

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

**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.

## I. SCHOLARSHIPS FOR MEDICALLY UNABLE TO PARTICIPATE AND POST-ELIGIBLE STUDENT-ATHLETES

In college athletics, each scholarship sport has scholarship limitations. Currently, if a student-athlete is deemed medically unable to participate in intercollegiate athletics, NCAA rules allow the individual to continue to receive athletics aid and, depending on when the incapacitating injury or illness occurs, the athletics aid the student-athlete receives will or will not count against the team's scholarship limit. (*NCAA Bylaw 15.5.1.3 - Counter Who Becomes Injured or Ill*)<sup>j</sup>

NCAA rules also state that a student-athlete that has exhausted his or her eligibility to participate in intercollegiate athletics may continue to receive athletics aid and the athletics aid will not count against the team's financial aid limit in the academic years following the exhaustion of eligibility. (*Bylaw 15.5.1.6 - Eligibility Exhausted*)<sup>ii</sup>

At the University of Oregon, we have continued to provide scholarships to medically-unable-to-participate student-athletes and post-eligible student-athletes up to five-years of athletics aid or graduation, whichever was earlier, absent them failing to maintain academic-eligibility standards (*Bylaw 15.01.5 - Eligibility of Student-Athletes for Institutional Financial Aid*)<sup>iii</sup> or having their athletics aid cancelled for cause. With this academic year's elimination of the NCAA rule of five years of aid within six years after initial enrollment in a collegiate institution, the policy is now to continue to provide scholarships to medically-unable-to-participate student-athletes and post-eligible student-athletes up to their graduation, absent them failing to maintain academic-eligibility standards or having their athletics aid cancelled for cause. (*Bylaw 15.3.4.2 - Reduction or Cancellation Permitted*)<sup>v</sup>

Over the past three seasons, there were thirteen student-athletes that were medically unable to compete in his or her sport, equating to 10.94 scholarships. The value of these scholarships was at an additional cost of \$422,014 to the athletic department, shown below in the table.

<b>MEDICALLY UNABLE TO COMPETE STUDENT-ATHLETES</b>		
<b>YEAR</b>	<b>#</b>	<b>Scholarship Amount</b>
<b>2012-13</b>	6	\$174,216
<b>2011-12</b>	5	\$187,506
<b>2010-11</b>	2	\$60,292
<b>TOTALS</b>	13	\$422,014

It underscores our commitment to supporting our student athletes, even if medically incapacitated, and more importantly to have them graduate. Over 90% of our student-athletes who exhaust their eligibility graduate. Occasionally, we have student-athletes who exhaust his or her eligibility and still need completion of a degree. This is something we both assist in funding as outlined below and are permitted to do under NCAA rules. A full listing of all student-athletes who are on scholarship but not counted in scholarship limits is contained in the endnotes.<sup>v</sup>

<b>STUDENT-ATHLETE SCHOLARSHIPS FOR EXHAUSTED ELIGIBILITY OR MEDICAL</b>					
<b>YEAR</b>	<b># of Athletes</b>	<b>Medical</b>	<b>Exhausted Eligibility</b>	<b>Scholarship Amount</b>	
<b>2012-13</b>	16	6	10	\$	383,098
<b>2011-12</b>	13	5	8	\$	251,305
<b>2010-11</b>	15	2	13	\$	287,916
<b>TOTALS</b>	<b>44</b>	<b>13</b>	<b>31</b>	<b>\$</b>	<b>923,019</b>

## **II. STUDENT-ATHLETE MEDICAL TREATMENT**

### **Medical Resources**

The University of Oregon Athletic Department currently invests significant resources focused on provision of medical care for prevention, management, and rehabilitation of injury to ensure optimal outcomes. In the endnotes, is a listing of treatment center expenses for student-athletes totaling \$2.5M in fiscal year 2013.<sup>vi</sup> The following is a summary of the resources provided:

- One full time and one part time (1.4 FTE) primary care sports medicine trained physicians to care for student-athlete injuries and illness.
- Ten (10) full time certified athletic trainers engaged with best practices for prevention, management, and rehabilitation of injury and other conditions resulting from athletic participation.
- Two full time nutritionists with support staff to provide education and ensure student-athlete are provided optimal nutritional and hydration strategies to maintain health and prevent injury.
- One full time sports scientist utilizing technology and scientific research to develop best practices for training, recovery and prevention of injury.
- Specialty trained therapists in the community have been contracted and act as consultants to provide support for social, psychological and substance use issues.
- Physical therapy services are available from contracted specialty trained physical therapist acting as a consultant

All these services are provided to the student-athlete at no charge.

### **Insurance**

In the event a student-athlete requires medical care from other medical specialists, medication, imaging or other diagnostic studies, surgery, etc. the Athletic Department purchases an insurance policy for every student-athlete. This insurance provides coverage for all illness and injury caused by their participation as student-athletes. This policy acts as secondary coverage when the athlete has primary insurance. It is the primary policy if the athlete is uninsured.

All deductibles are covered by the athletic department. This policy covers student-athletes for the duration of their participation and two years from the date of injury, whichever is longer. Thus, a student-athlete that is injured in their senior year can continue to have his or her medical costs paid past his or her graduation.

Currently approximately 15% of our student-athletes have no insurance. However many more have primary insurance plans that are very difficult to bill effectively because they are structured managed care plans (example: Kaiser) or are from foreign countries.

In the event that a student-athlete has a catastrophic injury, a third policy provided by the NCAA would begin coverage of costs that exceed 90 thousand dollars.

### **Best Practices**

Currently detailed policies and practices are in place to prevent and manage many medical issues impacting student-athletes, including concussion and dehydration. These practices continue to evolve as the science and current research does. Athletic Medicine staff is committed to and engaged with implementation of best practices around the many specialty needs of the student-athlete, and participate rigorously in national and international educational programs to insure our student-athletes benefit from current and best practices. Funding is available from the University of Oregon Athletic Department for staff to attend and speak at these educational forums.

### ***Concussion***

All student-athletes and coaches are provided frequent detailed education on prevention of concussion, recognition of signs and symptoms, and the importance of reporting these injuries to medical personnel immediately.

Baseline neurocognitive testing is completed by student-athletes who participate in a sport deemed to have risk for concussion. These measures allow for repeat testing and are used as part of the clinical assessment and return to play protocol.

Athletic Trainers are on site at practices and competitions to monitor and determine participation status. Physician staff are on site and/or available for consultation at high risk events.

In the event a student-athlete suffers a concussion a detailed medical management plan is implemented to assess and manage the injury according to guidelines determined by content experts and published best practices research.

Medical team members determine when it is safe for a student-athlete to begin a progressive return to physical activity.

### ***Dehydration***

All student-athletes are provided frequent detailed education regarding appropriate nutritional and hydration practices specific to the demands of their activities to prevent dehydration.

Fluid replacement (water and sports drinks) are provided during practices and events in unlimited amounts, as well as during and after strength and conditioning activities.

Weather conditions are monitored by Athletic Trainers at practices, conditioning sessions, and events to monitor student-athlete safety and hydration practices.

In the event a student-athlete displays signs of dehydration they are removed from activities and cooling and rehydration practices are implemented.

### III. STUDENT-ATHLETE DEVELOPMENT

The mission of the Office of Student-Athlete Development is to develop and implement innovative programs and individualized support services that will empower student-athletes to make positive contributions to their communities and have the best opportunity to grow and succeed in college and later in life. The Office of Student-Athlete Development manages the O Heroes program, the Student-Athlete Advisory Committee (SAAC) and all student-athlete affairs and welfare. Programming is designed to promote a respect for diversity and inclusion, to assist student-athletes in identifying and applying transferable life skills, to encourage student-athletes to effectively access campus resources, and to develop character, integrity and leadership skills.

Life skills education is implemented throughout more focused programs broken up into personal and career development, outlined below. Financial education is one of many topics incorporated into both the FHS 199 course (targeting freshmen) and the Senior Success Series (targeting juniors and seniors). Although these programs are not mandatory, all student-athletes may elect to take advantage of the workshops and are not restricted by year in school.

#### Personal Development

- FHS 199: FHS 199 was a three credit course that serves as an introduction to higher education at the University of Oregon and as an ongoing orientation to resources, skills, and social issues pertaining to student-athletes through the 2012-13 academic year. Unfortunately the UO Committee on Courses denied approval of the course during Spring 2013. As a result of this cancellation, a voluntary Freshmen Seminar Series will be offered 2013-2014, twice a term and will cover six important themes from the course.
- FHS 409: Leadership Challenge: This two-weekend long intensive course for students challenges participants to consider a variety of aspects surrounding leadership theories, styles, skills, and practices and to apply these leadership principles to the college environment and other settings in the community, specifically the environment of intercollegiate athletics. This course is on hold until we have a clear understanding of how such 'participatory learning' courses will be supported by the University.
- Student-Athlete Development Seminars: Seminars are offered on a variety of educational topics that are typically identified as areas interest or needs by SAAC.
- Captains' Workshops: A new program implemented for the 2013-2014 academic year, Captains' Workshops will focus on leadership skill building and creating a leadership network among student-athletes.

- Team Workshops: Customized team workshops are utilized on a variety of topics. These programs may involve expert speakers, campus staff, or professionals from the community.
- Season ending summaries and Exit Interviews: Student-athletes are provided an opportunity to complete a confidential survey administered from the Office of Student-Athlete Development and covers all aspects of student-athlete life. Survey results are compiled in a way that maintains anonymity and are given to appropriate administrators for review.
- Men's and Women's Symposiums: This event is an opportunity for female student-athletes to connect with professional women who can provide guidance on career and personal development topics. These events are opportunities for student-athletes to connect with professionals who can provide guidance on career and personal development topics as they relate to issues specific to men and women.

### **Career Development**

- Senior Success Series: Junior and Senior student-athletes are encouraged to participate in this series of monthly workshops designed to develop the skills needed for student-athletes to transition to the "real world." The series includes topics such as etiquette, networking, interviewing, resumes, personal finance, etc. Students who attend at least 5 Senior Success events are awarded \$500 from the Opportunity Fund to purchase an interview suit or professional attire.
- Mentor program: The mentor program matches student-athletes with professionals and caring adults. The mentor program may be geared toward career mentorship but mentors may serve as life mentors as well. Student-athletes interested in having a mentor should communicate their interest to Student-Athlete Development.
- Individual support: Student-Athlete Development staff are prepared and have resources to support student-athletes with a variety of career-related topics including:
  - Career Direction: individual career counseling, personalized career assessments.
  - Career Information: career library, career center website, connecting student-athletes with employers.
  - Job Search: job postings, career fairs, on-campus interviews with employers, using social networking for career development.



- Employment Preparation Tools: resume and cover letter review, mock interviews, networking.
- Internships: web-based and hard copy internship listings.
- Graduate School Decisions: graduate school website, graduate school fair

### **Student-Athlete Opportunity Fund**

The Student-Athlete Opportunity Fund (SAOF) is distributed by the NCAA and is intended to provide direct benefits to student-athletes as determined by conference offices. Student-athletes can access the SAOF directly in the following methods:

- Student-athletes who graduate with a 3.25 GPA or higher (undergrad only) qualify for \$500 towards the purchase of a computer upon graduation.
- All student-athletes have various opportunities such as Student-Athlete Development Seminars and Opening Ceremonies to earn \$25 vouchers which can be used for travel or school supplies.
- Junior and Senior student-athletes are encouraged to complete 5 Senior Success events which qualify them for \$500 towards the purchase of professional attire.
- Student-athletes who are Pell Grant eligible also qualify for the Special Assistance Fund meaning they can be reimbursed for up to \$500 towards personal travel costs or clothing.
- Student-athletes applying to graduate school are eligible for up to \$500 towards the cost of grad school application fees, grad school testing and grad school test preparation.

### **SAAC**

The Student-Athlete Advisory Committee (SAAC) is a committee made up of student-athletes assembled to provide insight on the student-athlete experience. SAAC also offers input on the rules, regulations and policies that affect student-athletes' lives on NCAA member institution campuses. SAAC is open to all student-athletes and meets bi-monthly. Students interested in SAAC would contact their team's SAAC representative, the Office of Student-Athlete Development or their Head Coach. The University of Oregon SAAC was awarded the Spring 2009 National SAAC of Excellence Award.

### **O Heroes**

O Heroes is the University of Oregon's student-athlete volunteer and community outreach non-profit program that focuses on impacting the community and instilling global awareness. In the 2013-2014 year alone, O Heroes volunteered over 3,200 hours through projects with local nonprofits like the *Boys & Girls Club* and the *Greenhill*

*Animal Shelter.* While originally focusing on local initiatives, O Heroes has expanded to annual international service trips to the Dominican Republic, Peru, and beyond. While volunteering is not required, O Heroes is an opportunity for student-athletes to expand their resumes, discover new interests, and give back to the community that supports them. Each student-athlete is encouraged to attend events in order to experience the impact they have on kids, animals, and nature within the area. This impact is recognized throughout the department and community and is appreciated through various ways: *Hero of the Month* on goducks.com, event leadership opportunities, and local news & radio interviews. All of our events are student-athlete driven and seek to connect the 19 different varsity sports through service.

## ENDNOTES

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<sup>i</sup> **Bylaw 15.5.1.3 - Counter Who Becomes Injured or Ill.** A counter who becomes injured or ill to the point that he or she apparently never again will be able to participate in intercollegiate athletics shall not be considered a counter beginning with the academic year following the incapacitating injury or illness.

- **Bylaw 15.5.1.3.1 - Incapacitating Injury or Illness.** If an incapacitating injury or illness occurs prior to a prospective student-athlete's or a student-athlete's participation in athletically related activities and results in the student-athlete's inability to compete ever again, the student-athlete shall not be counted within the institution's maximum financial aid award limitations for the current, as well as later, academic years. However, if the incapacitating injury or illness occurs on or after the student-athlete's participation in countable athletically related activities in the sport, the student-athlete shall be counted in the institution's maximum financial aid limitations for the current academic year but need not be counted in later academic years.

<sup>ii</sup> **Bylaw 15.5.1.6 - Eligibility Exhausted.** A student-athlete receiving institutional financial aid after having exhausted his or her eligibility in a sport is not a counter in that sport in later academic years following completion of eligibility in the sport. For this provision to be applicable, the student-athlete is otherwise eligible for the aid and is not permitted to take part in organized, institutional practice sessions in that sport unless the individual has eligibility remaining under the five-year rule.

- **Bylaw 15.5.1.6.1 - Cross Country/Track and Field.** A student-athlete who is awarded athletically related financial aid and who has exhausted eligibility in either cross country, indoor track and field, or outdoor track and field, but has eligibility remaining in any of the other sports, is not a counter in the cross country/track and field financial aid limitations, provided the student-athlete subsequently does not practice or compete in any of the sports that he or she has eligibility remaining in during the academic year in which the aid was awarded.

<sup>iii</sup> **Bylaw 15.01.5 - Eligibility of Student-Athletes for Institutional Financial Aid.** A student-athlete must meet applicable NCAA (see Bylaw 14), conference and institutional regulations to be eligible for institutional financial aid. If these regulations are met, the student-athlete may be awarded institutional financial aid during any term in which a student-athlete is in regular attendance [was enrolled initially in a minimum full-time program of studies as defined by the certifying institution during that term (see Bylaw 14.1.7.2.1.3 for final term exception and Bylaw 15.2.8 for summer-term exception)] under the following circumstances: (a) The student-athlete is an undergraduate with eligibility remaining under Bylaw 14.2 (five-year rule); or (b) The student-athlete is a graduate student eligible under Bylaw 14.1.8.

- [Bylaw 15.01.5.1 - Exception -- Part-Time Enrollment After Exhausted Eligibility remains unchanged]
- **Bylaw 15.01.5.2 - Exception -- Former Student-Athletes.** Institutional financial aid may be awarded to a former student-athlete for any term during which he or she is enrolled (full time or part time).

<sup>iv</sup> **Bylaw 15.3.4.2 - Reduction or Cancellation Permitted.** Institutional financial aid based in any degree on athletics ability may be reduced or canceled during the period of the award if the recipient: (a) Renders himself or herself ineligible for intercollegiate competition; (b) Fraudulently misrepresents any information on an application, letter of intent or financial aid agreement (see Bylaw 15.3.4.2.3); (c) Engages in serious misconduct warranting substantial disciplinary penalty (see Bylaw 15.3.4.2.4); or (d) Voluntarily (on his or her own initiative) withdraws from a sport at any time for personal reasons; however, the recipient's financial aid may not be awarded to another student-athlete in the academic term in which the aid was reduced or canceled. A student-athlete's request for written permission to contact another four-year collegiate institution regarding a possible transfer does not constitute a voluntary withdrawal.

- Bylaw 15.3.4.2.1 - Timing of Reduction or Cancellation. Any reduction or cancellation of aid during the period of the award may occur only after the student-athlete has been provided an opportunity for a hearing per Bylaw 15.3.2.4.
- Bylaw 15.3.4.2.2 - Nonathletically Related Conditions. An institutional financial aid agreement may include nonathletically related conditions (e.g., compliance with academics policies or standards, compliance with athletics department rules or policies) by which the aid may be reduced or canceled during the period of the award.
- Bylaw 15.3.4.2.3 - Fraudulent Misrepresentation. If a student-athlete is awarded institutional financial aid on the basis of declaring intention to participate in a particular sport by signing a letter of intent, application or tender, action on the part of the grantee not to participate (either by not reporting for practice or after making only token appearances as determined by the institution) would constitute fraudulent misrepresentation of information on the grantee's application, letter of intent or financial aid agreement and would permit the institution to cancel or reduce the financial aid.
- Bylaw 15.3.4.2.4 - Misconduct. An institution may cancel or reduce the financial aid of a student-athlete who is found to have engaged in misconduct by the university's regular student disciplinary authority, even if the loss-of-aid requirement does not apply to the student body in general.

**STUDENT-ATHLETE EXHAUSTED ELIGIBILITY AND MEDICAL SCHOLARSHIPS**

	Sport	Relevant Category	Equivalency	Terms Receiving Aid	Tuition	Stipend	Books (est)	Total
2012-13 Academic Year	Acrobatics & Tumbling	Exhausted Eligibility	0.03	Full year			800	800
	Acrobatics & Tumbling	Exhausted Eligibility	0.04	Fall	1,371		266	1,637
	Baseball	Exhausted Eligibility	0.25	Full year	9,436		800	10,236
	Lacrosse	Exhausted Eligibility	0.77	Full year	28,653	2,073	800	31,526
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	Lacrosse	Exhausted Eligibility	0.77	Full year	28,653	2,073	800	31,526	
	M Track	Exhausted Eligibility	0.61	Fall, winter	19,102	5,160	532	24,794	
	Softball	Exhausted Eligibility	0.71	Full year	28,269		800	29,069	
	W Track	Exhausted Eligibility	0.17	Full year	6,024		800	6,824	
	W Track	Exhausted Eligibility	1	Full year	28,653	11,491	800	40,944	
				<b>TOTAL EXHAUSTED ELIGIBILITY</b>				<b>208,882</b>	
	Football	Medical	0.98	Full year	27,953	11,491	800	40,244	
	Football	Medical	1	Full year	9,258	11,491	800	21,549	
	Football	Medical	1	Full year	28,653	11,491	800	40,944	
	Softball	Medical	1	Full year	28,653	11,491	800	40,944	
	W Track	Medical	0.25	Full year	9,435		800	10,235	
	W Track	Medical	0.5	Fall, winter	19,102	666	532	20,300	
				<b>TOTAL MEDICAL</b>				<b>174,216</b>	
2011-2012 Academic Year	Lacrosse	Exhausted Eligibility	0.73	Full year	23,453	171	900	24,524	
	W Tennis	Exhausted Eligibility	0.33	Fall	5,101	4,613	300	10,014	
	Baseball	Exhausted Eligibility	0.3	Full year	11,235		900	12,135	
	W Golf	Exhausted Eligibility	1	Full year	8,134	10,647	900	19,681	
	M Golf	Exhausted Eligibility	0.23	Fall	3,945		300	4,245	
	W Tennis	Exhausted Eligibility	0.33	Fall	7,457	3,549	300	11,306	
	Soccer	Exhausted Eligibility	0.33	Fall	9,805	3,549	300	13,654	
	M Golf	Exhausted Eligibility	0.23	Winter, Spring	4,251		600	4,851	
					<b>TOTAL EXHAUSTED ELIGIBILITY</b>				<b>100,410</b>
	Football	Medical	1	Full year	28,335	13,112	1,100	42,547	
	Football	Medical	1	Full year	31,447	13,951	1,200	46,598	
Softball	Medical	0.96	Full year	23,860	11,767	900	36,527		

University of Oregon Student-Athlete Welfare

	W Track	Medical	0.5	Full year	21,765		1,100	22,865	
	Football	Medical	1	Full year	23,918	13,951	1,100	38,969	
				<b>TOTAL MEDICAL</b>				<b>187,506</b>	
2010-2011 Academic Year	M Track	Exhausted Eligibility	0.15	Fall, Winter	1,458		440	1,898	
	M Track	Exhausted Eligibility	0.11	Fall	1,233		220	1,453	
	W Track	Exhausted Eligibility	0.33	Fall	4,780	3,846	220	8,846	
	M Tennis	Exhausted Eligibility	0.82	Full year	23,100	4,725	660	28,485	
	Football	Exhausted Eligibility	0.4	Fall	6,450	4,917	220	11,587	
	M Track	Exhausted Eligibility	0.27	Fall	2,288	2,493	220	5,001	
	Football	Exhausted Eligibility	1	Full year	24,838	12,609	660	38,107	
	W Track	Exhausted Eligibility	0.6	Full year	21,533		660	22,193	
	M Track	Exhausted Eligibility	0.01	Fall, Winter			440	440	
	Baseball	Exhausted Eligibility	0.03	Full year	1,088		660	1,748	
	W Basketball	Exhausted Eligibility	1	Full year	23,748	12,623	660	37,031	
	Volleyball	Exhausted Eligibility	0.67	Fall, Winter	13,444	8,756	440	22,640	
	M Track	Exhausted Eligibility	0.33	Fall	7,518	3,846	220	11,584	
					<b>TOTAL EXHAUSTED ELIGIBILITY</b>				<b>191,013</b>
		Football	Medical	1	Full year	25,151	6,096	660	31,907
	Soccer	Medical	0.75	Full year	25,646	2,079	660	28,385	
				<b>TOTAL MEDICAL</b>				<b>60,292</b>	

**Treatment Center Expenses**

**FY 13**

Salaries Exp.	\$	893,436
OPE	\$	436,541
Total Salaries & OPE	\$	<b>1,329,977</b>
Operations Exp.	\$	366,881
Medical Services Exp.	\$	355,775
Insurance Exp.	\$	411,419
Professional Development Exp.	\$	25,425
Total	\$	<b>2,489,477</b>
Assessments	\$	18,161
Total with Assessments	\$	<b>2,507,638</b>

## Student-Athlete Code of Conduct

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### **University of Oregon Department of Intercollegiate Athletics Student-Athlete Standards**

The University of Oregon sponsors 19 varsity sports: Acrobatics and Tumbling, Baseball, Men's and Women's Basketball, Men's and Women's Cross Country, Football, Men's and Women's Golf, Women's Lacrosse, Women's Soccer, Softball, Men's and Women's Tennis, Men's and Women's Track and Field (Indoor & Outdoor), Women's Volleyball. There are more than 450 University of Oregon student-athletes each year.

There are special responsibilities and requirements that accompany being a student-athlete and representing the University of Oregon. The University expects its student-athletes to demonstrate academic honesty and integrity, to train and strive for their highest degree of athletic excellence, and to conduct themselves as responsible citizens. Student-athletes are expected to conduct themselves, both on and off campus, in a manner that brings respect to the University of Oregon and its athletic teams. Every student-athlete is expected to abide by the University of Oregon Code of Conduct, including all University policies, the National Collegiate Athletic Association (NCAA) guidelines, and Pac-12 Conference regulations, in addition to adhering with all state and federal laws. The University of Oregon Code of Conduct can be found in the Schedule of Classes pamphlet.

Student-athletes are also accountable to the team rules and regulations specified by their respective head coach. If a student-athlete's head coach or the Director of Athletics believes the student-athlete engaged in misconduct, they may, at any time, reprimand the student-athlete, suspend the student-athlete from the team, or impose conditions of probation on the student-athlete's continued participation on the team.

Of the above rules and regulations, the following are given special emphasis:

1. Student-athletes are expected to attend class regularly and punctually. Each student-athlete is responsible for notifying his or her instructor of absences relating to home and away athletic contests. If a student-athlete expects to miss a class due to athletically-related competition, then he or she must show his or her professor a travel absence letter at the beginning of the term. These letters can be obtained by a student-athlete's coach or the Eligibility Coordinator in the Compliance Office.
2. Student-athletes may not sell or receive value for:
  - a. Tickets to University athletic events;
  - b. Athletic Department equipment/clothing/awards issued by the department or provided by commercial sponsors; or
  - c. Their autographs or personal appearances.
3. Student-athletes may not gamble on any NCAA-sponsored sport or participate in a fantasy league that costs money to enter. This means, for example, bets may not be made on NFL or any other football games, as football is an NCAA-sponsored sport. Any student-athlete approached by a person requesting that the results of an athletic contest be altered must immediately report the incident to the Compliance Office.
4. Student-athletes are advised that the legal drinking age in the state of Oregon is 21 years of age. Even students who are of legal drinking age must abide by NCAA, Student Conduct, General Code, and athletic department rules and regulations relating to alcohol and drug use. Student-athletes are specifically cautioned against illegal or unauthorized use of alcohol, drugs, and other intoxicants and shall not:
  - a. Use, or be under the influence of, drugs not prescribed by a physician and approved by the NCAA;
  - b. Drink, be under the influence of, or be in personal possession of alcohol during any intercollegiate event, athletic practice, or on road trips associated with athletic events; or
  - c. Use tobacco products during any intercollegiate athletic event, athletic practice, or on road trips associated with athletic events.



The Athletic Department is proud of its student-athletes abilities to meet these responsibilities and expectations and, as a result, pleased to have them represent the University in athletic competition.

### **Academic Responsibilities**

A high priority for the Department of Intercollegiate Athletics is to expand and support every effort that will foster intellectual development and graduation of our student-athletes. While several levels of support exist at the University of Oregon, responsibility for success ultimately rests upon student-athletes' shoulders. As a result, each student-athlete is expected to:

1. Set a primary goal to obtain a degree;
2. Seek assistance before and/or when academic difficulties occur from the instructor and Support Services for Student-Athletes;
3. Attend all academic appointments, counseling, and advising sessions as scheduled;
4. Adhere to the University's policy regarding academic integrity; and
5. Maintain NCAA minimum course-hour requirements per quarter, making progress toward a degree based on NCAA and University standards.

### **Good Sportsmanship**

Student-athletes are ambassadors of the University of Oregon and, as a result, hold the responsibility of behaving with dignity and sportsmanship. In this pursuit, student-athletes shall exemplify honesty and good sportsmanship during games and competition. Behavior at all times should reflect positively on the reputation of the University of Oregon both on and off the field of play, in pre-game comments to media, and when traveling and competing at other institutions.

The University of Oregon expects our student-athletes to always maintain an attitude of respect toward our opponents. As models of good sportsmanship, University of Oregon student-athletes should look for ways to encourage and appreciate quality play and effort, regardless of whether it's exhibited by a teammate or an opponent.

### **Athletically-Related Financial Aid**

Athletically-related financial aid is a financial award given to a student-athlete based on athletic ability. These awards are commonly referred to as athletic scholarships. According to NCAA policies, athletic scholarships are limited to expenses for tuition and compulsory fees, room and board, and required course-related books. Most often, athletic scholarships are awarded for one academic year.

Each varsity sport is provided an athletic scholarship budget within the guidelines of the NCAA, Pac-12, and Athletic Department budget. Athletic scholarships are allocated at the discretion of the head coach. After a student-athlete is recommended by the head coach for an athletic grant-in-aid, the paperwork is returned to the Grant-in-Aid Coordinator for processing, and then it is sent to the Athletic Director and Director of Financial Aid for approval.

Following approval of an athletic scholarship and the start of its award period, NCAA rules and University of Oregon policies permit the reduction or cancellation of the athletics aid during the period of its award if a student-athlete:

1. Renders himself or herself ineligible for intercollegiate competition;
2. Fails to make satisfactory academic progress in his or her course of study;
3. Fails to make applicable financial obligations to the university;
4. Violates written team rules as defined by the head coach;
5. Violates the terms of a written agreement between the student-athlete and the Department of Intercollegiate Athletics and/or the University of Oregon;
6. Fraudulently misrepresents any information on an application, letter of intent, or financial aid agreement;
7. Engages in serious misconduct warranting substantial disciplinary penalty; or
8. Voluntarily withdraws from his or her sport at any time for personal reasons.

Toward the end of the of an athletics aid award period, each coaching staff will decide whether to renew or not renew each respective student-athlete's athletics aid for another award period. If the coaching staff decides to renew the athletics aid, they will also make a decision to either increase or decrease the athletics aid or keep it the same as the previous award. As part of a renewal, athletics aid may be reduced for any reason, including athletics ability.

In the event a student-athlete's athletics aid is reduced, cancelled, or not renewed for another award period, he or she will receive written notification of these actions. Such notification will occur on or before July 1 of the academic year in which the award period is ending. The notification letter will contain information and instruction on the opportunity for a hearing if the student-athlete believes the actions were done either for questionable reasons or without following proper regulations. The first instruction is to contact the Director of Financial Aid in writing within seven (7) days of the receipt of the letter to appeal. The Director of Financial Aid then issues a written decision. If either party is unsatisfied with the decision, it may appeal within seven (7) days of the decision. This appeal is made to the Financial Aid Appeals Board, which has its procedures governed by Oregon Administrative Rule 571-003-0125. The board hears the appeal on the merits of the case and issues a decision. The final appeal process is described in this decision, which is an appeal to the University President within seven (7) days of that decision. The President's decision is final.

For questions about this information, please contact either the head coach or Grant-In-Aid Coordinator.

### **Employment**

Any student-athlete wishing to work during the regular academic year or summer must submit an Employment Approval Form to the Compliance Office prior to the commencement of his/her employment. Compensation must be provided for work actually performed, and at a rate commensurate with the going rate in that locality for similar services. Student-athletes cannot accept any benefits or privileges that are not available to other employees by the employer. This includes arranged transportation, provided meals, or bonuses given by the employer. Compensation associated with legitimate employment does not count against individual or team financial aid limits.

### **Medical Responsibilities**

Participation in intercollegiate athletics at the University of Oregon is contingent upon medical approval by the Athletic Medicine Staff. This process must be completed each year prior to the start of training and/or competition.

Each year student-athletes are required to sign a consent form demonstrating their understanding of the NCAA drug-testing program and their willingness to participate. The Department of Intercollegiate Athletics does not condone substance abuse or illegal drug use by its student-athletes. Nor does the department endorse or permit the use of performance enhancement substances.

### **Residence/Dining Hall Responsibilities**

Student-athletes typically live in dorms during their first year. After their first year, student-athletes usually move off-campus; however they are given a choice to remain in the dorms. All student-athletes are required to abide by the regulations and policies of the residence and dining halls.

### **Compliance Responsibilities**

Student-athletes must participate in all mandatory educational programs held by the Compliance Office. Student-athletes are also to assist the Department of Intercollegiate Athletics administration by providing information for eligibility certification and NCAA compliance issues whenever sought. Automobile registration and employment information is also to be filed with the Compliance Office.

## **TICKETS TO EVENTS**

Student-athletes may be given complimentary tickets for family and friends to the competition they are competing, including post-season competition. The policy for complimentary tickets must be followed or this privilege will be revoked.

## **TICKETS TO UNIVERSITY OF OREGON ATHLETIC EVENTS CANNOT BE SOLD OR TRADED FOR GOODS OR SERVICES.**

### **Travel Expectations**

When traveling as official representatives of the University of Oregon, student-athletes' actions should reflect favorably on the University, their team, and themselves. Student-athletes are expected to adhere to their particular team dress code, nutritional requirements, and curfew.

### **NCAA and Pac-12 Conference Responsibilities**

All student-athletes are subject to NCAA rules and regulations, as acknowledged by signing the NCAA Student-Athlete Statement administered annually prior to certification of eligibility. Additionally, all Pac-12 Conference rules and regulations must be followed explicitly. It is the responsibility of the student-athlete to acquaint themselves with the rules and regulations of each unit.

### **Violations of the Student-Athlete Standards**

If a student-athlete's head coach or the Director of Athletics believes the student-athlete has violated the student-athlete standards, they may, at any time, reprimand the student-athlete, suspend or dismiss the student-athlete from the team, or impose conditions of probation on the student-athlete's continued participation on the team.

**Sexual Violence Prevention  
Athletic Department  
4/10/14**

**2013-2014**

- Spring 2014 Tom Hart running ongoing Situational Awareness (personal defense) workshop series for female student-athletes.
- March 2014 Tom Hart spoke to Football about Sexual Assault Awareness
- August 2013 Carolyn McDermed, UO Chief of Police, spoke to Football about sexual assault.
- August 2013 Tom Hart spoke to Football about Sexual Assault Awareness
- August 2013 Tony Dungy spoke to football about social responsibility, treatment of women, responsible parent, etc.
- August 2013 Sexual responsibility and decision workshop lead by Elaine Pasqua (elainepasqua.com). 1 hour. Additional workshop specific for football.
- Fall 2013 The FHS 199 course which approximately 90% of first-year student-athletes took was not offered due to the denial of the course by the Committee on Courses. The course and others similar in nature are in holding until the Committee writes the policy to allow for these courses to exist to their approval. This course was the primary method for character development for student-athletes including topics such as (values, goal setting, cultural awareness, and healthy relationships). 1 hour for Healthy Relationships, 5 class hours for character education.
- Summer 2013 The FHS 409 course which works directly with student-athlete leaders was not offered due to the denial of the course by the Committee on Courses. The course and others similar in nature are in holding until the Committee writes the policy to allow for these courses to exist to their approval. This course was another method for character development of student-athletes with specific topics such as bystander intervention and team culture.
- June 2013 Tom Hart spoke to Football about Sexual Assault Awareness
- Monthly Director of Student-Athlete Development participates in the Alliance for Sexual Assault Prevention

**2012-2013**

- May 2013 Lee Gordon presented to Football about Social and Sexual Awareness.
- May 2013 Character and Decisions workshop presented by Adam Ritz (adamritz.com) 1 hour. Additional work specific for Football.
- April 2013 Sexual Violence Prevention Week-Tom Hart lead a Situational Awareness workshop for female student-athletes and staff. 1.5 hours.
- March 2013 Kip Leonard spoke to Football about the Judicial System and Legal Issues as related to Sexual Assault
- Fall 2012 FHS 199-Values clarification (10-17, 1 hour), Healthy Relationships (11-12, 1 hour) workshop by the Sexual Wellness Advocacy Team (SWAT).
- Summer 2012 FHS 409-Leadership class for student-athletes included topics relating to character development (5 hours) and Bystander Intervention (4 hours).
- Monthly Director of Student-Athlete Development participates in the Alliance for Sexual Assault Prevention

**2011-2012**

Fall 2011

FHS 199-Values clarification (10-19, 1 hour), Healthy Relationships (12-11, 1 hour) workshop lead by Couples and Family Therapy instructors and graduate students with expertise in Healthy Relationships and relationship violence.

Monthly

Director of Student-Athlete Development participates in the Alliance for Sexual Assault Prevention

## STUDENT-ATHLETES - CONDUCT AND ETHICS

The University of Oregon has established a tradition of ethical conduct at all levels of University life. In accordance with this tradition, all student-athletes involved in the intercollegiate athletics program are expected to represent the University in an honorable manner at all times. Coaches and professional staff members are expected to instruct student-athletes on appropriate behavior and to assist them with understanding the intent of rules and regulations imposed upon them by all relevant governing authorities.

### Governing Authorities

Standards of ethical conduct are established and enforced by:

- **The National Collegiate Athletic Association (NCAA)**

Student-athletes are subject to the rules and regulations of the NCAA, which govern unsportsmanlike behavior, non-therapeutic drug use, non-permissible awards, benefits and expenses, gambling and bribery, and other forms of misconduct. All such rules and regulations are found in the current edition of the *NCAA Division 1 Manual*, available at <http://www.ncaapublications.com>.

- **The Pacific-12 Conference (PAC-12)**

The University and the Department of Intercollegiate Athletics fully endorse the policies of the PAC-12 Conference, found in the *Pacific-12 Conference Handbook*, available here: <http://compliance.pac-12.org/tools/>, as they relate to student-athlete conduct, Conference championship play and the intra-Conference transfer of student-athletes.

- **The University of Oregon**

Student-athletes are subject to University rules and regulations, as published in the University of Oregon *Student Conduct Code*, available at: <http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>.

- **Department of Intercollegiate Athletics**

Student-athletes must abide by all rules and guidelines set forth by the Department of Intercollegiate Athletics and published in the Department's *Student-Athlete Handbook*. Additionally, team rules may be established by each individual sport's Head Coach and his/her staff within parameters set by the Athletic Director and the University.

When in doubt, student-athletes are encouraged to obtain clarification regarding any Departmental, University, Conference or NCAA rules and regulations from a member of the coaching staff, the sport administrator who oversees the program or the Senior Associate Athletic Director, Chief Compliance Officer or designee, as appropriate.

In addition to the rules and regulations of the aforementioned authorities, general Departmental policies on conduct are set forth below.

### **Personal Conduct and Responsibilities**

The Department of Intercollegiate Athletics makes every effort to offer a program that meets the objectives of the University by assisting student-athletes in earning their degrees as they strive to achieve their full potential both on and off the field. The Athletic Director, professional staff members associated with the various sports programs, and individual Head Coaches work together to develop appropriate standards for personal conduct.

Student-athletes accepted into the University of Oregon athletics program are extended the privilege of participating in intercollegiate athletics. This privilege in no way constitutes a right to participate. Therefore, in agreeing to join the intercollegiate athletics program, student-athletes must be willing to accept personal responsibility for their behavior. Obligations include, but are not limited to, responsible conduct in the following areas:

- 1) Academics

- a) Attend classes regularly and complete all academic assignments;
- b) Communicate to the appropriate parties (e. g., instructors) in a timely manner when an academic/athletic conflict occurs;
- c) Consult with academic advisors and attend study halls or tutoring sessions, as directed;
- d) Maintain an academic load of at least twelve (12) hours per quarter and make satisfactory progress toward a degree;
- e) Accept personal responsibility for maintaining academic eligibility;
- f) Strive to obtain a college degree within five (5) years; and
- g) Understand and live by the academic regulations of the University as described in the Department's *Student-Athlete Handbook*.

## 2) Athletics

- a) Abide by all team, Departmental, University, Conference and NCAA rules;
- b) Achieve and maintain optimum physical condition within accepted health standards;
- c) Attend all organized practices unless officially excused;
- d) Take proper care of equipment and return it in good condition; and
- e) Treat officials and opponents with respect, and avoid undue confrontations.

## 3) General Conduct

- a) Know and follow the University's Student Conduct Code;
- b) Obey residence hall policies and regulations;
- c) Obey all federal, state and local laws; and
- d) Abstain from using tobacco, alcohol and non-therapeutic drugs (See Policy 506B, Student-Athletes: Drug Education and Testing Program).

The *University of Oregon Student Conduct Code* is published in every academic term's Duck Call Schedule of Classes. Each student-athlete is responsible for insuring that they obtain and read a copy of this publication, in addition to the



Department's *Student-Athlete Handbook*. All University of Oregon students are governed by the standards of behavior and responsibility, individual rights and disciplinary guidelines defined within the Code.

In addition, educational seminars are available at various times throughout the year. Topics covered include career counseling, drug education, date rape, gambling, AIDS, and other current issues concerning student-athletes.

### **Dress Code**

Head Coaches are encouraged to set dress code standards for student-athletes, especially when traveling as a team. Coaches may also specify what constitutes appropriate dress while representing the University at other times.

### **Sportsmanlike Conduct**

Sportsmanlike conduct means more than the absence of negative actions in public. Each individual Head Coach is expected to provide student-athletes with instruction on appropriate conduct, including positive techniques for handling the following playing-field situations:

- Communicating with officials and opponents on routine matters during athletics events;
- Maintaining control during emotionally charged situations, including assisting a teammate or colleague who needs calming; and
- Reacting in a positive manner to an aggressive action by an individual or a group.

Through discussions with their coaches, student-athletes are expected to know what constitutes inappropriate behavior and to conduct themselves in a manner that avoids such behavior. Unacceptable behavior on the playing field includes, but is not limited to, the following:

- Physically abusing officials, coaches, opponents or spectators;
- Engaging in undue public criticism of game officials, Conference

personnel, another institution, its student-athletes or its personnel;

- Throwing objects;
- Interacting inappropriately with officials or the news media;
- Inciting players or spectators to negative actions or to any behavior that insults or defiles an opponent's traditions;
- Using obscene or otherwise inappropriate language or gestures;
- Making public statements which are derogatory, controversial or outside the Department's media policy;
- Engaging in negative recruiting by making derogatory statements about another institution or its personnel; and/or
- Participating in any action which violates generally recognized ethical standards of intercollegiate athletics participation.

The University investigates incidents of unsportsmanlike conduct and may discipline accordingly any involved student-athlete(s) found out of compliance.

### **Acquaintance Rape**

Because acquaintance rape, commonly called "date rape," is an increasingly serious concern nationwide, the Department publicly addresses such behavior with its student-athletes. It expects all student-athletes to conduct themselves in a manner which avoids any association with such a charge. Coaches and staff members who counsel student-athletes should make them aware of the consequences of such a charge. Further, student-athletes are encouraged to:

- Understand the definition of rape;
- Be conscious of the signals they transmit to others;
- Be careful not to place themselves in situations that could be misunderstood or misread;
- Accept a negative response to their overtures (e.g., "no" does **not** mean "yes");
- Avoid drinking or taking drugs at all times, but especially when on a date.

Lastly, students should be encouraged to seek appropriate counseling, as necessary.

### **Gambling and Bribery**

The NCAA and the Athletics Compliance Office have established specific guidelines concerning involvement in gambling and bribery in intercollegiate or professional sports. The Athletic Director or his designee, as well as the individual sports coaches, are responsible for educating student-athletes concerning these guidelines.

Student-athletes should be made very aware of how gambling and bribery threaten the integrity of intercollegiate sports. In addition, they are responsible for the following:

1. Reporting any offers of gifts, money or favors in exchange for supplying team information or for attempting to alter the outcome of any contest;
2. Maintaining a clear understanding of what constitutes gambling and bribery activities and reporting any suspected infractions;
3. Contacting the coach or other Departmental personnel (i.e., the Chief Compliance Officer or designee) when questions occur concerning appropriate release of team information; and
4. Increasing individual and team awareness that participation in gambling or bribery activities can result in disciplinary actions by the University and the NCAA (see "Enforcement" below), as well as local, state and/or federal prosecution of the involved individual(s).

### **Hazing**

Hazing is defined in Public Act No. 88-328 as "any action which recklessly or intentionally endangers the health or safety of a person for the purpose of initiation, admission into or affiliation with, or as a condition for continued membership in, a student organization." (The term "hazing" does not include an action sponsored by an institution of higher education which requires any athletic practice, conditioning or completion of curricular activity.)

Hazing, which is prohibited in any form at the University of Oregon, includes (but is not limited to) situations which would require any of the following:

1. Indecent exposure of the body;
2. Any activity that subjects the person to extreme mental stress, such as sleep deprivation or extended isolation from social contact;
3. Confinement of a person to unreasonably small, unventilated, unsanitary or unlighted areas;
4. Assault; and/or
5. Any physical activity or ingestion of a substance which could adversely affect the health or well-being of the individual.

Penalties in cases of individual violators are outlined in the *University of Oregon Student Conduct Code*. Organizations found to be encouraging or authorizing hazing may be subject to suspension or termination of activities, as well as any penalties pursuant to the penal code.

### **Harassment**

The University of Oregon does not condone harassment directed toward any person or group within its community. Coaches are responsible for instructing student-athletes on the definition of harassment and for encouraging them to refrain from actions that intimidate, humiliate or demean a person or groups or that may undermine their sense of security or self-esteem.

Student-Athletes should further be informed that if they believe they have been subjected to harassment, they should contact the sport's liaison.

### **Agents**

As detailed in the Athletics Department Compliance Manual, it is essential that student-athletes know the NCAA rules related to professional sports. A violation of the rules concerning agents could have severe negative consequences for the University and the student-athlete. NCAA rules forbid a student-athlete to:

- Agree, either orally or in writing, to be represented by an agent or

organization in the marketing of his/her athletic ability or reputation until after completion of the last intercollegiate contest in his/her sport, including postseason games;

- Negotiate or sign a playing contract in any sport in which the student-athlete intends to compete;
- Ask to be placed on a professional league's draft list; (See NCAA manual for exceptions.)
- Accept payment of expenses or gifts of any kind (including meals and transportation) from an agent (this rule extends to relatives or friends of the student-athlete);
- Receive preferential benefits or treatment (for example, loans with a deferred pay-back schedule) because of reputation, skill or pay-back potential as a professional athlete; or
- Retain professional services for personal reasons at less than the normal charge from a representative of the student-athlete's school's athletics interests.

During the 2013 Oregon legislative session and effective January 1, 2014, HB 3296, an amendment to Oregon's Uniform Agent Athlete Act (UAAA) was passed. This Chapter 54 Oregon Revised Statute defines an agent, mandates registration and also mandates prosecution if the law is violated. The violation of these regulations can result in criminal and civil penalties for the agent and civil penalties for the involved student-athlete.

The Athletic Director or his designee discusses agents at the beginning of each year in team eligibility meetings. At other times, for assistance with the selection of professional agents or any question related to a professional sports association, student-athletes should be directed to talk with their coach or the appropriate Compliance Office staff member.

### **Enforcement**

#### University of Oregon Student Conduct Code

The *Student Conduct Code* of the University of Oregon can be found at:

<http://uodos.uoregon.edu/StudentConductandCommunityStandards/StudentConductCode/tabid/69/Default.aspx>

Violations of the University's *Student Conduct Code* are under the jurisdiction of the Director of Student Conduct & Community Standards.

Any student-athlete conduct violation should be reported immediately to the Director of Student Conduct & Community Standards, who is ultimately responsible for investigating all such charges and enforcing sanctions imposed for conduct violations.

#### Legal Violations

When a student-athlete violates a local, state or federal law and the misconduct involves a misdemeanor, or violent action, drug and/or felony charge, the student-athlete may be suspended from participation in intercollegiate athletics until the charges have been addressed by the legal system. By suspending the student-athlete, the Department and the University are in no way pre-judging the situation; rather such action is taken in order to protect the intercollegiate athletics program and, specifically, the student-athlete's team, from negative media attention.

If such action is taken, the student-athlete is given written notification of the suspension, signed by the respective Head Coach and the Athletic Director. The student-athlete may appeal this decision. Such an appeal must be submitted within 72 hours of the notice of suspension. Based on all available information, the Athletic Director may lift or modify the suspension or leave it in place until the case has been decided by the legal system.

A determination regarding further action by the Department and the University is made on a case-by-case basis once the charge has been resolved by the court. Like all other citizens, if accused, the student-athlete is innocent until proven guilty.

While on suspension, the student-athlete may not practice or compete; however, financial aid will remain in place. Further, the student-athlete's name will remain on the squad list and he or she may continue to use student-athlete support services, such as the weight and training rooms and academic support services.

In order to protect the accused and to limit media attention, student-athletes and staff are encouraged to refrain from addressing the student-athlete's case with the media. All questions concerning the situation should be referred to the Assistant Athletic Director – Communications for a prepared statement release.

#### Department University, Conference and NCAA Violations

Non-Academic conduct violations of the University's *Student Conduct Code* or Department's *Student-Athlete Handbook* are reported to the Dean of Students, while violations of PAC-12 Conference or NCAA conduct rules are reported to the student-athletes' Head Coach, the Athletic Director, the Conference Commissioner and the NCAA, as appropriate.

If a student-athlete is found to be in violation of University, Conference or NCAA policy, the penalty imposed is dependent upon the severity of the offense and may include the following:

1. Written warning;
2. Disciplinary probation;
3. Dismissal from the squad;
4. Cancellation or gradation of financial aid; and/or
5. Suspension or expulsion from the University.

## *Report to Senate – AD*

The Department of Intercollegiate Athletics at the University of Oregon is privileged to be a part of a great institution.

The University of Oregon's Department of Intercollegiate Athletics is a relatively small, but comprehensive athletic department. We currently compete in 20 sports with the addition of sand volleyball this year. Approximately 500 students are provided the opportunity to participate on intercollegiate athletic teams representing the UO. The competitive accomplishments of colleges and universities maintaining are recognized by the Director's Cup. Oregon ranked 15<sup>th</sup> in the country for the 2012-2013 academic year and for the sixth consecutive year was ranked highest for all schools with 18 or fewer sports with NCAA championships.

### **Academics**

Academically, our student-athletes are also competitive. Nearly half of the student-athletes have cumulative GPA's of 3.0 or above. In the last four years, UO Student-Athletes received a total of 28 new Academic All-American awards, which brings the total to 93 overall.

On the list of 1,092 NCAA institutions, UO currently ranks 41<sup>st</sup> in Academic All-Americans and with the recent success, has moved from 103<sup>rd</sup> to 41<sup>st</sup> in the past four years.

The average GPA of the 130 new student-athletes enrolled for the first time at UO summer or fall 2013 was 3.48 compared to the entering freshman class at UO of 3.60. The new student-athletes had an average SAT score of 1033, compared to an 1108 for all entering freshman - the highest ever at UO.

The UO admitted 64 special admits across entire University last fall, 10 of whom were student-athletes. Of the student-athletes who were admitted as freshman in summer or fall 2012, 84% remained registered for fall 2013. This compares to the general freshmen retention rate of 87%.

The overall NCAA Academic Progress Rate recently released for UO was 971. For the 2006-07 cohort the Student-Athlete Graduation Success Rate was 81%, an increase of 11% over the last 6 years. The federal graduation rate for the 2006-07 student-athlete cohort was 63% as compared to all students at 67%.

Current graduation rate for African American Student-Athletes is higher than African Americans Students generally at UO. The 377 student-athletes receiving athletics aid are included in these general data.



### **Student-Athlete Support**

Student-Athlete Development develops and implements innovative programs and individualized support services that empower student-athletes to make positive contributions to their communities and have the best opportunity to grow and succeed in college and later in life. Specific programs include:

1. Student-Athlete Advisory Committee
2. Mentor Program
3. Career Development
4. Leadership Development
5. Transferrable/Life Skills
6. O Heroes – volunteer and community outreach program

For the current year through April 15, student-athletes have provided 3,075 service hours to approximately 30 organizations, reached 3,000 youth in our community and raised over \$4,000 for those organizations.

O Heroes has developed a close relationship with a nonprofit organization, Court for Kids, and have provided opportunities for students to immerse themselves in a new and different community while making a lasting contribution to the international community. Student-Athletes find it difficult to engage in long term international experiences due to the rigors of training and competition schedules. After the Alternative Break program this summer, 56 student-athletes will have explored the unique cultures and social issues in Peru, Nicaragua, and the Dominican Republic.

The student-athlete commitment to the well-rounded experience has been a key element in the recent rise of Oregon Athletics.

### **Finances/Economic Impact**

The UO athletic department's budget and other financials are available at [goducks.com](http://goducks.com). The overall FY14 athletic budget is \$93M. Of this amount, approximately \$13M represents direct payments to the UO campus. The growth in the athletic budget has been driven by building a program of broad based excellence with an exceptional student-athlete experience, the retention of high-achieving coaches, escalating scholarship costs, and the addition of \$16M in annual debt service related to Matthew Knight Arena. As scheduled, the Legacy Fund has been utilized to support a portion of the debt payments with the goal to continue to reduce dependence on this fund.

A December 2012 economic impact study performed by Oregon Economics Professor Tim Duy, with assistance from Warsaw Sports Marketing Center Professor Dennis Howard concluded that Oregon Athletics supports approximately \$258M in overall economic activity and 2,700 jobs. Within Lane County alone, Oregon Athletics supports \$115M of economic activity and over 1,000 jobs on an annual basis.

### **Compliance**

The UO response to the NCAA Committee on Infractions report has been implemented this year with documentation of enhanced educational endeavors, confirmation of attention to rules and regulations through monitoring and the personal accountability of internal and external constituents. Policies and procedures manuals must be living documents which reflect current expectations, and those expectations have been enforced.

### **Donors/Fans/Community Engagement**

Donor and fan engagement remains a top priority for the success of the University. In recent years, Athletics has continued to focus on the collaboration with central development, resulting in combining efforts for events and stewardship opportunities. With athletics attracting large crowds, this cross-department collaboration has created an increased and more diverse donor interest and furthered advancement of the University as a whole. Continued collaboration will benefit the entire university.

### **Brand or Visibility**

The athletic department has one of the strongest brands in college athletics, receiving record television ratings and consistently ranking among the nation's leaders in merchandise sales and social media following. The exposure of Oregon's athletic teams and the ever expanding audience has provided global recognition for the University of Oregon. We always enjoy hearing the numerous stories from campus visitors, prospective students, alumni about their connections to the UO through Athletics.

### **Events (Track)**

The major national and international track and field events hosted at Hayward Field have extended the reach of the University of Oregon to a global audience. Figures from the 2008 and 2012 U.S. Olympic Team Trials are impressive:

- The 2012 Olympic Trials were seen by over 25 million viewers on NBC.
- At the 2012 Olympic Trials, over 25,000 people visited the UO booth; over 11,000 people visited the UO Duck Store; and over 30,000 people visited the UO photo site online.
- Run by the UO's Brand and Marketing Team, the 2012 UO Gold Medal Game during the Trials provided those visitors with rewards for visiting 13 unique locations on campus. Over 10,000 rewards were handed out. Over 234,000 people received the UO's Facebook and Twitter posts during the event.

By hosting the 2014 IAAF World Junior Championships on July 22–27, the University of Oregon now stands alongside some of the most impressive cities in the world as host of this prestigious event, including Athens, Seoul, Sydney, Beijing and Barcelona. The event will be broadcast to approximately 160 countries around the world.

In December 2013, the University of Oregon was awarded the right to host the NCAA Division I Men's and Women's Outdoor Track & Field Championships through 2021. The length of such an agreement is unprecedented for the sport and ensures that the UO will be featured to a live national television audience into the next decade.

### **Overall**

In the past year, the Athletic Department has hired a new soccer coach, women's basketball coach, football coach, and chief compliance officer. Those changes are the result of regular turnover along with the desire to maintain the overall excellence UO desires.

Excellent student-athletes, excellent coaches and staff, along with the excellence in infrastructure continues to be a priority of UO Athletics. With the addition of the Hatfield-Dowlin Complex and the new Pape Complex for women's soccer and women's lacrosse, one of the top priorities for Athletics to address is a facility for women's softball. Last spring, architecture professor Michael Fifield was gracious enough to collaborate with Athletics and lead a studio class to consider this priority and his students provided useful perspectives.

We are proud of our contributions to the University of Oregon.

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

**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.

## **Student Athlete Success Program – Benchmarking**

**Arizona State University (550 athletes)**

**Contact: Jean Boyd – Sr. Assoc. AD, Student-Athlete Development**

ASU athletics has a goal to develop all student-athletes through a holistic approach involving academics, life skills and personal development, community service, leadership and career preparation. They use the following two platforms primarily to develop their student-athletes:

### **“The Sun Devil Way”:**

ASU uses their Freshmen Orientation to “transition” the incoming student-athletes.

1. Everyone learns the fight song
2. Show a video – Current S-A’s and coaches talk about the “Sun Devil Way”
3. Athletic Director meets with all teams and walks them through a power point presentation
4. They learn what it means to be a Sun Devil through messaging/imagery. They list characteristics of a Sun Devil and set expectations that go along with being a Sun Devil (show video of former S-A’s living the Sun Devil way)

Examples:

“Sun Devils serve”, “Sun Devils are relentless on and off the court/floor/field”, “Sun Devils are a family”, “Sun Devils graduate”, “Sun Devil for life” (Development messaging: give back to university)

5. A worksheet is handed out to all Freshmen S-A’s and they write down a vision and a commitment to live the Sun Devil way. This will be reviewed with each S-A later in the year to hold them accountable. \_\_

### **Class Cohort Meetings:**

The Freshmen, Sophomores, Juniors and Seniors of all teams are required to meet 5x during the academic year.

The following topics are examples of what is discussed in each class cohort meeting:

**Freshmen:** Orientation, Service project – serve together, Team Travel expectations, Review progress of Sun Devil Way, one activity - go bowling

**Sophomores:** Servant leadership, leadership styles, Step-Up Program- by-standard intervention

**Juniors and Seniors are clustered:** Resume writing, networking, interviewing, bring in alumni and business leaders to connect, career fair, etiquette dinner

- Program is evaluated yearly through S-A surveys/feedback
- They offer a mandatory Life Skills class for all Freshmen – 1 credit class, Pass/Fail

## Benchmarking Questions - Kevin Carr, NBA – VP Community and Player Programs

The Community and Player Programs Department oversees all programs promoting player community involvement and manages the programs that support the off-court development, marketing, and promotion of NBA players.

### Programs:

1. Team Awareness Meetings (2 hours) / 4 sessions a year
  - Career planning / transition
  - Money and fiscal
  - Drug and substance prevention
  - Mental, physical, and sexual health

Materials Used: Video (youtube, TMZ), case studies, role playing, panels

**\*\*Mandatory to attend and fined if no-show**

2. Orientation for rookies – 3 days  
Designed to educate and help rookies transition into their roles as professional athletes.
  - Group work and breakout sessions – conversations on major topics
  - Retired Player's Perspective
  - History of game and league
  - Phobia Training
  - Professional Appearance
  - Dealing with fame

**\*\*Mandatory for all rookies**

**\*\*No working out, basketball, cell phones, family, etc. during orientation – cut out all distractions**

3. Orientation for Parents – “Parenting your Pro”
  - How to be a parent without adding stress to athlete
  - What their role is
  - Expectations of athlete
4. Community Service
  - 12 a year
  - Not paid to attend
  - Fined when athlete no-shows
5. Individual Player Plan
  - Develop personal and professional goals
  - Team Development Rep on each team that is liaison to league
  - Tailored to specific athlete
6. Veterans Transition Program
  - Basketball is over, now what?
  - Opportunities: Coaching, team ownership, league office/general business positions

### Staffing:

- 11 People Involved in programming:
  - 4 VPs facilitate the programs – travel throughout the country to conduct Team Awareness Meetings
- Each team has Player Development Personnel that is the liaison to the League

### Barriers:

- Age of Player -- older players don't feel the information pertains to them
- Coach buy in

- League asks coaches to be more engaged and to consider the players future when they retire. Will the players be prepared without these programs?
- Limited by time – season, practice, championships, appearances, etc.
- Staying relevant with the athlete

**Future Programs:**

- CEO training – athletes becoming millionaires/managers that never worked a day

**What can help student-athletes before they get to the pro level?**

- Use case studies about professional athletes: Allen Iverson, J. Williams
  - Who had tons of money and success and how did they blow it?
  - Athlete that is easy to market; who has a good brand? What does that look like?
- How do you earn respect as an athlete, community member, student, and leader?
- Continual Reinforcement of leadership, humility, branding, etc.



Student Development Programming/ Life Skills Services

We initiated a conference call with Maria Hickman, Associate AD and Director of Academic and Student Development at USC. Maria referred to their approach as a 'hybrid' effort with separate Department areas responsible for leadership, social media and nutrition. Most of the programming, however, is done by her Life Skills Coordinator. They did not exercise a cohesive, coordinated approach that synchronized the programming.

The primary effort for the Life Skills program is a specific event for each class, each year in school. For example: freshmen attend the 'Consequences and Actions' video and mandatory workshop event; sophomores attend the 'Etiquette Dinner'; juniors have the 'Dress for Success' presentation; and seniors attend the 'Alumni and Career' event that also includes the production of a senior resume CD.

These yearly events by class comprise the main programming offered to their student-athletes. The events are considered mandatory or required, but Maria did indicate that enforcement can be selective depending on the buy in from each coaching staff. Many teams complied with the requirement, but others resulted in spotty attendance because of lack of support from the coaches.

In Maria's opinion, the strongest element for effective programming was support from the administration, in this case, the former Athletic Director, Eric Hyman. Because he was serious about the events and programs, student attendance was better and coaches more supportive. The current AD is less supportive. Expansion of programming is limited by acceptance of coaches toward new concepts or events and current budgetary restraints.

Their Life Skills Coordinator also offers individual services as requested by coaches and would conduct those within team meetings. The Coordinator would apply specialized presentations for summer students during their 8 week session, but did not have access to a specific class for athletes.

The Athletic Department does employ 3 sport psychologists, one of which provides for the educational testing and learning assessments for their LD services.

USC has approx. 550 athletes with about 100 frosh arriving in summer school. The academic facility is primarily for study and tutorials, along with staff offices. Attached to facility is a cafeteria which converts to study space in the evening.

One of the important things Maria didn't mention was about the engagement of their Life Skills program with the institution's nationally famous "First Year Experience" center on the campus. It seemed that there was no real interaction or relationship between the programs.

Lastly, she emphasized the importance of leadership support for student development efforts. She had seen both sides- having the interest and support and not.

## Conversation with Lynn Wooten, Ross Business School (Chrissi/Anne)

The BBA program at Ross provides a lot of potentially useful models for developing a program in Athletics.

- The program is designed around key “touch-points for transformation” (orientation, workshops, keynote speakers, in addition to coursework), based on the premise that college should change a student for life.
- Ross also makes leadership development central to the program.
- As part of advising, Ross is asking students to think about their dreams and to seek out ways to have a holistic learning experience.

### Student experiences

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Early on in the program, Ross is having students all read a shared book. They also use the Myers-Briggs to help students identify their strengths and tendencies. Students are now also creating a learning portfolio (e-portfolio), using Seelio (developed in Engineering).

- They see the program as a guide for what you do from the moment students arrive in Ross until graduation

Ross encourages students to participate in workshops (e.g., finding a meaningful summer job) beginning in the first year.

For second years and beyond (every semester has a theme):

(a) awareness of who you are as a leader

(b) skill building (four competencies: empathy, courage, integrity, drive)

- leading a team, collaboration
- how do I create change?
- building reliable systems (accountability, processes)
- robust results (drive)

(c) deep-level community building: activities you want to be involved in

- Ross Leadership Initiative – more information available on website
- Prepared Initiative – students who need more tutoring and coaching (run by Frank Yates)

### Organizational structure

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Dedicated support staff: advisors, outreach advisor, student life, leadership

- Career services: report elsewhere (not Lynn)
- Study abroad: report to global dean

### Challenges

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- Coordination: work most closely with Engineering (professionalism, action-based learning; also Center for Entrepreneurship)
- Create meaningful experiences so students will come (so much to do on campus)
- How to tie things into courses for credit (but will be on their CV) – internships are not for credit, but students do them
- What will be required? E-portfolio
- How do you get 100% engagement (co-curricular engagement)

**University of Michigan Engineering**  
**Darryl Koch – UM Engineering**

**Program**

- M-STEM - Michigan Science Tech Engineering and Mathematics Academy
- Designed to maximize students academic, personal and professional success with the goal of preparing them for the engineering global workforce
- 2-year commitment – the first year is very rigid/structured, 2<sup>nd</sup> year is supplemented with strong support, but less rigid
- Have to apply to this program
- They meet monthly with an academic coach who helps them with goals, resources and a review of academic progress .
- Each week they have an academic support meeting that they must attend .
- Each month they have “family meetings” and include second, third and fourth year students that give advice to first year students.
- In addition to an academic coach, they have a student-peer mentor.

**Organizational Structure**

- Staff - 7 RA's, 6 Academic Support People, 8 Instructors

**Budget**

- Summer - \$500,000 - they pay kids a \$750 stipend after each semester, but also have corporate sponsors and an endowment to assist with funding. At end of summer program, they pay students \$1500 each.

**Orientation:**

- They hold a summer Freshmen orientation that outlines the program

#### NCAA – Curtis (Chrissi/Anne)

- Key focus is around growth for our student-athletes, coaches and administrators this is done through Skills Enhancement, Professional Development and Career Enhancement
- They work to focus on all student-athletes, not just the smartest, the best leader or the most accomplished athlete
- Team is called Inclusion and Leadership Development - 4 administrators, 3 full time assistants , 2 intern
- Their efforts is focused on conferences that bring people together to develop these skills and experiences
- They cover all Division of the NCAA
- Communication of programs is completely reliant on point person at the institution
- They have a very comprehensive website – good information but it is not clear how many people actually visit the site or take advantage of the resources available on the site itself
- They do not have clear outcomes or metrics for success, they recently created an analytics team for the entire NCAA and they are working on this effort right now.

## NFL – Rob Morrisey (Chrissi/Anne)

- Key program focus is – preparing for NFL, life in the NFL and life after the NFL – website explains three platforms
- Each NFL team has a director that leads the teams' program, the level of involvement and connection with this person varies, all driven by the leadership of the team. Overall very good group, that shares best practices.
- Types of programs
  - Life during the NFL - Mandatory – rookie symposium, late June – life in the NFL, one week long, 9 sessions – stress management, domestic violence, etc – mandatory at the club level. Professional development/life skills – break out groups and talking about real issues. Club can also develop their own session but must be approved by the league office. Security issues – social media, identify theft.... Administered at the club level – parameters are at the club level.
  - Life during the NFL - Voluntary – 1/3 of the players participate – boot camps – 35 players each, job shadowing, these are players
    - 1800 total current players, 600 participates
  - Life after NFL program - Moving towards a peer to peer model, target 1-3 years out of the league to attend. Partnering with Tufts on this program. (target of 35 guys plus spouses)
  - Available to all - Career Development Program – preparing resume, interview skills, etc...
    - use local markets to help support
      - Leehecht Harrison – hired a company to help in the local markets – resume writing
      - Allotted each team a number of hours of support
- No clearly measured outcomes, working with a consulting group currently on this effort.
- Meet with newly hired head coaches to explain the program and the value add – can really be helpful when recruiting players to the program
- Working to market more directly to players and also their spouses when appropriate

## **Notre Dame Benchmarking**

Mike Harrity – Student Athlete Development and Community Programming

### **Student Welfare and Development Program**

- Program includes Life Skills and leadership development
- Everything that touches SAs is all being put together.
- FR orientation that compliments the university program and includes a weekend orientation for the parents.
- Student development programming is separate from academics
- Conduct some mandatory sessions for SAs – AOD education, Safety Awareness (women), Sexual Assault and Rape Prevention (men)
- Other programming differs based on class. JR/SR – career focused, branding yourself, SO – how to get the most out of time at ND, prepare for future
- SAAC – empowered to make a difference, take the lead and create opportunities to provide and increase inclusion for SAs, i.e., ping pong tournament, fencing competition between teams or key team people to draw interest and participation.
- They used to use Janssen for leadership and now do leadership programming created for specific needs of the department.

### **Staff**

They have an Associate A.D., Admin. Asst., Program Director, Program Coordinator, FT Intern. They also have a FT career person who reports to the campus career center but their office is in athletics. They have a psychologist who has a direct line to CAPS but housed in athletics.

### **Budget**

- Leadership \$50,000
- Other programming, consultant costs(design curriculum), guest speakers (\$2500-5000 each) - \$40-50,000
- Intern salary - \$18,000 plus benefits

### **Feedback**

- They are in the process of developing feedback processes.
- Specific programs and presentations allow some feedback
- Utilize immediate surveys at a session via text program/clickers.

## **Notre Dame Benchmarking**

### **Mike Harrity – Student Athlete Development and Community Programming**

#### **Program**

- They support sports performance, Life Skills and leadership (this has a curriculum).
- Alumni and Older Student Athletes mentor younger Student Athletes
- Their program has a direct line to the campus.
- Within their program they have two full-time people – a career-focused and a program director.
- Building a partnership with coaches – he meets with each coach throughout the summer and asks them what they need – and creates a program to meet those needs... meets them where they are. Then he evaluates them with the coaches before creating a new program each year.
- They have a program that is set up for personal development and career development – and they work thru each coach to create an individualized program that will meet their needs. You have to get out of your office and meet them where they are to build a relationship with your coaches. If you build the relationship first, they will want to come see you later.

#### **Organizational Structure**

- 5 people all together in their organization, but they have two tracks: career-focused and program-focused.
- Mike Harrity also oversees SAAC and he has a special bond with them – their focus is on community service both external and internal. He challenges the group to make a difference, as well as creates and mobilizes support for internal and/or external initiatives.
  - i.e. the SAAC group visited the rowing team's practice facilities and saw that the conditions they had to practice under were not favorable. So they got together as a group and created awareness about these conditions. Then all of the SA's raised money to build a better practice facility.

#### **Orientation**

- They have a first year orientation for incoming SA's that involves parents.
- They bring in sophomores, juniors and seniors to talk about past year's experiences and what they need to be aware of.
- At the same time, they have what are called "positive transition meetings," where sophomores may cover how to prep for 3 years from now, junior's may cover personal branding, and senior's may cover a recap of career development.

#### **Budget**

- \$50k without leadership – they also work with Office of Student Affairs and leverage already used resources that the university allots for the students

#### **Feedback**

- 3 methods:
  - paper evaluation,
  - text evaluation (reserve last 5 minutes for this), and
  - rotate and do random surveys with teams each year.

#### **Other programs we should look into:**

- Nebraska – Keith Zimmer

## BENCHMARKING QUESTIONS

INTERVIEW: Charlie Murphy  
Curriculum Specialist, UM Residential College  
734/647-4364

Date: Thursday, April 4, 2013 4:00 pm EDT

**1. Do you offer a program that supports students'/student-athletes'/athletes' success?**

Close interaction with faculty and students admitted through LSA

**A. What are the key components of the program? (i.e. academics, leadership, etc..)**

- Smaller environment – language approach
- 2 semesters per, then you take vigorous thorough
- Fireside chats with faculty
- Outings, games, movies
  - Currently part-time/temp

**B. Is this program integrated within the Athletic Department/entire department? (into college)**

- Teaching – 1<sup>st</sup> year mostly involved in their own writing classes – 2/3 classes in it. Concentrations outside of the RC

**C. Do you partner with colleagues across campus to operate this program?**

- Have jointly appointed faculty

**D. What is the organizational structure?**

- Classes that are taught with faculty – no tutorial
- 15 students per class – no GSI's teaching
- 4 contact hours per week
- Like high school only college – own major plus requirements
- RC students live together first 2 years
- Mentoring programs upper level groups mentor freshman

**1) Number of staff dedicated to each function? Type of staff? (Graduate assistant/temp/full-time/part-time)**

- 3 Academic Services
- Director plus all administrative staff to students (800-1000)



**2) Is this their sole responsibility or do they share responsibilities with other areas?**

- No, only staff

**2) What is the reporting structure for this program?**

Department Manager Reports to Director of Academic Services

**E. What is your operational/programming budget?**

N/A

**2. What is your vision for the program? How has this vision evolved/changed over time?**

N/A

**A. Do you have a mission statement or a five-year plan?**

No Mission Statement – has heard well engaged in process of their own learnings. Preparing to do well on outside of RC. Been some incubator – have ideas for them there, then adapts

- 3. Is documentation of your program or process available? If so, can it be shared with us?**
- 4. How are key outcomes developed and measured? How is the program evaluated?**
- 5. How do you acquire buy-in from coaches/professors and student-athletes/student/athletes?**
- 6. What would colleagues across the university (dean/presidents/etc.) say about your program?**  
Never had to build Community until this year – they work where the kids live. Now under construction there are moved around students – have to build community activities
- 7. What are your student-athletes'/students'/athletes' impression of your programs? How do you collect their feedback?**
- Tried surveys – Never done well -- anecdotal
  - Don't even formally track graduation rates – no cohorts
- 8. What barriers did (or does) the program encounter? How did you (or do you) overcome those barriers?**
- People didn't know and made assumptions – “pot smoking art & crafters”
  - A lot of presentations on campus (Market to larger community and make them see the value)

**9. What are the greatest strengths of the program? Where are the greatest opportunities for improvement?**

Strength – long term dedicated faculty/staff  
Newer person and been there 12 years – knowing place and commitment

Improvement – better job of marketing – let people know what we do – upper administration  
Would help with development

**10. What components of the program and/or organizational process are most difficult and why?**

- Independent concentration program – an advisor works with you
  - Not watered down majors – an idea for a major that is not covered

**11. Does your program have its own dedicated space?**

- A. If so, how much space?
- B. If not, then with whom do you share your space?
- C. If built recently, what would you do differently if you were to build it now?

**12. Given what you know now, if you could start over and build the program from the ground up, what would you do differently?**

- Advocate group facilities – publicize from the very start so it doesn't get overlooked.
- Funding and facilities suffered
- Stayed relevant over years fostering innovation in teaching

1967 was the first class

**13. Does the university have a similar program for another group (or the general student body) on campus?**

- College of Kinesiology – size-honors
- 4 year program and size
- Don't do any career services – they have reps come over and do presentations

**14. Are there any other programs with whom you would recommend we talk?**

## University of Minnesota

Peyton Owen, Dir. Of Student- Athlete Affairs,

Anissa ? – Career Development

### Freshmen 1<sup>st</sup> year course

- 10 week course
- Faculty member of record handles all coursework
- Peyton and Anissa attend all lectures and run the lab sections of the course
- Classes run from 7 – 8:15am and labs are at 1:15pm
- Peyton and Anissa oversee all the services – 5 core topics from old Life Skills program
- They have no grading responsibility.
- Label “Student Athlete Affairs” is consistent with NCAA new initiatives (was Life Skills)
- They collaborate and with and use campus resources for presentations
- Program has 2 FT staff, 3 PT interns – 2 undergrad and 1 grad student
- They meet with all the coaches separately each summer about programming, what the needs are and share resources available for their SAs.
- Not a “cookie cutter” program – tailored to team needs.

### Budget

- SAOF has covered \$45,000.00 – that includes SAAC costs.
- They do fundraisers and have doubled their budget.

### Mission Statement and Program Evaluation

- New mission and strategic plan process occurring now so they anticipate some new ways to evaluate the program
- They will look at attendance, outcomes, and opportunities but need to develop the tools to measure those things.

### Space

- This past year the program moved into Athletics – Learning Center
- Allows relationship building, awareness of people and resources
- Previously had been within academics on campus

### Greatest Strengths

- Building relationships – coaches, student athletes
- Greater access to companies, financial support
- Freshman class
- Collaboration with academics and the greater campus resources
- MClub networking and support
- Every college has/can have their own Freshmen course.

### Opportunities for Improvement

- Increase technological understanding and utilization
- Add another FT staff member

**University of Minnesota Benchmarking**  
**Peyton Owen**

**Program**

- Gameplan - With a new AD, they are creating a mission/vision and strategic plan.
- Marketing - They work with professors and staff to educate them on the life of a student athlete
- Building Relationships - Meet with coaches to discover their needs and build individual programs for those teams.
- Program called "Beyond U" – this program is about "U" and the University and how to help the student athletes prepare for after they leave the university – i.e. career preparation

**Organizational Structure**

- He works out of the office of student affairs – housed in the Academic Center
- Staff: staff – 2 full-time, 3 part-time (undergrads), 1 GA – they are also able to have a summer GA intern

**Orientation**

- First fall – 10 week course for freshmen covering:
  - building relationships,
  - GPS (how to get around), and
  - self-discovery assessments (what kind of learner are you, what are your personality traits, what kind of leader are you, etc.).

**Budget**

- Thru SAOF they get \$45,000 + fundraising – work well with sponsorship (Learfield)

**In Hindsight**

- If they could start over knowing what they know now, they would include M-Club, Gopher Development, Athletic Communities, and a webpage.

**Other programs we should look into:**

- Arkansas – Eric Wood
- Tennessee
- University of Pittsburg
- Notre Dame – Mike Harrity
- Nebraska

## **BENCHMARKING QUESTIONS – USC**

**Dr. Magdi El Shahawy – Director of Student-Athlete Academic Services**

USC Athletics has a similar perspective to our goal of developing the full student-athlete through a holistic approach that involves academics, personal development, community service, leadership, health and wellness, and career preparation.

They are fairly comparable in size (21 Sports and 650 athletes). Their academic services include a director, an assistant director, 4 learning specialists, 8 counselors, class checker, and support staff.

**Program's Vision:** Commitment to the growth of the total student-athlete. Aims to support and encourage a well-rounded college experience while maximizing their personal potential. Aid student athletes in their transition into higher education, equip them with the skills necessary to meet challenges head on, and prepare them for life after graduation.

### **Positives of Program:**

1. Student athletes start thinking about the big picture from the beginning
2. Learn social skills by interacting with athletes from other sports
3. Learn how to be leaders from watching others be leaders
4. Students that are projected to go pro understand early on that professional sports is not a career that will last until they are 60 years old

Whitney Rotrock is the Personal Development Coordinator that designs all the programming (with assistance of the life skills committee). She is also responsible for M&W Tennis & M&W Golf.

### **Life Skills Committee:**

- 3 Counselors,
- Compliance Officer,
- Learning Specialist,
- Sport Administrator

### **On-Campus Partners:**

- Career Center
- Student Affairs
- USC Credit Union – money management and financial education
- Office of International Services
- American Language Institute (mainly for international students)
- Health Center
- Counseling Center

### **The Key Components of their Program Include:**

- 2 Transition Courses, PHED 165a for freshman, and 165b for sophomores (1 college credit per class).
  - 165a focuses on transitioning
    - 3 morning sections and one evening section – during fall term
    - Classes are facilitated by counselors – most classes have a guest speaker
    - Scholarship students are automatically enrolled, walk-ons have the choice to participate

- Split up into 3 modules or areas of focus: Academic Development, Personal Development, and Career Development
- 165b focuses on career exploration
  - Taught by campus Career Center staff – during winter term
  - Intent is to prepare students for summer internships
  - Finding that sophomores are not as engaged as they thought they would be. Considering offering it to upperclassmen
  - List of assignments for course:
    - Sign up for connectSC (in house online job database) and OCR Program (On-Campus Recruiting)
    - Initial Questionnaire and ‘Dream Job’ handout
    - MBTI Assessment and/or Strong Assessment
    - Find an internship/job on connectSC and write a 1 page summary describing why the position is your dream job.
    - Attend employer panel, career fest/fair workshop – write a 1 page summary of what you learned.
    - Identify a staff or faculty member in a department of interest to you. Conduct an informational interview and summarize your findings.
    - Interview an upperclassman, not a student-athlete or roommate, to gain some advice and begin building your network
    - Meet with a career advisor
- Bridge Program
  - Covers topics similar to PHED 165a.
  - Athletes will still enroll in PHED 165a – Believes students that qualify for bridge need to hear the information more than once
- Student Athlete Orientation - freshman
  - 2 full days prior to the first day of class
  - Introduce student athletes to the athletic department and university resources, educate them on health and wellness topics relevant to the athlete’s experience
- P.O.W.E.R Program – presentations that feature keynote speakers
  - Addresses personal development, alcohol & drug abuse, sexual responsibility, diversity, leadership, and life after sport.
  - 6 sessions offered during both fall and winter terms – students are required to attend 3 a year.
- Graduate Senior Workshop – Intended for juniors and seniors. Covers the physical, emotional, and social transition from athletics to society.
  - Includes a former student-athlete guest speaker
- Career Month – hosted during winter term
  - Includes career fair, grad school workshops, and alumni panels
- TAS – Trojan Athletic Senate
  - Committee of student athletes to provide insight on the student athlete experience – meets bi-monthly
  - 2 senators from each athletic team
  - Leads community service initiative – goal is 5 service hours per student athlete

**Space for Programming**

- John McKay Center – 110,000-square-foot athletic and academic facility
- Classroom in academic center

**Buy-in from Coaches**

- Programs are part of the culture
- Classes are worth credit and built into their class schedule – do not conflict with practice
- Programming is built around practice schedules

**What are people saying about the programs?**

- Campus and athletics collaborate well
- Athletes speak highly of the program during exit interviews

**How they recognize student-athlete achievements**

- Student-Athlete of the Month
- Weekly Spotlights on individual student-athletes
- Tommy Awards – honors athletic accomplishments of student-athletes, coaches, and teams
- S.A.A.C. Up & Study – Academic Excellence Celebration

Exhibit 1

**UNIVERSITY OF SOUTHERN CALIFORNIA**

**PHED 165A  
New Student SUCCESS SEMINAR  
Spring 2013**

**Instructors:**

Whitney Rotrock 6:30pm-7:20pm Wednesday JMC classroom

**Office:** John McKay Center

**Email:** Whitney Rotrock: [rotrock@usc.edu](mailto:rotrock@usc.edu)

**Course Description:** The purpose of this seminar is to facilitate the successful academic and personal transition from high school to college of each student. This seminar will provide an introduction to and exploration of specific topics important to academic and personal success. This seminar will focus on three commitment areas of the NCAA CHAMPS/Life Skills program: academic development, personal development and career development.

**Course Objectives:**

The key goals of this seminar are:

- To provide students with key skills necessary for success in a collegiate environment
- To introduce students to effective tools for achieving personal growth
- To expose students to various university services and resources geared to assist them in their endeavors
- To empower students to take a leadership role in their development

**Attendance: ATTENDANCE IS REQUIRED.** Students are expected to attend every class session, arrive on time and stay for the duration of the class unless otherwise directed.

If a student is tardy or leaves class prior to its conclusion on two (2) occasions, that will be recorded as one (1) absence. Four (4) absences will result in a failing grade for the course. Any missed sessions must be excused by the instructor at least 24 hours prior to the class session to be missed.

**Grading:** This course is offered on a Credit/ No Credit basis. Students must earn greater than 80% of the available points to receive Credit for the course. Grades will be based on the following criteria:

- Attendance & Participation = 5pts ea. – 60 pts possible
- Assignments = 10 pts ea. – 60 pts possible



**Academic Integrity:** It is expected that each student conduct himself/herself within the guidelines of the Student Conduct Code. All academic work should be done with the honesty and integrity that the University demands.

**Course Schedule**  
(Subject to change)

1/16 Introductions, Review of Syllabus and Student-Athlete Handbook

**Academic Development Module**

- 1/23            Learning Styles Inventory - Mimi Butler
- 1/30            USC Libraries (Leavey Library)  
*\* Assignment: APA Style, Annotated Bibliography (5 Sources)*
- 2/6             Academic Counseling - SAAS staff  
*\*Assignment: Academic Planning Worksheet*

**Personal Development Module**

- 2/13            Leadership and Communication
- 2/20            Mental Health- Counseling Center
- 2/27            Nutrition - Kristy Morell (Galen Arena Kitchen)  
*\*Assignment: Individual session with Athletic Department Nutritionist*
- 3/6             Personal Development Plan
- 3/13            Financial Planning  
*\*Assignment: Create a budget*
- 3/20            SPRING BREAK! No Class
- 3/27            Center for Women and Men

**Career Development Module**

- 4/3             Internships & Job Searching - Lauren Opgenorth (Career Center)  
*\*Assignment: Strong Interest Inventory Assessment*
- 4/10            Career Planning - Lauren Opgenorth (Career Center)  
*\*Assignment: ConnectSC registration and Resume due next week*

# BENCHMARKING QUESTIONS

INTERVIEW: Angelique (Angel) Bovee, Keith Bryant  
Adecco Career Management, USOC (Largest employer in world)  
800/933-4473, ext. 1

Date: Tuesday, March 26, 2013 3:30pm EDT (12:30pm PDT)

**1. Do you offer a program that supports students'/student-athletes'/athletes' success?**

Athlete Career Program – three parts

**A. What are the key components of the program? (i.e. academics, leadership, etc...)**

- One-on-one career coaching-via phone
- 5 seminars Same 5- 1 ½ to 2 hour same each year
  - Planning your game plan – teach athlete to develop goals/assessment
  - Building your team – networking
  - Getting in the game – resumes
  - Entrepreneurial workshop (101)
  - Job Interviewing
- Alumni placement

**B. Is this program integrated within the Athletic Department/entire department?**

One full-time staff person – Keith who works at US Olympics – added International Olympics

**C. Do you partner with colleagues across campus to operate this program?**

- Track any athlete that has been served in any capacity
- Currently tracking female/male athletes who part-time jobs
  - Track once they get first job
  - 12-month slots – have to re-enroll
  - Angel is day to day – outreach sponsors
- Develop relationships-scholarships and tuition – some for
- Some life skills – dabbles in it
  - Marketing
  - Public speaking
  - Financial management
- Mandatory program with Young Presidents Association – just started  
Send them our Symplicity Contacts keith.bryant@usoc.org

**D. What is the organizational structure?**

**1) Number of staff dedicated to each function? Type of staff? (Graduate assistant/temp/full-time/part-time)**

½ staff

- For profit Dewy University – different department
  - 7 counselors (Adecco owns) all done by phone
  - McDonald's

o Leechect Harrison - DBM

**2) Is this their sole responsibility or do they share responsibilities with other areas?**

N/A

**3) What is the reporting structure for this program?**

Chief Communications Officers to CEO (Keith)

Specialty Recruiting – Adecco (Angel)

**E. What is your operational/programming budget?**

Value in Kind – Airline tickets, coke products

Adecco – Career Services

Deury – Education Resources

**2. What is your vision for the program? How has this vision evolved/changed over time?**

Holistic programs

**A. Do you have a mission statement or a five-year plan?**

No-working on

**3. Is documentation of your program or process available? If so, can it be shared with us?**

- Brochure and Documents
- 6 month working group recommendations in a report – has the link

**4. How are key outcomes developed and measured? How is the program evaluated?**

- Not as much as they should
- Evaluation for 1-5 for seminars
- Don't have feedback formally in coaching – placement
- Testimonials video to get companies – just got GE

**5. How do you acquire buy-in from coaches/professors and student-athletes/student/athletes?**

- Coaches only want them to medal – get resistance from coaches

**6. What would colleagues across the university (dean/presidents/etc.) say about your program?**

n/a

**7. What are your student-athletes'/students'/athletes' impression of your programs? How do you collect their feedback?**

Dont

**8. What barriers did (or does) the program encounter? How did you (or do you) overcome those barriers?**

Sometimes done by team – get coach on board

**9. What are the greatest strengths of the program? Where are the greatest opportunities for improvement?**

Potential – so understaffed and under resourced

- When they had Home Depot 2300-2500 about (2005 to now)
- 225 last year – placed 44 in jobs

**10. What components of the program and/or organizational process are most difficult and why?**

Challenges:

- Sport is #1 priority – hard to get
- Hard to wrap arms around – mission statement doesn't include it.
- Potential major donor may be coming on-money for programs and events

**11. Does your program have its own dedicated space?**

Colorado Springs – have an office building) same city – mile from train to enter

Had that for 13 years – advantages to be away from it. Majority is done by phone or email

A. If so, how much space?

B. If not, then with whom do you share your space?

C. If built recently, what would you do differently if you were to build it now?

**12. Given what you know now, if you could start over and build the program from the ground up, what would you do differently?**

- 1997 – staff of 4 people – now it's just 1 person
  - Proposal that got shut down
- Model NFL Development staff Coordinate

**13. Does the university have a similar program for another group (or the general student body) on campus?**

More integrated with sport performing – always an afterthought

**14. Are there any other programs with whom you would recommend we talk?**

- Clemson – we should call

## **M-STEM Program - U of M Engineering**

Darryl Koch - Dir. of U-M Engineering Resource Center - Office of Student Affairs

STEM program serves 60 students accepted into engineering from class of 1200.  
Students selection based on barriers and challenges these students face that could negatively impact their success in eng. program.

83% of the cohort graduates.

STEM has been in place for 5 yrs and is based on Meyerhoff(sp?) Scholars Program at Maryland. Started with African American males, trying to get them into Ph.D. programs

### **UM - STEM**

2 year program that starts in the summer and is very demanding.

#### **Main Purposes:**

1. Students take classes (not for credit) to prepare them for the credit classes they will start in the fall.
2. Create strong sense of community and network for success.

They receive \$1500.00 stipend for the summer - reduce strain of not having a job.

Each has acad. coach and must meet 1 time per month at a minimum.

They have specific requirements for academic and support group participation.

Very structured in summer with rules and limits that each student must agree to abide by. They sign a contract and parents are fully informed of the expectations as well.

Assigned a mentor who is also paid and is required to give feedback on the student.

"Family" meetings monthly - family is the cohort and staff.

Stipend expanded to each semester completion - \$750.00

#### **Structure**

All staff involved in STEM also have other job functions

There's 3 acad. coaches, 12 student staff (summer), 6 instructors/GSIs, Director

#### **Budget**

\$500,000 plus the stipend amounts (approx. \$180,000)

Approx. Total \$350,000

Some funding comes from corporate sponsors - Ford endowment, NSF funds

It's a very collaborative program with other campus programs and resources - i.e. M-STEM Academics, Faculty Director, Intergroup Relations (IGR).

They pay IGR for services and facilities they provide the program

#### **2nd Year**

Less structure, more dispersed into their specialty areas and harder work. They see some fallback in performance. They are implementing "vertical groups" of STEM students in each engineering discipline to increase academic support through all the years of school.

M-STEM uses existing space for their activities and meetings. They believe that having space to congregate and create strong sense of community is key.

**MEASUREMENT**

Darryl sent us a report on graduation rates for the program.

It is hard to capture the "experiences" the students have

Some student feedback says that they value highly the community that is created during the summer sessions and it helps them when fall semester and credit classes begin.

**IMPROVEMENTS**

Make it a 4 year program

Continue the financial incentives for all 4 years

Have more effective space for STEM business/activities

Increase number of participants

Barb Hansen

## Typical Recruiting Cycle of a Prospective Student Athlete Signed by Oregon Football

A. Approximately 20 scholarship student athletes will join our team annually out of roughly 7,500 inquiries per year

### 1. Identification of the PSA

a. Generally made by a PSA's second or third year in high school. Can occur as early as middle school and as late as the summer before a PSA enrolls in college. Furthermore, transfer PSA's are generally not identified until they are enrolled in junior college or another four year institution.

#### i. Recruiting Databases

1. Includes all NCAA approved services online and otherwise.

#### ii. Mail/Email, etc.

1. Includes snail mail and all forms of electronic communication from PSA's, their families, coaches, administrators, alumni, current players, university faculty, etc.

#### iii. Word of Mouth

1. Including coaches, families, alumni, current players, recruits, alumni, etc.

#### iv. Summer Camps

1. Both on and off-campus.

### 2. Evaluation of the PSA

a. Generally made by a PSA's third or fourth year in high school. Can occur as early as middle school and as late as the summer before a PSA enrolls in college. Furthermore, transfer PSA's are generally not evaluated until they are enrolled in junior college or another four year institution.

b. Our coaches assess which PSA's have the athletic potential necessary to earn an athletic scholarship.

#### i. Film Evaluation

1. Generally during the off-season.

#### ii. NCAA Designated Evaluation and Contact Periods

1. High school practices, games, and other non-football sports related activities.

#### iii. Summer Camps

1. Both on and off-campus.

### 3. Academic Analysis of the PSA

a. Generally made by a PSA's third or fourth year in high school. Can occur as early as middle school and as late as the summer before a PSA enrolls in college. Furthermore, transfer PSA's academics are generally not evaluated until they are enrolled in junior college or another four year institution.

b. Performed on those PSA's who have been identified by our coaches as having athletic scholarship potential.

c. Analysis includes transcript and standardized test score review.

d. Counselor, teacher and/or administrative feedback required for all PSA's who are deemed an academic risk.

### 4. Character Analysis of the PSA

- a. Generally made by a PSA's third or fourth year in high school. Can occur as early as middle school and as late as the summer before a PSA enrolls in college.  
Furthermore, transfer PSA's are generally not evaluated until they are enrolled in junior college or another four year institution.
- b. Performed on those PSA's who have been identified by our coaches as having athletic scholarship potential and are in satisfactory academic standing.
- c. Phone and/or in-person conversations with coaches, counselors, teachers, and/or administrators at the PSA's place(s) of learning
- d. Review of each PSA's social media content including but not limited to Instagram, Twitter, Facebook, etc.

#### 5. Scholarship Determination of the PSA

- a. Generally made by a PSA's third or fourth year in high school. Can occur as early as middle school and as late as the summer before a PSA enrolls in college.  
Furthermore, transfer PSA's academics are generally not evaluated until they are enrolled in junior college or another four year institution.
- b. Any red flags that come to surface during the analysis phase must be justifiable.
- c. Only PSA's who have been proven to have high character, intelligence and athleticism are offered opportunities to join our team in the form of an athletic scholarship.
- d. We reserve the right to revoke a PSA's verbal scholarship offer if red flags arise up to the time the PSA signs his National Letter of Intent. Common reasons a verbal scholarship may be revoked from a PSA include:
  - i. Character concerns that may be brought to light by our current players and/or support staff on a PSA's official visit or during the recruitment of a PSA
  - ii. Character concerns that may arise from our coaching staff during the recruitment of a PSA
  - iii. Character concerns that may arise from the PSA's coaches, counselors, teachers, and/or administrators during the recruitment of a PSA
  - iv. Off and/or on the field disciplinary actions that may occur during the recruitment of a PSA
  - v. Academic issues that may arise during the recruitment of a PSA

#### 6. Recruitment of the PSA

- a. Average PSA will be recruited by our coaches for over a year. Recruitment generally begins by a PSA's third or fourth year in high school, but can occur as early as middle school and as late as the summer before a PSA enrolls in college, or while they are enrolled in a junior college. Meanwhile, transfer PSA recruitment cannot occur until their current place of enrollment provides our compliance office with a release granting our coaches permission to begin recruiting the student athlete currently enrolled at their place of learning.
- b. Only performed on those PSA's who have either been offered athletic scholarships, or have been identified as potential scholarship athletes.
- c. Typical recruitment of a PSA will include:
  - i. Approximately half a dozen visits to their place of learning.



- ii. Several in-home and/or off-campus visits made by multiple members of our staff including the head coach with the PSA and their family or legal guardian(s).
- iii. An official visit and/or unofficial visit(s) the PSA makes to our campus usually while accompanied with those people who will help them make their decision where they want to go to college.
- iv. Dozens and sometimes hundreds of phone conversations and electronic messages made by our coaches to PSA's and their families during the recruitment process.
- v. Dozens of additional phone conversations and electronic messages made by our staff to a PSA's place of learning coaches, teachers, and/or administrators during the recruitment and analysis process.