexual violence prevention curriculum for student-athletes and staff. (See the Education Checklist.)

LEADERSHIP IMPLEMENTATION TOOLS

- **National College Health Assessment:** This nationally recognized research survey provides data about students' health habits, behaviors and perceptions. The NCAA has an agreement with the American College Health Association for reports of aggregate data comparing varsity athletes with other students on campus. www.acha-ncha.org/overview.html
- **APPLE Training Institute:** These strategic planning weekend workshops facilitate athletics departments in assessing needs, developing a strategic plan and implementing strategies to promote student-athlete wellness and substance prevention. www.appleathletics.org
- **Mentors in Violence Prevention:** This program provides training programs to address the global issues of sexism – especially men's violence against women – and educate, inspire and empower men and women to prevent, interrupt and respond to sexist abuse. www.mvpnglobal.org
- **Men Can Stop Rape:** This international organization mobilizes men to use their strength for creating cultures free from violence, especially men's violence against women. MCSR provides agencies, schools and organizations with direct services for youth, public service messaging and leadership training. www.mencanstoprape.org
- **NCAA Inclusion Forum:** This national office program focused on diversity and inclusion brings together higher education and college athletics leaders passionate about improving the educational and professional environment for student-athletes, coaches and staff. Sessions engage on a broad range of topics related to policy, research and best practices for access to sport for racial and ethnic minorities, women, international student-athletes, LGBTQ students and staff and disability access to sport. www.NCAA.org/inclusion
- **Protocol for a Response Management Plan:** This tool is located in the resources section on page 19 of this document.
- **Strategic Action Plan:** This tool is located in the resources section on page 20 of this document.

Getting Started

Does your campus have some work to do? The action plan worksheet on page 20 identifies the following ideas to send you on your way.

- Actions needed
- Responsible persons
- Resource needed
- Date to be completed

Collaboration

Meaningful progress in sexual violence prevention efforts requires cross-campus collaboration.

Collaboration is a process through which people work together for a common purpose and support each other's efforts. Athletics calls this process teamwork.

In order to initiate a culture change that makes sexual violence prevention efforts successful, athletics must form a team with other campus departments, taking advantage of available campus resources and working to succeed at two different levels: in the development of campuswide policy and the tactical implementation of programs. Bring

together the right people, value their work, provide them with resources and hold them accountable.

Collaborators contribute energy, expertise, experience, diverse perspectives and influence to accomplish the team's mission. Student-athletes and those who directly influence them – coaches, athletic trainers, academic support personnel and others – should be included on the collaboration team.

COLLABORATION CHECKLIST

Motivated, experienced team members from across campus work together effectively when:

- A designated athletics administrator coordinates outreach with campus services.
- A collaboration team, in conjunction with the designated athletics administrator, reaches out to various campus departments and communities. This team may include the following members:
 - » Student-athletes
 - » Coaches
 - » Life skills administrators
 - » Sports medicine professionals
 - » Faculty athletics representatives
 - » Health and counseling services
 - » Student conduct
 - » Campus security
 - » Wellness/health/peer education
 - » Residence life
 - » Fraternity and sorority life
 - » Academic disciplines
 - » Public health
- » Title IX coordinator
- » Campus legal counsel
- » Community sexual assault resources
- » Local law enforcement
- The designated athletics administrator engages with the campus Title IX coordinator and the collaboration team.
- Athletics staff participates in campuswide task forces on topics such as substance abuse prevention, wellness and sexual assault prevention.
- Athletics departments engage campus experts to contribute in the development, implementation and evaluation of the athletics department's sexual violence education program.
- Student-athletes contribute to the development and implementation of the sexual violence education program.
- Coaches and other athletics staff who directly influence student-athletes' attitudes and behaviors contribute to the development and implementation of the sexual violence education program.



COLLABORATION IMPLEMENTATION TOOLS

- **Campus Collaboration Tools for Athletics Departments:** This tool is located in the resources section on page 22 of this document.
- **Campus Collaboration Tool for Student Affairs Partners:** This tool is located in the resources section on page 24 of this document.

“

Addressing sexual assault on campus demands that we all work together. That’s why the NCAA’s tool kit, with its collaborative approach, is such an important resource in the fight to end sexual violence.

DANI WEATHERFORD

Executive Director, National Panhellenic Conference

”

Compliance and Accountability

Colleges and universities must comply with federal laws, state laws, institutional policies and NCAA regulations – and are accountable for prevention.

Institutional compliance is non-negotiable. Compliance compels accountability for legal requirements, and most importantly, contributes to behavior changes that are essential to create and maintain a culture that fosters well-being and safety for all students. When athletics department staff and student-athletes embrace their accountability for sexual violence prevention, they serve as agents of broader cultural change.

A number of laws apply to sexual violence on college campuses. The U.S. Department of Education's Office for Civil Rights enforces **Title IX** (1972), which prohibits sex discrimination (including gender-based violence and sexual harassment) in educational institutions that receive federal financial assistance. The U.S. Department of Education also enforces the **Clery Act** (1990), which was amended in 2013 through the **Campus Sexual Violence Elimination Act**. Another

relevant law is Title II of the Americans with Disabilities Act, which requires appropriate academic and living accommodations for students with disabilities, including those who experience mental health conditions as a result of sexual violence. The entire campus community, including athletics departments, should ensure compliance with these laws.

Federal and state laws and regulations – and their interpretations – regarding sexual violence are constantly evolving. This underscores the importance of athletics' collaboration with the campus Title IX coordinator and other personnel and departments on campus dedicated to accountability for compliance requirements. To complement the resources in the sidebar, the end of this section features a tool that outlines Title IX and Clery Act requirements for college and universities for reporting, education, prevention and response related to sexual violence.

CLERY ACT, TITLE II, TITLE IX RESOURCES

- [2016: The Handbook for Campus Safety and Security Reporting](#)
- [July 22, 2015: U.S. Department of Education Office of Postsecondary Education Dear Colleague Letter on the Implementation of the Violence Against Women Reauthorization Act Final Regulations](#)
- [April 29, 2014: U.S. Department of Education Office for Civil Rights](#)
 - » [Questions and Answers on Title IX and Sexual Violence](#)
 - » [Know Your Rights: Title IX Requires Your School to Address Sexual Violence](#)
- [April 24, 2013: U.S. Department of Education Office for Civil Rights Dear Colleague Letter on Guidance on the Prohibition Against Retaliation under Federal Civil Rights Laws](#)
- [April 4, 2011: U.S. Department of Education Office for Civil Rights Dear Colleague Letter on Guidance on Addressing Sexual Harassment/ Sexual Violence](#)
- [October 26, 2010: U.S. Department of Education Office for Civil Rights Dear Colleague Letter on Guidance on Schools' Obligation to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability](#)
- [January 2001: U.S. Department of Education Office for Civil Rights Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties](#)
- [U.S. Department of Justice Title II Highlights](#)

COMPLIANCE CHECKLIST

When athletics departments and campuses are in compliance:

- The college or university's nondiscrimination policy addresses sexual harassment and sexual violence and is posted and disseminated throughout the athletics department.
- The name and contact information for the campus Title IX coordinator is posted and disseminated throughout the athletics department.
- Written policies are shared with athletics staff and student-athletes and include the following items:
 - » Methods to report a sexual violence complaint.
 - » Descriptions of complainant and respondent rights.
 - » Strategies to create safe environments.
 - » Instructions for campus visits and recruiting prospective student-athletes. Sample student host instructions and campus visits and recruiting policies are located in the resources section on pages 26-29 of this document.
- Department staff and student-athletes are informed of the definition of "Responsible Employees" (under Title IX) and "Campus Security Authorities" (under the Clery Act), and their respective responsibilities.
- "Responsible Employees" and "Campus Security Authorities" within the athletics department are identified, in consultation with the Title IX coordinator and legal counsel, and their identity is shared with staff and students.
- Staff are informed of and follow federal requirements for reporting sexual violence incidents.
- Referral protocols and information about with whom complainants can share information confidentially are communicated to staff, coaches and student-athletes.
- Department staff and student-athletes are informed about investigation and discipline processes and understand that alleged occurrences of sexual violence are investigated and adjudicated by a schoolwide system that addresses these matters for all students.
- Student-athletes are informed of their rights if they find themselves in a hostile and threatening environment. They also are educated in ways to reduce elements that contribute to a hostile and threatening environment.
- Staff members are aware of their role and responsibilities to reduce elements that contribute to a hostile and threatening environment, and to provide necessary accommodations for students who believe they are subject to such an environment.
- Department staff and student-athletes understand that Title IX protects against retaliation in sexual violence incidents.
- Department staff and student-athletes understand that Title II of the Americans with Disabilities Act may be applicable to survivors of sexual violence.

COMPLIANCE IMPLEMENTATION TOOL

- **Title IX/Clery Act Compliance Chart:** This chart is located in the resources section on page 30 of this document.

Education

Effective educational programming changes behaviors and cultures.

Educational programming should be evidence-based and tailored to meet the needs of student-athletes. Complementary educational programming must be provided for those individuals who directly influence student-athletes' decision

making and behaviors. Coaches, athletics administrators, sports medicine staff, academic support personnel, faculty, family of student-athletes and other students also should be planned participants.

EDUCATION CHECKLIST

When effective educational programming and an implementation plan are in place:

- Educational programming occurs at the following time periods:
 - » Orientation activities.
 - » Team meetings.
 - » Before significant competitive events.
 - » Before prolonged periods away from school (such as spring break, winter break, summer break).
 - » During national awareness months, times that mark significant campus history/events, and during other higher-vulnerability periods.
 - » Throughout a student-athlete's collegiate experience.
- Student-athletes, coaches and other staff in athletics participate in ongoing education focused on the definition and nature of sexual violence and about positive, consensual behavior, including:
 - » Healthy relationships.
 - » Consent.
 - » Sexual violence prevalence and attitudes.
 - » Harassment.
 - » Hazing and bullying.
 - » Stalking.
 - » Discrimination.
 - » Compliance, accountability and sanctions for non-compliance with federal law, state law, institutional policies and athletics' policies.
- Student-athletes, coaches and other staff in athletics receive education regarding: misogynistic, homophobic, demeaning, marginalizing and hostile language; how negative language choices adversely impact team cultures; and how positive language choices can contribute to respectful and healthy environments.
- Student-athletes receive evidence-informed substance abuse prevention/education, including the relationship between alcohol and other drugs, and sexual violence.
- Student-athletes receive skill development training on:
 - » Respectful communication in healthy relationships.
 - » Bystander intervention training.
 - » Negotiating consent, giving consent and respecting non-consent.
 - » Active listening and managing a referral process.
- Educational activities are evaluated for how they are experienced by both learners and presenters (process).
- Programs are evaluated to assess changes in student-athlete behaviors and attitudes, including the following:
 - » Intended and actual behaviors to prevent sexual violence.
 - » Intended and actual behaviors to support survivors.
 - » Requests for additional or improved training and education.



EDUCATION IMPLEMENTATION TOOLS

- **myPlaybook:** This educational program provides NCAA member schools with an online curriculum developed for student-athletes to address alcohol and other drugs, NCAA policies, and sexual assault prevention. myPlaybook was developed through a rigorous National Institutes of Health grant, in collaboration with the NCAA, to create a widely available resource for NCAA student-athletes. myPlaybook meets the NCAA requirements for drug education and institutional requirements to educate student-athletes about sexual assault.
<http://athletewellness.uncg.edu/myplaybook/>
- **APPLE Training Institute:** These strategic planning weekend workshops facilitate athletics departments in assessing needs, developing a strategic plan and implementing strategies to support student-athlete wellness and substance prevention. Registration opens at the beginning of each academic year.
www.appleathletics.org
- **CHOICES Alcohol Education Grants:** These three-year, \$30,000 grants sponsored by the NCAA fund projects that promote partnering between athletics and campus prevention to address campuswide alcohol concerns.
www.NCAA.org/choices
- **Step UP!** This bystander intervention program, developed in partnership with the University of Arizona and the NCAA, trains student-athletes and other students to practice pro-social behavior, overcome the bystander effect and safely and effectively intervene when a friend or teammate is in distress, in danger or heading for trouble.
www.stepupprogram.org
- **NCAA Hazing Prevention Handbook:** This resource provides information on what is hazing, why hazing exists, and the effects of hazing on a team and a campus, and provides strategies to prevent hazing and develop positive team building.
www.NCAA.org/violenceprevention
- **360 Proof:** This resource provides Division III institutions and NASPA small colleges with comprehensive evidence-based tools to enhance collaborations between athletics and student affairs in order to reduce the negative consequences of high-risk alcohol use.
www.360proof.org
- **10 Ways to Distinguish Consent:** This educational tool is located in the resources section on page 32 of this document.

Student-Athlete Engagement

An essential part of positive culture change is student-athlete involvement.

A successful sexual assault prevention program requires student-athlete commitment to ensuring all students are treated with respect, dignity and concern for their welfare. It is critical that student-athletes are fully engaged in planning and implementing sexual violence prevention efforts. They must be integrally involved in program planning and implementation, and receive information and life-skills training

that empower them to address emerging concerns and intervene appropriately with their peers.

Additionally, student-athletes must be active, visible participants in the broader campus and societal efforts to prevent sexual violence. Most campuses sponsor many activities that afford opportunities for student-athlete involvement with their non-athlete campus peers.

‘It’s On Us’

Through the NCAA’s partnership with the “It’s On Us” campaign (www.itsonus.org), student-athletes have been both collaborators and active participants. This campaign is part of the partnership between the NCAA and the White House, and has been embraced by many athletics conferences. The campaign has resulted in the production of public service announcements developed by student-athletes that feature them accepting responsibility for stopping sexual violence. These videos reach both campus student populations and the public at large. Examples of acclaimed public service announcements can be found at www.NCAA.org/violenceprevention.

Additionally, NCAA student-athletes have participated in It’s On Us campus events across the country and several student-athletes were selected to serve on the national It’s On Us Student Advisory Committee. To date, It’s On Us has hosted 1,400 events on 534 campuses. Student-athletes looking to engage their campus and join an It’s On Us regional team can sign up at <http://tinyurl.com/IOURegionalTeam>.

STUDENT-ATHLETE ENGAGEMENT CHECKLIST

When student-athletes are involved in prevention efforts in meaningful ways:

- ❑ Athletics administrators invite student affairs staff to meet with student-athletes to identify opportunities for student-athlete involvement in campus life and student organizations.
- ❑ Leadership training for student-athletes [Student-Athlete Advisory Committee members, Student-Athlete Mentors, team captains and others] includes education regarding their roles in creating and maintaining a culture free from sexual violence.
- ❑ Student-athletes are expected to participate in campus-wide programming, such as the “Red Flag Campaign” (www.theredflagcampaign.org), “Take Back the Night” (www.takebackthenight.org), the “Clothesline Project” (www.clotheslineproject.org) and others, to support safe and healthy campus life.
- ❑ Coaches and other athletics staff encourage and support student-athlete involvement in campuswide prevention efforts, as well as athletics conferences and NCAA efforts to prevent sexual violence (e.g., APPLE Training Institutes, myPlaybook).
- ❑ Student-athlete involvement is measured by:
 - » The nature of their involvement – as in, are they leaders, facilitators, learners or contributors?
 - » The type of activity in which they are involved. For instance, is the activity an information session, skill development session, collaboration or other type of programming?
 - » The extent of their involvement – how many individuals are participating, how many teams are represented and what is the length of their commitment?

STUDENT-ATHLETE ENGAGEMENT IMPLEMENTATION TOOLS

- **Student-Athlete Mentor:** This APPLE Institute resource trains student-athletes to be active supporters for their peers. www.appleathletics.org
- **BACCHUS Initiatives of NASPA:** This student affairs initiative offers a Certified Peer Educator training resource to help students develop peer intervention and leadership skills to successfully create and implement peer wellness programs. www.naspa.org/constituent-groups/groups/bacchus-initiatives/initiatives/certified-peer-educator-training
- **Step UP! Bystander Intervention Training:** This bystander intervention program, developed in partnership with the University of Arizona and the NCAA, trains student-athletes and other students to practice pro-social behavior, overcome the bystander effect and safely and effectively intervene when a friend or teammate is in distress, in danger or heading for trouble. All training materials are free. www.stepupprogram.org
- **It’s On Us Campaign:** www.itsonus.org (See sidebar on page 12.)
- **Photovoice Kit:** This web-based toolkit instructs students in creating a photovoice project that combines photography, dialogue, photo exhibits and social action to address student life issues. www.photovoicekit.org

Culture Change: An Essential Effort

A process to change the culture in athletics departments begins with a vision: to achieve a community that values, respects and upholds the dignity of all people, and in which the rights of all individuals to determine the use of their own body is valued and protected. Cultural change, in this sense, includes a shift in language, thought and action.

Sexual violence exacts a huge cost on victims/survivors, their families, people who care about them, their communities and society. Girls and women of all ages are disproportionately victimized, and when their numbers are combined with those of male victims/survivors, it is clear that sexual violence continues to occur in alarming proportions in our communities and throughout society.

Many individuals and organizations have committed decades of work to preventing and responding appro-

priately to sexual violence. Those efforts bring attention to the problem and provide impetus to continue working for change. They are part of a solution – but to change a culture is an ambitious task. The leadership on college campuses and in athletics departments must embrace and insist on culture change.

Athletics demonstrates its commitment to culture change and campus safety by committing resources, ensuring effective leadership of a culture-change curriculum, and holding all members of the athletics department responsible for campus safety. Athletics has a unique opportunity to affect change among its student-athletes and within the athletics community. The voice, visibility and size of athletics enable it to be a major part of a solution that makes campuses safe for all students.



The University of Michigan's Injury Center is dedicated to promoting collaborative efforts for injury prevention. UMIC encourages athletics departments to tap into this tool kit as a resource that can help promote a culture of respect within the athletics department and engagement with the broader campus sexual assault prevention effort.

REBECCA CUNNINGHAM
University of Michigan Injury Center





Terms Associated with Sexual Violence

Abuse (emotional/physical/psychological/sexual):

The various forms of harm that often occur in acts of interpersonal violence.

Acquaintance/Non-Stranger Rape: Non-consensual sexual penetration between persons who know one another. This group includes classmates, romantic partners, co-workers, teammates, friends, neighbors, work colleagues and relatives. The incident may involve threats, intimidation, coercion, physical force and/or substances to create memory loss.

Alcohol-Facilitated Sexual Assault: A nonconsensual sexual act that occurs under the influence of alcohol. Either the victim or the perpetrator, or both, may have voluntarily or involuntarily ingested alcohol. At times, intoxication of the victim is encouraged by the perpetrator to facilitate the sexual assault. Use of alcohol to facilitate a sexual assault enhances the chance that the victim will lose memory and be unable to give complete details of the event when a report is made. Sex between persons who are legally intoxicated may be considered a sexual assault.

While drinking alcohol is a risk factor for perpetration, a sexual assault that incurs under these conditions is never the fault of the victim.

Assault and battery: The intentional striking/hitting of a person causing injury. Aggravated assault involves serious bodily injury.

Bias Crime/Hate Crime: When a crime is committed with the intent of harming a person due to his or her specific religion, race, gender, sexual orientation, gender identity, ethnicity, national origin or disability. Hate crimes must be reported under the Clery Act by specific category of prejudice.

Bullying: A term to describe the infliction of emotional and/or physical, or sexual, harm to another person, usually during a span of time, with the intent to overpower the individual. Often, emotional distress and/or depression occurs as a result of intense bullying over a period of time. Bullying may be illegal in

some states; these acts may be considered illegal even if there is no specific law because the elements of the acts fit other crimes.

Cyber-bullying: A term that includes bullying through the use of the internet or other technologies. Examples include the sending of pornographic pictures via internet or cell phone, as well as sending veiled threats or other messages that are meant to cause harm to the receiver.

Date Rape: An act of nonconsensual sexual penetration that occurs during an event that would be termed a date, which includes a broad range of social interactions. Date rape can occur whether there has been consensual sex on previous dates between the two persons. The term non-stranger rape is the preferred term.

Dating Violence: An act of violence that is committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; when injury or harm is inflicted on one partner during the course of a dating relationship that does not involve living together. This violence may or may not begin as verbal and emotional abuse and escalate to physical and/or sexual abuse. It is often unreported to authorities due to shame and/or confusion, and threats made by the abusive partner.

Domestic Violence: Violence occurring within a relationship in which the persons involved are or have been married, are or were co-habiting partners but are not married, and/or have a child in common. A pattern of behavior in which one person attempts to control or hurt another through actions or threats that can include physical, sexual, verbal or psychological abuse. People of all ages, income levels, faiths, sexual orientations, genders and education levels can experience domestic violence. In most states, this form of abuse requires the presence of specific elements.

Drug-Facilitated Sexual Assault: A nonconsensual sexual act that occurs under the influence of prescription, over-the-counter or illegal drugs. Either the victim or the perpetrator, or both, may have voluntarily or involuntarily ingested drugs and alcohol. Well-known drugs used for this purpose include Rohypnol, GHB, ketamine and, notably, alcohol. The use of such drugs enhances the chance the victim will lose memory of the event and not be able to make a complete report of the incident.

The following definitions are of terms commonly used to refer to acts of sexual assault or interpersonal violence. These are current, common-usage definitions. When there is federal law that provides a definition, it is so noted.

Forcible Sex Offenses: Acts that include forced penile-vaginal intercourse, forced oral or anal sodomy, forced digital or inanimate penetration of a sexual orifice (these are now all known as rape due to a recent FBI re-definition), sexual battery (molestation) and indecent exposure, among others, as well as attempts to perpetrate any of the above.

Gender-Based Violence: Violence that is directed against a person on the basis of gender. It constitutes a breach of the fundamental right to life, liberty, security, dignity, equality between women and men, non-discrimination and physical and mental integrity.

Harassment: An act in which one uses power and privilege to denigrate another individual with the intent to subdue actions and/or cause enough duress to lower the target's self-esteem.

Hate Crime: A legal term used in both federal and state law to define a crime motivated by racial, sexual or other prejudice, typically one involving violence. See Bias Crime.

Hazing: Any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule, and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate. A hallmark of hazing is the power differential between those in a group and those who want to join a group, or between senior and junior members of a group. Hazing can be noncriminal, but usually violates the rules of an institution, athletics department or sorority or fraternity organization.

Inappropriate, Unwelcome Touch: Touching a person who has not given permission to do so.

Interpersonal Violence: Violence that is predominantly caused due to the relationship between the victim and the perpetrator, including sexual assault, domestic violence, dating violence and stalking.

Intimate Partner Violence: Violence between two persons who are or were intimately involved, or have children together, regardless of their relationship status and whether they live/lived together. This term is sometimes used interchangeably with dating violence or domestic violence.

Murder/Attempted Murder/Manslaughter: The killing of another person, whether premeditated.

Non-Consensual Sexual Acts: See Sexual Assault.

Non-Forcible Sex Offenses: Sex acts that include incest and statutory rape, as defined in the Clery Act.

Rape: The penetration, no matter how slight, of the vagina or anus by any body part or object, or the oral penetration by a sex organ of another person, without the consent of the victim. Individuals of any gender can be victims of rape.

Relationship Violence: A general term often used to include either domestic violence or dating violence.

Sexual Assault: A general term used to include both forcible and nonforcible sex offenses.

Sexual Harassment: Harassing conduct that is sexual in nature, is unwelcome and denies or limits a student's ability to participate in, or benefit from, a school's education program. Such behavior can range from creating a hostile environment to rape or other sexual assault, as defined by the U.S. Department of Education.

Sexual Misconduct: An umbrella term currently used by institutions of higher education to include sexual assault, domestic violence, dating violence and stalking.

Sexual Violence: A general term used to include both forcible and nonforcible sex offenses. See Sexual Assault.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial distress. A course of conduct is two or more acts, including, but not limited to, acts in which the stalker directly, indirectly or through third parties by any action or method, follows, monitors, threatens, or otherwise interferes with, the target/victim or with a person's property. These actions also can be carried out through social media.

Resources

This section includes resources, worksheets and sample tools to support the implementation of the tool kit's five core commitments.

SEXUAL ASSAULT/SEXUAL MISCONDUCT PROTOCOL FOR ATHLETICS DEPARTMENT TO ACT ON A REPORT

If an incident of sexual assault or misconduct is reported to you:

STEP 1. Care for the student – ensure he or she is safe and provide non-judgmental support

STEP 2. Connect the student with resources – identify support and counseling services

Campus Resources: Offer options and put the student in as much control as he or she wants.

Counseling: _____

Peer Support: _____

Student Health: _____

Campus Safety or Police: _____

Chaplain: _____

Off-campus confidential resource: _____

STEP 3. Contact your Title IX Coordinator to make the required report – **REPORT NOW**

Your Campus Title IX Coordinator

Name: _____

Email: _____

Phone: _____

Sexual assault/sexual misconduct includes unwelcome conduct of a sexual nature and can occur in any sex/gender configuration, regardless of gender identify or orientation. It can occur by a stranger or acquaintance, or an intimate partner, family member, classmate or teammate.

Reportable sexual assault/sexual misconduct includes:

- Non-consensual contact
- Forced sexual contact
- Coerced sexual conduct
- Domestic abuse
- Retaliation
- Stalking

STRATEGIC ACTION PLAN

Use this worksheet to plan next steps and identify potential campus collaborators and how you will engage with them.

Consider these questions as you plan your outreach:

- How can you find out about evidence-based strategies to address substance abuse and sexual assault?
- What other student groups on campus face similar issues as student-athletes?
- What types of substance-free events are being offered through your campus activities office?
- Who are “responsible employees” on your campus according to the Campus SaVE Act?
- If a student shares with you that he or she has been sexually assaulted:
 - » What are your next steps?
 - » Who can you refer them to (with or without his or her permission)?

ACTIONS	POINT PERSON	WHAT TASKS ARE EACH RESPONSIBLE FOR?	BY WHAT DATE?	WHAT OUTCOME?	HOW WILL THEY BE MEASURED?
CREATE A PREVENTION TEAM, INCLUDING: <ol style="list-style-type: none"> 1. Senior athletics administrator 2. Student-Athlete Advisory Committee 3. Sports medicine 4. Legal 5. Health and counseling 6. Student government 7. Faculty 8. Dean responsible for student conduct 9. Other 					
SCHEDULE MEETINGS THROUGH THE YEAR					
CONDUCT NEEDS ASSESSMENT <ol style="list-style-type: none"> 1. Students 2. Staff 3. Coaches 					
DRAFT DEPARTMENTAL PROTOCOLS FOR RESPONSE/REFERRAL					

ACTIONS	POINT PERSON	WHAT TASKS ARE EACH RESPONSIBLE FOR?	BY WHAT DATE?	WHAT OUTCOME?	HOW WILL THEY BE MEASURED?
<p>IDENTIFY/CREATE A CALENDAR OF CAMPUS PREVENTION/HEALTH PROMOTION PROGRAMS AND SCHEDULED EVENTS</p>					
<p>IDENTIFY/SELECT EDUCATIONAL PROGRAMMING FOR:</p> <ol style="list-style-type: none"> 1. Students 2. Staff 3. Coaches <p>Programs to address:</p> <ol style="list-style-type: none"> 1. Alcohol 2. Sexual responsibility 3. Consent 4. Etc. 					
<p>CREATE PROGRAM ASSESSMENT REVIEW FOR ADJUSTMENTS TO PLAN FOR NEXT YEAR</p>					
<p>CREATE REPORTS OF EXPERIENCE/SUCCESS TO HELP DEFINE ELEMENTS OF NEXT YEAR'S PLAN</p>					
<p>SCHEDULE BRIEFING WITH SENIOR STAFF</p>					
<p>OTHER</p>					

CAMPUS COLLABORATION TOOL FOR ATHLETICS DEPARTMENTS



SOURCE: The University of North Carolina at Greensboro Institute to Promote Athlete Health and Wellness

CAMPUS COLLABORATION TOOL FOR ATHLETICS DEPARTMENTS

DESCRIPTIONS OF COLLABORATORS

WHO IS YOUR DIRECTOR/VICE CHANCELLOR/ VICE PRESIDENT OF STUDENT AFFAIRS?

Student affairs is a division or department charged with growth and development of students outside the classroom as a complement to academic affairs. This unit also may be called student support or student services.

WHO IS YOUR CAMPUS COORDINATOR FOR ALCOHOL AND OTHER DRUG (AOD) PREVENTION?

The campus coordinator develops campus AOD programming and is a key player in developing AOD policy and recommendations. The coordinator works with the campus community, but also may work collaboratively with state and national groups and agencies. You may find your campus coordinator in student services, campus counseling or wellness center.

WHO IS YOUR DEAN OF STUDENTS?

Typically an office within the division of student affairs, the dean of students is a direct link to students who are in crisis, have violated campus honor codes or need help navigating campus care network. The Dean of Students may act as a liaison or advocate for students.

WHO IS YOUR TITLE IX COORDINATOR?

A Title IX coordinator's core responsibilities include overseeing the school's response to Title IX reports and complaints and identifying and addressing any patterns or systematic problems revealed by such reports and complaints. Title IX deals with sex discrimination of all kinds – it is not just about athletics or sexual assault/violence. The coordinator may report to the provost, but be located in any department on campus.

WHO IS YOUR DIRECTOR OF RESIDENCE LIFE?

Residence life is the office charged with managing the student experience of living on campus, including staff [resident assistants (RA)] selection and training, and social/educational programming. It may be part of a larger housing division, or under student affairs or a business division.

WHO IS YOUR DIRECTOR OF CAMPUS SECURITY?

The person in this role is charged with managing the safety, security, and emergency plans for campus, and fulfilling reporting requirements (Clery). He or she may report to the chancellor or president, or to the dean of students. If the institution has a police force, the director of campus security may lead this

office or act as a liaison between police and other campus departments.

WHO IS YOUR CONTACT IN THE OFFICE OF FRATERNITY AND SORORITY LIFE?

The Office of Fraternity and Sorority Life serves as the liaison among chapters, community, and institution to provide guidance, programming, and resources. May be called Greek Life. May be part of Student Affairs, Residential Life, or Campus Activities.

WHO IS YOUR DIRECTOR OF HEALTH SERVICES?

Health services manages student medical needs, often including a campus medical clinic and may include other programs such as women's health, wellness, and counseling. Health services also may manage immunization needs, prevention and other educational programming.

WHO IS YOUR DIRECTOR OF COUNSELING/ PSYCHOLOGICAL SERVICES?

This office is charged with supporting the mental health needs of students through group and individual counseling. Counseling services may be a part of campus health or student affairs, or may be an independent unit.

WHO IS YOUR DIRECTOR OF HEALTH AND WELLNESS PROGRAMMING/SERVICES?

Wellness programs support student well-being through programming that may include bystander training and prevention of sexual violence, and address similar aspects of spiritual, mental, emotional and physical wellness. This unit may fall under several names, but is typically part of the overall student health division.

WHO IS YOUR STUDENT BODY PRESIDENT?

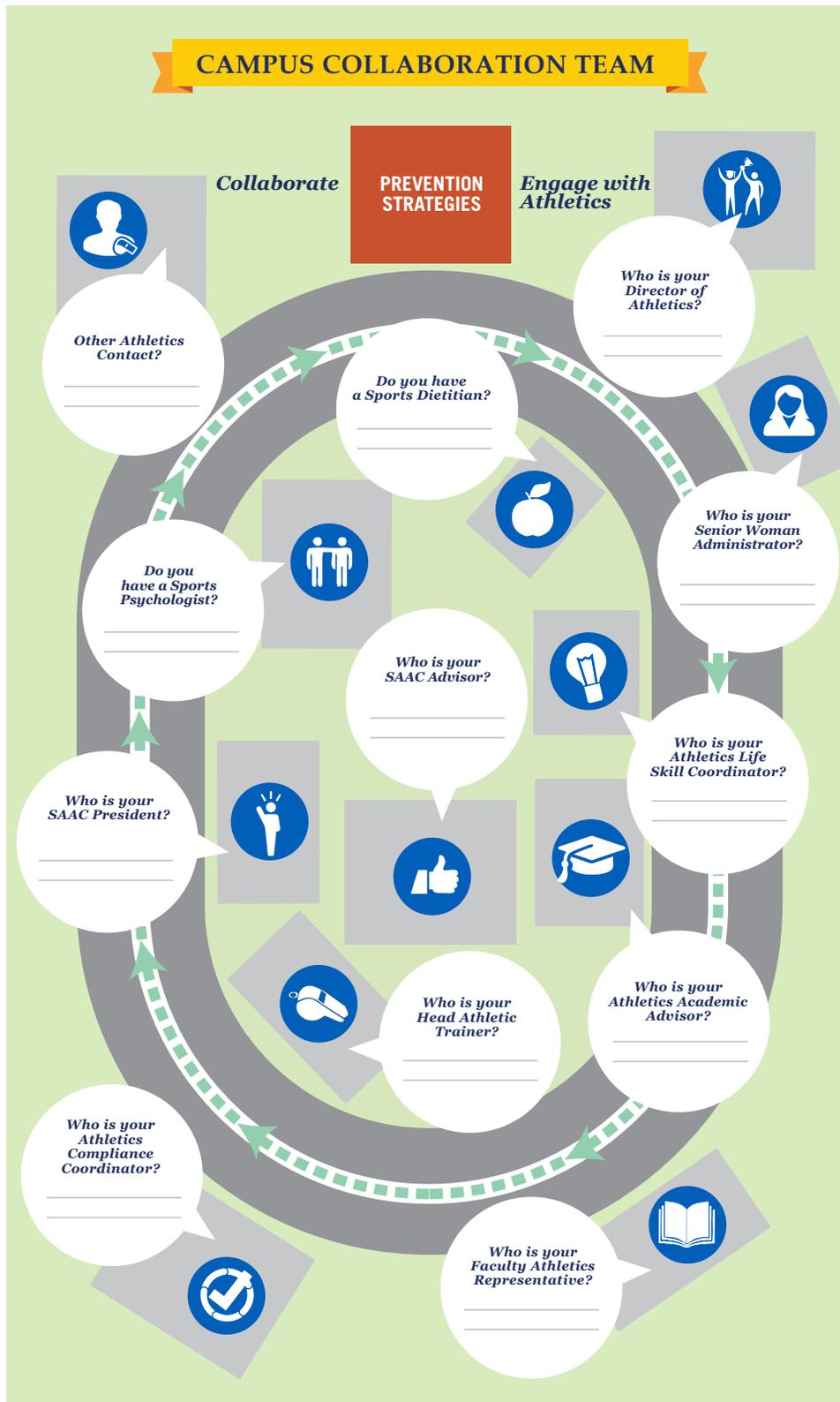
This person is elected by the general student body or a student government association to represent the perspective of students on campus boards, committees, and policy teams. The student body president may act as a liaison between students and campus administrators.

WHO IS YOUR LIAISON TO THE FACULTY SENATE?

The faculty senate is a representative body that is responsible for faculty participation in the planning and governance of your institution. Generally, senate members are chosen to represent the faculty of their unit, school or college.

SOURCE: The University of North Carolina at Greensboro Institute to Promote Athlete Health and Wellness

CAMPUS COLLABORATION TOOL FOR STUDENT AFFAIRS PARTNERS



SOURCE: The University of North Carolina at Greensboro Institute to Promote Athlete Health and Wellness

CAMPUS COLLABORATION TOOL FOR STUDENT AFFAIRS PARTNERS

DESCRIPTIONS OF COLLABORATORS

WHO IS YOUR DIRECTOR OF ATHLETICS?

The athletics director, or AD, is the senior athletics department administrator and is responsible for general oversight and supervision of the athletics department. The AD is also responsible for decisions related to coach hiring and guidance, scheduling, strategy, and policy.

WHO IS YOUR SENIOR WOMAN ADMINISTRATOR?

Commonly known as the SWA, this is the highest ranking female staff member in the athletics department. This designated position is intended to encourage and promote the involvement of female administrators in the decision-making process in intercollegiate athletics, and to ensure representation of women's interests, experience and perspective at the institutional, conference and national levels. The SWA's responsibilities can include any department tasks, senior management team responsibilities and oversight of a number of teams.

WHO IS YOUR ATHLETICS LIFE SKILLS COORDINATOR?

The life skills coordinator administers any programs, workshops and necessary information to student-athletes to help them develop the skills needed to succeed as a student and athlete on campus and for life after sports. This staff manages outreach and relationships with campus and community organizations to create such events and opportunities for the student-athletes' success.

WHO IS YOUR ATHLETICS ACADEMIC ADVISOR?

The academic advisor is responsible for the oversight of the academic-related tasks of the student-athlete such as advising and registration, monitoring satisfactory progress, tutoring, and study sessions, and coordinating and implementing life skills programming and special events.

WHO IS YOUR FACULTY ATHLETICS REPRESENTATIVE?

The FAR is a member of the faculty at an NCAA member institution officially designated by the institution to serve as a liaison to the athletics department, and also as a representative of the institution in conference and NCAA affairs. The FAR plays a central role in the overall checks-and-balances system designed to ensure academic integrity, sound governance and commitment to rules compliance, attention to equity, and student-athlete welfare.

WHO IS YOUR HEAD ATHLETIC TRAINER?

This allied healthcare professional is responsible for developing, coordinating, and administering a comprehensive sports medicine program for intercollegiate athletics,

with a focus on injury prevention, evaluation, management, treatment, and rehabilitation, and coordination of medical treatment with campus and community services.

WHO IS YOUR SAAC PRESIDENT?

This student-athlete is responsible for leading all SAAC (Student-Athlete Advisory Committee) events and meetings to help create a voice of change for the student-athletes at the institutional, conference and national levels. SAAC is made up of student-athletes assembled to provide insight on their experience, and to offer input on the rules, regulations, and policies that affect student-athletes' lives.

WHO IS YOUR SAAC ADVISOR?

The SAAC advisor is a departmental staff person charged with supervision of SAAC-related meetings and events, as well as serving as the liaison between athletics administration and the student-athletes. This person may communicate the concerns of the student to the department in order to give the student-athlete the best experience possible.

WHO IS YOUR ATHLETICS COMPLIANCE COORDINATOR?

The compliance coordinator works closely with both the athletics director and the Faculty Athletics Representative, to ensure compliance with all institutional, conference and NCAA rules and regulations governing intercollegiate athletics; monitors eligibility of student-athletes; and communicates with the NCAA and conference about rules interpretations and compliance matters. The duties of the compliance coordinator address administration and reporting, rules education, eligibility, recruitment, admissions, and investigation.

DO YOU HAVE A SPORTS PSYCHOLOGIST?

Sport psychologists help athletes enhance performance, and may use various mental strategies, such as visualization, self-talk and relaxation techniques to help athletes overcome obstacles and achieve their full potential. Sport psychologists utilize knowledge from many related fields including biomechanics, physiology, kinesiology and psychology. Mental health counseling should be provided only by a licensed psychologist.

DO YOU HAVE A SPORTS DIETITIAN?

A registered dietitian (RD), or a Certified Specialist in Sports Dietetics (CSSD) provides individual, group, and team nutrition counseling and education to enhance the performance of student-athletes. This person may serve as a resource for coaches, trainers, and athletes, or track and document outcomes of nutrition services.

SOURCE: The University of North Carolina at Greensboro Institute to Promote Athlete Health and Wellness

STUDENT HOST INSTRUCTIONS



UNIVERSITY OF NORTH TEXAS Student Host Instructions



Your role as a STUDENT HOST is very important in the recruiting process for our North Texas athletic teams. Student-athletes who serve as hosts must understand that they are official representatives of the Department of Athletics and the University of North Texas. Therefore, appropriate conduct is expected at all times. A prospective student-athlete's initial visit to our campus provides an opportunity for us to showcase the high standards that we hold ourselves to as ambassadors of the University of North Texas.

You have a responsibility to understand and abide by NCAA Student Host Guidelines and all North Texas regulations. The following list has been established to ensure that hosting of prospective student-athletes is conducted in a manner consistent with NCAA and University of North Texas regulations.

Please **carefully** review the following rules.

1. Several students may host a prospect, but only one student host per prospect may be provided a free meal if restaurant facilities are utilized. A non-qualifier may not serve as a student host in his/her first academic year in residence.
2. A maximum of \$30 for each day of the visit may be provided to cover all actual costs of entertaining the prospect (and the prospect's parents, legal guardians, or spouse), excluding the cost of meals and admission to campus athletics events. These funds may not be used for the purchase of souvenirs such as t-shirts or other institutional mementos. It is permissible to provide the student host with an additional \$15 per day for each additional prospect the host entertains.
3. NO cash may be given to the visiting prospect or to anyone else accompanying the prospect.
4. You may not use vehicles provided by or arranged for by any institutional staff member or representative of our athletics interests. **Never** allow the prospect to use your vehicle.
5. You may not transport the prospect, or anyone accompanying the prospect, beyond 30 miles of the University of North Texas campus.
6. You should not allow recruiting conversations to occur on or off campus between the prospect and a representative of our athletics interests. (If an unplanned meeting occurs, only an exchange of a greeting is permissible). It is your responsibility to ensure that such contact does not take place when they are entertaining prospective student-athletes.
7. A visiting prospect may participate in physical workouts or other recreational activities provided such activities are not organized or observed by the coaching staff and are not designed to test the athletic abilities of the prospect.
8. You may receive a complimentary admission (no hard tickets) when accompanying a prospect to a campus athletics event.
9. Underage drinking (under the age of 21) is illegal in the State of Texas. Prospective student-athletes are not allowed to engage in this activity. It is the student host's responsibility to discourage and report transgressions of this law.
10. If a prospective student-athlete is of legal age (21) and may enter a local bar, it is the student host's responsibility to ensure that the prospective student-athlete is aware that alcohol abuse will **NOT** be tolerated.
11. The University of North Texas will not tolerate sexual harassment by anyone associated with our athletic teams. Student hosts must be aware of the University's prohibition of this type of activity and work to ensure that prospects they are hosting conduct themselves appropriately.
12. It is the responsibility of the University to ensure the safety and well-being of prospective student-athletes visiting our campus. At the same time, it is imperative for prospective student-athletes and their student hosts to avoid any situations or activities that would jeopardize their safety or would be against NCAA, University of North Texas, or local laws, rules and regulations.

SOURCE: University of North Texas Athletics Department

STUDENT HOST INSTRUCTIONS



UNIVERSITY OF NORTH TEXAS
 Student Host Instructions
 Signature Page



Student Host Name: _____ Sport: _____

Prospect Name: _____ Visit Date: _____

These guidelines have been established to ensure that each prospective student-athlete's visit to our campus is a quality one. Your compliance with these guidelines is absolutely necessary and greatly appreciated. Incidents contrary to these guidelines may result in a decision by the University to decline to admit or grant financial aid to a prospective student-athlete and also may result in penalties to student-athletes up to and including dismissal from the team.

I certify that I have read and understand these rules, guidelines, and instructions and hereby acknowledge the receipt of \$ _____ per day for the purpose of hosting the above named prospect(s).

 Student-Host Signature Date: _____

I certify that I have read and understand these rules and guidelines. I acknowledge the receipt of \$ _____ for the purpose of travel to the university. Travel took place from _____ to _____ = _____ miles x x .50 cents.

 Prospective Student-Athlete Signature Date: _____

I certify that I have reviewed the rules and guidelines with the student-host and the prospective student-athlete.

 Coach's Signature Date: _____

SOURCE: University of North Texas Athletics Department

CAMPUS VISITS AND RECRUITING POLICIES

UNIVERSITY OF FINDLAY Recruiting and Official Visit Policy

In order to guide the staff, coaches, student hosts, and visiting prospective student-athletes, the University of Findlay has established this policy to clearly state its expectations for recruiting visits to provide a meaningful framework for a prospective student-athlete to make an informed decision about his/her attendance at the University of Findlay and participation in the athletics program.

This policy has been established to institute a procedure for staff and students to report concerns about recruiting practices, to state the university's intention to deal with any inappropriate recruiting activities swiftly, and to establish education and training in relevant areas to assist staff and student adherence to these high standards. By this policy the University of Findlay seeks to prevent recruiting abuses.

NCAA Athletic Recruiting Rules

Campus Visits by prospective student-athletes

- Each prospective student-athlete shall be limited to one official visit to any institution.
- No excessive entertainment of prospective students is allowed either on or off campus.

Coaches Responsibilities

Screening of Recruits

- Head coaches are responsible for evaluating a recruit's character and citizenship, and for recruiting individuals who will share the university's commitment to the highest standards of behavior and character.
- Head coaches are expected to communicate to recruits their expectations in terms of behavior and character prior to the official visit.
- Coaches are responsible for being cognizant of any incidents in a prospective student-athlete's background that may violate the University of Findlay Code of Conduct.
- Head coaches are expected to recruit student-athletes whose actions and behaviors will reflect the athletic department's core values.

Activities during Official and Unofficial Visits

- Coaches are responsible for asking the host what free time or social activities are planned for the recruit, and to ask after the visit what activities occurred.
- Coaches are responsible for informing the host that the provision of alcohol to anyone under the age of 21 is prohibited by Ohio state laws and will not be tolerated.
- Coaches are responsible for the selection of hosts who will follow the coaches' direction and avoid inappropriate activities.
- The prospective student-athlete must be safely returned to his/her place of lodging after entertainment activities within a reasonable hour or by the curfew of 1 a.m.
- The head or assistant coach must be informed of the entertainment activities that occurred during the visit.
- Head coaches are responsible for instructing their assistant coaches and student hosts concerning appropriate and inappropriate activities. While good judgment is expected of student-athletes and all possible activities cannot be listed, the following are some examples of inappropriate and appropriate activities:

SOURCE: University of Findlay Athletics Department

CAMPUS VISITS AND RECRUITING POLICIES

Inappropriate activities:

- Attendance at adult entertainment facilities
- Excessive meals and transportation
- Provision of alcohol to under-aged students
- Provision of excessive transportation, such as limousines
- Use of escort services, exotic dancers or any other similar services
- Participation in any unethical or illegal activity that violates criminal law or NCAA rules such as provision of drugs or participation in gambling activities
- Activities at any location that may cause a perception of impropriety

Appropriate activities:

- Taking the prospective student-athlete out for a snack
- Taking the prospective student-athlete to the movies
- Taking the prospective student-athlete to an on-campus athletic or student event
- Taking the prospective student-athlete to an on- or off-campus party affiliated with the University of Findlay
- Taking the prospective student-athlete to engage in recreational activities (e.g., swimming, bowling, etc.)
- Taking the prospective student-athlete to nearby shopping centers

SOURCE: University of Findlay Athletics Department

TITLE IX AND CLERY COMPLIANCE CHART

The U.S. Department of Education’s Office for Civil Rights enforces Title IX, which prohibits sex discrimination (including gender-based violence and sexual harassment) in educational institutions that receive federal financial assistance. The U.S. Department of Education also enforces the Clery Act (1990), which was amended in 2013 through the Campus Sexual Violence Elimination Act. Title IX and the Clery Act are two separate federal regulations with overlapping concerns that are intended to be complementary.

Both include same-sex or opposite-sex incidents/complaints. Both include students and employees.

TITLE IX	CLERY ACT
<p>INCIDENTS COVERED</p> <ul style="list-style-type: none"> • Sexual Harassment • Sexual Violence 	<ul style="list-style-type: none"> • Sexual Assault • Domestic Violence • Dating Violence • Stalking
<p>CONFIDENTIALITY</p> <p>If the complainant requests confidentiality, Institutes of Higher Education must take all reasonable steps to investigate and respond, consistent with the request. It is to be a balanced decision.</p>	<p>The act requires disclosures to protect the confidentiality of victims in statistical disclosures as well as any public record keeping, to the extent provided by the law.</p>
<p>VICTIM ASSISTANCE</p> <p>IHE must take prompt interim measures once it becomes aware of the report. IHE must inform the complainant of resources, whether there is a report to law enforcement.</p>	<p>Those reporting victimization must be provided with written notice of rights to be assisted by campus authorities, to change any situations to avoid a hostile environment, to obtain or enforce a restraining order, to have a clear description of the institution’s disciplinary process, and to receive contact information of services for victims both on and off campus, whether there is a report to law enforcement.</p>
<p>DEFINITIONS</p> <p>Sexual harassment is a type of sex discrimination. Sexual violence is a type of sexual harassment to include rape and other sexual assaults.</p>	<p>Dating violence, domestic violence and stalking are defined by 42 USC federal code. Sexual assault is defined by FBI Uniform Crime Reporting. IHE defines consent.</p>
<p>REPORTERS</p> <p>“Responsible Employees” are designated by the IHE and must report any incidents of sexual assault or sexual harassment to the Title IX Coordinator. Some employees can/will be considered “Confidential Employees,” who do not need to share information.</p>	<p>“Campus Security Authorities” are designated by the IHE and must report any incidents of sexual assault, domestic violence, dating violence and stalking in their Annual Security Reports and the Campus Safety and Security Survey. Demographics only are reported – victims’ names must be withheld.</p>

TITLE IX

CLERY ACT

REPORTING TO VICTIMS

When an IHE knows of student-to-student sexual assault, it should notify the complainant of the right to file a law enforcement report to the proper agency.

Victims of domestic violence, sexual assault and stalking must be given written notice of rights and procedures, and the right to file a law enforcement report on a voluntary, confidential basis.

POLICIES, PROGRAMS, PROCEDURES

IHE must have a nondiscrimination policy and are encouraged to have a sexual assault policy. IHE need grievance procedures for allegations.

IHE must have policies and procedures for victims or witnesses to report crimes to be included in the institutions' crime statistics. Policies must identify "sanctions of preventive measures" and must describe each type of disciplinary proceeding the institution may impose following a final determination of domestic violence, dating violence rape, sexual assault or stalking.

STANDARD OF PROOF

IHE must use preponderance of the evidence to determine if responsible for incident.

Procedures must state the standard of evidence used in IHE proceeding. Preponderance of evidence is recommended.

TRAINING/EDUCATION

IHE must choose "Responsible Employees" and train them to identify, report and offer information about resources, rules and policies to complainants.

Annual training is required on sexual assault, domestic violence and stalking, and how to investigate and conduct hearings in a manner that "protects the safety of the victims" and "promotes accountability." Awareness and prevention education is required for all incoming and ongoing members of IHE, both students and employees. These prevention programs also must be described in IHE's ASRs.

JURISDICTION

IHE must process complaints of student-on-student sexual harassment or sexual assault regardless of where they occurred.

Applies to sexual violence that occurs on campus, on public property and on non-campus property. The provisions for protecting the rights of victims, the accused and accusers are applicable no matter where the act occurred.

SOURCE: CONNIE KIRKLAND, 2016

10 WAYS TO DISTINGUISH CONSENT

10 Ways to Distinguish Consent

A GUIDE FOR STUDENTS AND ADVISORS

**Title IX
Compliance
Institute**

Consent: *A clear and unambiguous agreement, expressed in mutually understandable words or actions, to engage in a particular activity.*

Listen for
“yes”

Make sure
“yes”
means
“yes”

Keep the
conversation
open and
ongoing

Equality is a
cornerstone
of consent

The bottom line

- 1. Consent is fundamental** – You must obtain consent before engaging in or going further with any sexual activity.
- 2. Consent requires communication** – Verbal communication before engaging in sexual activity clarifies consent. Discussing your own and your partner’s sexual desires, needs, and limitations provides a basis for a positive experience.
- 3. Consent is affirmative** – Listen for a clear and positive agreement. These factors don’t count: the absence of “no,” silence, relying solely on body language, flirtation, coercion, marital or relationship status, power differentials, clothing choice, or a person’s past behavior. “Yes” is a statement of consent.
- 4. Consent is voluntary** – Consent must be given freely and willingly, and may not be valid if one person is being subjected to emotional or psychological pressure, intimidation, or fear.
- 5. Consent must be unimpaired** – A person who is impaired in any way, asleep, or mentally or physically incapacitated, either through the effect of drugs or alcohol or for any other reason, is not capable of giving valid consent. Using alcohol or drugs may also seriously interfere with the initiator’s judgment about whether consent was sought or given.
- 6. Consent is impermanent** – Consent at one time does not imply consent for the future; it must be freely given every time.
- 7. Consent is always retractable** – Consent is subject to change and can be withdrawn at any time. Consent must be clear at each stage of a sexual encounter: consenting to one sexual activity does not imply consent to further activity.
- 8. Consent is autonomous** – A current or past relationship, such as dating or marriage, does not override the need to obtain consent.
- 9. Consent is equitable** – Consent is invalid when the initiator holds authority over the partner, such as in an academic or workplace setting, or when one participant is under the legal age of consent.
- 10. Consent is essential** – Sexual contact without consent is sexual assault.

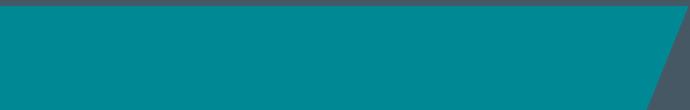


NATIONAL CENTER
FOR STUDENT LIFE

Connie J. Kirkland, MA, NCC, is the Director of the NOVACares Office at Northern Virginia Community College, where she chairs the Threat Assessment Team, coordinates behavioral intervention and support services for the college, and manages the college Sexual Assault Services program.



Appendixes



2014 NCAA EXECUTIVE COMMITTEE SEXUAL VIOLENCE PREVENTION AND COMPLIANCE RESOLUTION

WHEREAS NCAA Constitution Article 4.1.2 charges the NCAA Executive Committee with identifying core issues that affect the Association as a whole and with overseeing Association-wide issues and ensuring that each division operates consistent with the basic purposes, fundamental policies and general principle of the Association;

WHEREAS the Executive Committee regularly takes action to preserve and enhance student-athlete health, safety and well-being and promote nondiscriminatory and effective learning and competitive environments;

WHEREAS NCAA Constitution Article 2.2.3 requires each member institution to protect the health of, and provide a safe environment for, each of its participating student-athletes;

WHEREAS the U.S. Department of Education Office for Civil Rights has issued guidance related to sexual harassment, bullying and violence against all students under Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 et seq, which applies to all educational activities, including athletics programs, of higher education institutions receiving federal financial assistance and which states that sexual violence includes rape, sexual assault, sexual battery, sexual coercion and gender-based harassment.

Now, Therefore, Be It Resolved, that the Executive Committee recognizes the importance of addressing the abhorrent societal issue of sexual violence, especially when it occurs on our campuses. The Executive Committee acknowledges that it is our members' collective responsibility to maintain campuses as safe places to learn, live, work and play. The

Executive Committee expects NCAA members to ensure that the values and principles articulated in the Constitution to protect the health and safety of student-athletes, operate fairly and ethically, and further to assure that student-athletes are neither advantaged nor disadvantaged by special treatment and that institutions' athletics departments must:

- Comply with campus authorities and ensure that all athletics staff, coaches, administrators and student-athletes maintain a hostile-free environment for all student-athletes regardless of gender or sexual orientation; know and follow campus protocol for reporting incidents of sexual violence; report immediately any suspected sexual violence to appropriate campus offices for investigation and adjudication;
- Educate all student-athletes, coaches and staff about sexual violence prevention, intervention and response;
- Assure compliance with all federal and applicable state regulations related to sexual violence prevention and response; and
- Cooperate with, but not manage, direct, control or interfere with, college or university investigations into allegations of sexual violence, ensuring that investigations involving student-athletes and athletics department staff are managed in the same manner as all other students and staff on campus.

HIGHER EDUCATION SUMMIT

The NCAA Sport Science Institute and the NCAA office of inclusion jointly hosted the Higher Education Summit on Sexual Assault Prevention in February 2016. The summit brought together subject-matter experts with representatives from more than 20 higher education associations and several NCAA committees. These attendees worked together to build consensus for this toolkit, and many of the organizations they represent are listed on page F as endorsers:

NNENNA AKOTAObI

Associate athletics director, Swarthmore College

DAVID ARNOLD

Director of Bacchus Initiatives, NASPA Student Affairs Administrators in Higher Education

CINDY ARON

Licensed clinical social worker, Samaritan Health Services

KAREN BAEBLER

Assistant athletics director for sport operations, University of Washington

KATHLEEN BASILE

Lead behavioral scientist, sexual violence and child maltreatment team, Centers for Disease Control and Prevention

JERI BEGGS

Faculty athletics representative, Illinois State University

LYDIA BELL

Associate director of research for academic performance, NCAA

ERIN BONAR

Department of psychiatry faculty, University of Michigan

SUSIE BRUCE

Director, Gordie Center for Substance Abuse Prevention

AMY CALLENDER

Director of government affairs, National Athletic Trainers' Association

JIM CRAWLEY

Athletic training program director and faculty athletics representative, Dominican College (New York)

MARY DeNIRO

Executive director, Association of College and University Housing Officers – International

JILL DUNLAP

Director for equity, inclusion and violence prevention, National Association of Student Personnel Administrators

LaGWYN DURDEN

Associate athletics director, sports medicine, University of Texas at Austin

KEITH EDWARDS

Speaker and educator on sexual violence prevention, American College Personnel Association

TRISTA GIBBONS

Associate director, Indiana State University Student Counseling Center

TOM HALL

American College Health Association

DEBBIE INGRAM

Physical therapy department head, University of Tennessee at Chattanooga

JENNIFER JACOBSEN

Director of Wellness & Prevention and Title IX Deputy for Prevention, Grinnell College

PHILLIP JOHNSON

Director of security and police, University of Notre Dame

LYNNE KAPLAN

President, Do What Counts

CONNIE KIRKLAND

Director, NOVACares and Sexual Assault Services, Northern Virginia Community College

JESSICA KOCH

Student-athlete and member of the Division II national Student-Athlete Advisory Committee, California State University, San Bernardino

MARK KOEPSSELL

Association of Fraternity/Sorority Advisors

KYLE LIERMAN

Senior associate director of public engagement and senior policy advisor, White House Office of Public Engagement

RICHARD LUCEY JR.

Special assistant to the director of the Substance Abuse and Mental Health Services Administration's Center for Substance Abuse Prevention

MICHAEL McNEIL

Executive director, Alice! Health Promotion, Student Health Insurance and Immunization Compliance at Columbia University-Barnard College

DONALD McPHERSON

Donald McPherson Enterprises

NICKI MENELEY

Chief executive officer, Fraternity Executives Association

HOLLY RIDER-MILKOVICH

Director, Sexual Assault Prevention and Awareness Center, University of Michigan

JIM RUSSELL

Executive vice president, Delta Tau Delta,

and board of directors president, Fraternity Executives Association

STAN SHINGLES

Assistant vice president, Central Michigan University

WYNN SMILEY

Chief executive officer, Alpha Tau Omega, and board of directors past president, Fraternity Executives Association

KAREN STROMME

Associate athletics director and senior woman administrator, University of Minnesota Duluth

CARI VAN SENSUS

Chief of staff, NCAA executive group

JENNIFER WALLER

Executive director, Association for Student Conduct Administration

DANI WEATHERFORD

Executive director, National Panhellenic Conference

ED WHIPPLE

Chair, Coalition of Higher Education Associations for Substance Abuse Prevention

NANCY WILDER

Senior consultant, sexual misconduct consulting and investigations, T&M Protection Services

MARY WILFERT

Associate director, NCAA Sport Science Institute

AMY WILSON

Director of gender inclusion, NCAA

DEBORAH WILSON

Author of NCAA manual "Addressing Sexual Assault and Interpersonal Violence: Athletics' Role in Support of Healthy and Safe Campuses"

ALAINA WOO

Student-athlete and member of the Division III national Student-Athlete Advisory Committee, Pomona-Pitzer Colleges

DAVID WYRICK

Director, Institute to Promote Athlete Health and Awareness

TRAVIS YORK

Director of student success, research and policy, Association of Public and Land-Grant Universities

ADDITIONAL TOOLS AND WEB RESOURCES

- CDC's Stop Sexual Violence: A technical package to prevent sexual violence. www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf
- End Rape on Campus – A resource for survivors/victims: www.endrapeoncampus.org
- IMPACT Evaluation Resource defines the importance of assessing efforts and the tools to do so: www.NCAA.org/choices, click on IMPACT
- One Love: One Love works with young people across the country to raise awareness about the warning signs of abuse and activate communities to work to change the statistics around relationship violence. www.joinonelove.org
- Prevent Connect, a national online project dedicated to the primary prevention of sexual assault and domestic violence. www.preventconnect.org
- ROCNIAAA's CollegeAIM – Effective interventions for substance abuse prevention. www.collegedrinkingprevention.gov/CollegeAIM/Default.aspx
- Student Conduct Administration & Title IX: Gold Standard Practices for Resolution of Allegations of Sexual Misconduct on College Campuses. www.myacpa.org/sites/default/files/ASCA%202014%20Gold%20Standard%20Report.pdf
- Substance Abuse and Mental Health Services Administration's Strategic Prevention Framework: www.samhsa.gov/capt/applying-strategic-prevention-framework
- National Sexual Assault Hotline: 800.656.HOPE
- American College Health Association: www.acha.org/documents/resources/guidelines/Addressing_Sexual_Violence.pdf
- Clery Center for Security on Campus: www.clerycenter.org
- U.S. Department of Justice, Office for Victims of Crime: www.ovc.gov
- End Violence Against Women International: www.evawintl.org
- International Association of Campus Law Enforcement Administrators: www.iaclea.org
- National Center for Campus Public Safety: www.nccpsafety.org
- National Conference of State Legislatures, Education/Legislation and Health/Sexual Violence; both related to campus safety: www.ncsl.org
- National Sexual Violence Resource Center: www.nsvrc.org
- Rape Abuse & Incest National Network: www.rainn.org



SPORT SCIENCE
INSTITUTE™