

University of Oregon Department of Intercollegiate Athletics Review Panel on Sexual Misconduct Prevention and Response

INTRODUCTION

The Department of Intercollegiate Athletics (AD) at the University of Oregon has policies, procedures and practices that are consistent with the desire to provide exceptional student-athletes with educational opportunities to enable them to pursue excellence in the classroom, the community and their lives while competing at the highest level in their chosen sport. The expectations for success are promoted throughout the student-athlete experience from start to finish.

- Initial recruiting
- University/athletic department orientation
- Team rules
- Student development activities
- Academic support services
- Disciplinary responses
- Graduation

FULL NOTEBOOK

Materials presented in the full notebook provide the reviewer with information regarding the comprehensive nature of the efforts to accomplish the mission of the University and the Athletic Department

Presented here are brief introductions to each of the sections in the full notebook. The documents related to recruiting, policies and education are most pertinent. The recruiting procedures in Men's Basketball and Football, the Student- Athlete Handbook and the programming in student development are key materials.

Despite the fact that the information presented is not exhaustive, the volume of materials is somewhat overwhelming. The table of contents outlines the various sections included in the notebook with the following subsections important to review:

- A.1.a. Policies and Handbooks – Sections specific to student-athletes
- A.2.a.b. Policies and Handbooks – Student-Athlete Handbook
- B. Student-Athlete Development
- C.4. Recruiting of Student-Athletes- Description of recruitment process
- F.3. General Response – Athletic Director's written report to the University Senate, Spring 2014
- G.1. Other Resources – Suggested interviews

The specifics of each of the sections are contained in the full notebook. All of the complete documents and materials (along with other descriptions of practices followed) are available both on-line (link) and in hard copy in the President's office.

POLICIES AND HANDBOOKS

1. Policies and Procedures Manual – Department of Athletics
 - a. Sections specific to student-athletes
 - b. Sections specific to coaches
2. Student-Athlete Handbook
 - a. Sections specific to behavioral expectations
 - b. Determination of receipt of handbook

The mission of the University of Oregon Department of Intercollegiate Athletics is to “provide an outstanding collegiate experience to the student-athletes while enabling them to pursue excellence in the classroom, the community and their lives while competing at the highest level in their chosen sport.” Accomplishing this mission is contingent on the collaborative participation by all involved. The policies, procedures and expectations as established by the NCAA, the PAC-12, the University of Oregon and the UO Athletic Department are in place for this purpose.

Each of the documents explicitly establishes the regulations and expectations of all involved. The Student-Athlete Handbook is of particular importance in clarifying the principles of conduct for each individual. Each student-athlete acknowledges receipt of this document and is briefed on its contents. References to the Code of Conduct for all students at the UO are included, but the requirements for student-athletes are more inclusive and definitive regarding their continued enrollment and participating on teams representing the UO.

STUDENT-ATHLETE DEVELOPMENT

1. Annual reports highlighting educational opportunities
2. List of national experts in S/A Development/Life Skills that have been consulted, used
3. Review of communication via gatherings, orientations, life-skill education regarding conduct expectations
4. Summer Bridge Program description
5. Sport Specific student development initiatives

Student-athlete development at the University of Oregon is extensive and multi-faceted. Every member of the Athletic Department is responsible for providing education and serving as role models to positively impact student-athletes in the development of life skills that prepare them to be productive citizens. Athletic department leaders, coaches and staff directly involved with student-athletes on a

daily or at least regular basis have been charged with explicitly providing guidance and education to assist student-athletes in taking full advantage of the resources, programming and services available.

From the arrival on the UO campus to graduation, opportunities to develop character, integrity and leadership are provided to student-athletes. For those student-athletes who enroll for summer, the Summer Bridge program acclimatizes them to the university environments and expectations in all aspects of their student experience. This closely monitored experience allows for observations of high risk students and allows for early interventions. Other freshmen student-athletes participate in the UO IntroDUCKtion which presents an overview of expectations, both academically and socially.

The UO developed a best-practice approach and offered two specific courses in Leadership and Life Skills that have been duplicated by many other institutions. The syllabi for those courses are in the notebook. Those courses are in hopefully a temporary hiatus while the academic curricular approval process is successfully negotiated. The information regarding the “rights, responsibilities, attitudes and choices with regard to personal health, financial responsibility, relationships, sexual issues, and drugs and alcohol” are essential topics for all students to understand, but especially for SA’s who are highly visible with specific measures of accountability.

The general programming from the Student-Athlete Development unit includes leadership development, life skills, career development, and mentoring events and programs. The O Heroes program is a unique outreach approach to promote community service and cooperative endeavors. Two psychologists are under contract with the athletic department to provide personal assistance and attention as requested or advised.

In addition to the programs and events offered to all SA’s, each sport team promotes and delivers specific sessions regarding mental, social and psychological health. The responsibilities and expectations regarding leadership, behavior and team building are all topics that have been presented. Psychologists, counselors, motivational speakers, community leaders, athletic mentors, judicial practitioners and life coaches have all been used to facilitate sessions.

RECRUITING

The attachments with details applicable to recruiting include:

Recruiting of student-athletes

1. NCAA legislation related to contacts/evaluations/admissions using flow chart
2. Admissions Policy for Student-athletes

3. Academic Policy for Student-athletes
4. Description of recruitment process from first contact through signing – examples from Football, Men’s Basketball, Soccer, Lacrosse
5. Data regarding use of recruiting services

Recruiting student-athletes to the University of Oregon is an extensive and exhaustive process that is the lifeline to the success of the Athletic Department. Success of the Athletic Department is contingent on excellence in athletic competition, excellence in academic endeavors and excellence in the personal development of each student-athlete. With that in mind, recruitment of each prospective student-athlete (PSA) is a comprehensive process to assess whether the PSA has the characteristics to meet the expectations at the UO, in the AD, and for each team.

Under the Recruiting of Student-Athletes section of the full notebook, details related to NCAA regulations, departmental policies, admission procedures, and descriptions of recruitment processes for a representative set of sports are included. An examination of those documents describes the specific details and difference processes for selected athletic teams.

Recruiting is a long arduous time frame for many sports and in most cases is a multi-year process. The UO has a national and international presence and signing the best talent to meet the institutional and team needs is desired. Coaches at all levels, former athletes, family members, and PSAs themselves are all submitting names of PSAs. Recruiting services are also used to identify prospects for initial screening. For the women’s sports, the talent identification begins as early as age 14 with some categorization of potential interest occurring then. For sports in which physical maturation is a key component of athletic performance, the identification of prospects becomes more intense during the last two years of high school.

In all cases, multiple observations and inputs occur prior to a PSA being thought of as a recruit. Given the number of scholarships available in football, inquiries and information are received from as many as 7,500 PSA’s to eventually sign 20 student-athletes. For other sports, that initial pool of PSAs may be only 100 with the eventual signing of 3 or 4 recruits. In every instance however, the screening process is quite similar.

Athletic talent is what initially puts a PSA in consideration and the initial evaluation is primarily related to skill level. Observation in competitions, review of film, and examination of performance statistics are key aspects of consideration.

Academic achievement and analysis of the potential for academic success is also critically important and information on performance in the classroom occurs as soon as a PSA is being seriously considered. The academic requirements and minimum qualifications as published by the NCAA are the initial benchmarks to meet but the

University of Oregon requirements are in excess of those. Details of those requirements and procedures are described in attachments.

Assessments of a PSA's character and personal attributes are more difficult to quantify but are of critical importance for UO athletes. Multiple data points are considered for every athletic team but the process varies from team to team. In every case, the reactions of PSAs during competition and their overall work ethic are key. Additionally, interaction with coaches, parents, counselors, teachers and teammates provides insight on the character and personality of the recruit. Social media interactions are informative as are direct communication patterns. Current student-athletes spend time with each recruit and their input and impressions are also considered.

CONTRACT LANGUAGE – Employees and Coaches

1. Coaches contract language related to recruiting, student-athlete development, compliance, NCAA regulations
2. Position description for Professional Development Coordinator

Compliance with NCAA, PAC-12, UO, and UO AD rules and policies is important to the successful operation of and meeting the mission of the Athletic Department. Every employee signs a contract agreeing to know, understand and abide by all applicable rules and regulations. Coaches' employment agreements explicitly identify the responsibility to work with student-athletes for essential academic progress along with the personal and athletic development. The expectations regarding the overall safety and well-being of the SA's is highlighted in contract language and is included in the performance evaluations for each coach.

STUDENT-ATHLETE DATA

Demographic data

1. Academic data
 - a. Majors
 - b. Academic performance
 - c. APR, graduation rate report

All components of a student-athlete's development are important to the University of Oregon and the Athletic Department, but the academic success is of utmost emphasis. Careful consideration of academic preparedness is a key component of recruitment. Both the high school GPAs (3.49) and Test scores of first time freshman student-athletes are comparable to the population of freshman admits at the UO. The academic support for the student-athletes is a priority for the office of Academic

Affairs at the University. Highlights of the academic status of the student-athletes are presented in the data in this section.

GENERAL RESPONSES

1. Report to Oregon State Senator on Student-Athlete welfare - Fall, 2013
2. Materials provided to IAC at its request, Spring 2014
3. Athletic Director's written report to the University Senate - Spring 2014

Each year, the Athletic Department provides information in response to requests concerning specific areas of interest by individuals and groups. Student-athlete welfare, specifically the manner in which student-athletes who are medically unable to participate are supported, was requested for an Oregon State legislator and is included here.

After the incident involving three of the men's basketball players this spring, the Intercollegiate Athletic Committee requested documentation of policies and procedures regarding behavioral expectations. The relevant documents clearly detail the responsibilities and requirements that accompany being a student-athlete and representing the University of Oregon.

The Athletic Director makes an annual report to the University of Oregon Faculty Senate. The attached 2013-14 report provides a brief overview of the year in regards to academics, student-athlete support, finances and economic impact, compliance, donors/fans/community engagement, brand or visibility, and special events that provide recognition for the University - locally, state-wide, nationally, and internationally.

OTHER RESOURCES

1. Suggested Interviews
 - a. Recruiting
 - i. Head Coaches: Mark Helfrich (Football), Dana Altman (Men's Basketball), Robert Johnson (Men's and Women's Track & Field), Kelly Graves (Women's Basketball), Kat Mertz (Soccer), and Ria Scott (Women's Golf)
 - ii. Staff: Josh Jamison (Men's Basketball) and James Fisher (Football)
 - b. Student-Athlete Development
 - i. Athletics: Horace Raymond (Football), Katie Harbert (Student-Athlete Development), Dave Mikula (counselor), Dr. Greg Skaggs (Medicine)

- ii. Academic: Stephen Stolp (Support Services) and Jennie Leander(Support Services)
 - c. Student-athletes
 - i. Student –Athlete Advisory Committee representatives- Lisa Peterson
 - ii. Post-graduates -
- 2. Other reports
 - a. Benchmarking reports on Student-Athlete and Player Success programs – Arizona State, NBA, South Carolina, Ross Business School, Michigan, NCAA, NFL, Notre Dame, U Michigan residential college Minnesota, USC, US Olympic committee, U Michigan Engineering

Complete information on any topic is impossible, but specific inquiries to get detailed insights from persons dealing with recruiting prospective student-athletes and programming student-athlete development can be valuable. In this section are the names of individuals who can provide first-hand information about how their processes and activities work. Those with the most information on the recruiting of student-athletes are the coaches and recruiting coordinators. Listed here are the coaches and the operations staff with the most direct information. In the area of Student-Athlete Development, persons directly involved are included as potential persons to interview and also include those directing the academic support programming.

The University of Michigan sought information to benchmark what practices were in place through the country regarding student-athlete development and life skills programming. The responses were shared with the respondents and are included here. These responses provide an overview of other entities and their operations.

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This document is a content outline for the notebook with the sections and subsections starred (*) that are the most important for the specific topic of interest.

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A. Policies and Handbooks

1. * Policies and Procedures Manual – Department of Athletics
 - a. *Sections specific to student athletes
 - b. Sections specific to coaches
2. *Student-Athlete Handbook
 - a. *Sections specific to behavioral expectations
 - b. *Determination of receipt of handbook

B. *Student-Athlete Development

1. *Annual reports highlighting educational opportunities
2. *List of national experts in S/A Development/Life Skills that have been consulted, used
3. *Review of communication via gatherings, orientations, life-skill education regarding conduct expectations
4. *Summer Bridge Program description
5. *Sport Specific student development initiatives

C. *Recruiting of student-athletes

1. NCAA legislation related to contacts/evaluations/admissions using flow chart
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3. Academic Policy for Student-athletes
4. *Description of recruitment process from first contact through signing – examples from Football, Men’s Basketball, Soccer, Lacrosse
5. Data regarding use of recruiting services

D. Contract Language –employees, coaches

1. Coaches contract language related to recruiting, s/a development, compliance, NCAA regulations
2. Position description for Professional Development Coordinator

E. Student-athlete data

1. Demographic data
2. Academic data
 - a. Majors
 - b. Academic performance
 - c. APR, graduation rate report

F. *General response on topic

1. Report to Oregon State Senator on Student-Athlete welfare, Fall, 2014
2. Materials provided to IAC at their request, Spring 2014
3. *Athletics Director written report to the University Senate, Spring 2014

4.

G. *Other resources -

1. *Suggested Interviews

a. *Recruiting

- i. *Coaches: Helfrich(football), Altman(men's basketball)
Johnson(Men and Women's Track and Field), Graves(Women's basketball), Mertz(Soccer), Scott(Women's golf)
- ii. *Staff: Jamison(men's basketball), Fisher(football)

b. *Student-Athlete Development

- i. *Athletics: Raymond(Football), Harbert(Student development), Mikula(psychologist), Skaggs(medical)
- ii. *Academic: Stolp(Support services), Leander(Support services)

c. *Student-athletes

- i. *Student –Athlete Advisory Committee representatives- Lisa Peterson contact
- ii. *Post-graduates -

2. Other reports

- a. Benchmarking reports on Student-Athlete and Player Success programs – Arizona State,NBA,South Carolina,Ross Business School,Michigan,NCAA,NFL,Notre Dame,UMich residential college,Minnesota,USC, US Olympic committee, U Mich Engineering