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SEXUAL VIOLENCE PREVENTION

An Athletics Tool Kit for a Healthy and Safe Culture | Second Edition



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

KATHLEEN BASILE

Centers for Disease Control and Prevention





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An Athletics Tool Kit for a Healthy and Safe Culture | Second Edition

The second edition of the Tool Kit was updated in 2018-19 with help from the following individuals:

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- Janet Judge, Partner at Holland & Knight LLP;
- Howard Kallem, Senior Title IX Advisor at Duke University;
- Connie Kirkland, Director of NOVACares, Northern Virginia Community College;
- Deborah Wilson, Clinical Psychologist, CAPS at Darden, University of Virginia;
- David Wyrick, Director of the Institute to Promote Athlete Health & Wellness at UNC Greensboro.

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Disclaimer: This document provides an overview of sexual violence prevention efforts for those who educate, coach and support student-athletes. It is not intended as a clinical practice guideline or legal standard of care and should not be interpreted as such. This tool kit serves as a guide and, as such, is of a general nature, consistent with the reasonable practice of the healthcare professional and campus practitioners. Individual management will depend on the facts and circumstances specific to each individual case, and should follow institutional policies and procedures for addressing instances of sexual misconduct.

A Call to Action

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

CHARGE TO THE MEMBERSHIP:

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

CHALLENGE:

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

GUIDING PRINCIPLES:

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

DEMONSTRATION OF COMMITMENT:

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

- Leadership at the highest levels of the institution, including intercollegiate athletics, clearly stating their personal commitment to provide sufficient resources to meet the challenges of preventing and responding appropriately to sexual violence.

- Compliance with federal laws, federal regulations, institutional policies and departmental policies that address sexual violence, social justice and civil rights.
- Collaboration throughout the campus to support and benefit from the institution's overall effort to address sexual violence.
- Attesting to the NCAA Board of Governors Policy on Campus Sexual Violence.

Recommended actions for intercollegiate athletics departments:

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

SEXUAL ASSAULT TASK FORCE

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

The task force members and their affiliations in 2015 were:

DEBORAH WILSON, CHAIR

Associate director of athletics,
George Mason University

DAVID ARNOLD

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

LYDIA BELL

Associate director, NCAA research

SUSIE BRUCE

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Director, Institute to Promote Athlete Health and Wellness,
UNC Greensboro



NCAA BOARD OF GOVERNORS COMMISSION TO COMBAT CAMPUS SEXUAL VIOLENCE

In August 2016, the NCAA Board of Governors appointed the Commission to Combat Campus Sexual Violence to proactively examine issues and propose solutions related to the role campuses, conferences and the Association should play to address sexual violence and achieve positive cultural change. Members of the Commission helped update the Tool Kit for its second edition.

The Commission members and their affiliations in 2016 were:

LT. GEN. ROBERT CASLEN, JR.

Superintendent, United States Military Academy

CAROL QUILLEN

President, Davidson College

TERESA AMOTT

President, Knox College

CINDY ARON

Clinical licensed social worker, National Alliance of Social Workers in Sports

MALIA ARRINGTON

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STEVE PEREZ

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Director of football, Stanford University

BRENDA TRACY

Activist

CARI VAN SENUS

Chief of staff, NCAA

ANDREA WILLIAMS

Commissioner, Big Sky Conference

DEBORAH WILSON

Chair, Sexual Violence Taskforce

ALAINA WOO

Assistant coach, Tufts University

ENDORISING ORGANIZATIONS

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

HIGHER EDUCATION ASSOCIATIONS:

ACHA — American College Health Association

ACPA — College Student Educators International

ACUHO-I — Association of College and University Housing Officers — International

APLU — Association of Public and Land-Grant Universities

ASCA — Association for Student Conduct Administration

FARA — Faculty Athletics Representatives Association

IACLEA — International Association of Campus Law Enforcement Administrators

NASPA — Student Affairs Administrators in Higher Education

NASWIS — National Alliance of Social Workers in Sports

NATA — National Athletic Trainers' Association

NIRSA — National Intramural-Recreational Sports Association

NCAA COMMITTEES:

CSMAS — Committee on Competitive Safeguards and Medical Aspects of Sports

CWA — Committee on Women's Athletics

MOIC — Minority Opportunities and Interests Committee

SAAC — Student-Athlete Advisory Committees (Divisions I, II and III)

OTHER ENDORSEMENTS:

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

It's On Us

The Gordie Center — University of Virginia

FROM THE PRESIDENT



NCAA member schools are committed to protecting the health of student-athletes and providing a safe

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

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

MARK A. EMMERT
President, NCAA



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Introduction

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

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

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

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

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

Because of its visibility, influence and responsibility as a university department to promote student growth and development, and to provide an inclusive environment, athletics must ensure appropriate conduct by its staff and student-athletes. Within athletics, new and returning students

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

and staff include both survivors and perpetrators of sexual violence. Effective interventions must address this reality and demand concerted campus collaborations that engage athletics with the rest of campus.

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

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

ASSOCIATION-WIDE POLICY ON CAMPUS SEXUAL VIOLENCE

In August 2017, the NCAA's top governing body, the NCAA Board of Governors, adopted an [Association-Wide Policy on Campus Sexual Violence](#). The policy was recommended by the NCAA Board of Governors Commission to Combat Campus Sexual Violence. The Board supported the Commission's work and enacted and later updated the policy, which requires that each NCAA member school's chancellor or president, director of athletics and campus Title IX coordinator annually attest that:

1. The athletics department is informed on, integrated in, and compliant with institutional policies and processes regarding sexual violence prevention and proper adjudication and resolution of acts of sexual violence.
2. The institutional policies and processes regarding sexual violence prevention and adjudication, and the name and contact information for the campus Title IX coordinator, are readily available within the department of athletics, and are provided to student-athletes.
3. All student-athletes, coaches and staff have been educated each year on sexual violence prevention,

intervention and response, to the extent allowable by state law and collective bargaining agreements.

Further, the athletics department will cooperate with college or university investigations into reports and matters related to sexual violence involving student-athletes and athletics department staff in a manner compliant with institutional policies for all students.

If a school is not able to attest their compliance with the above requirements, it will be prohibited from hosting any NCAA championship competitions for the next applicable academic year.

Each year, schools that attest and do not attest to the policy will be published on ncaa.org.

[See the complete policy on page 32.](#)

Previously in August 2014, the Executive Committee issued a resolution clarifying what it expects from athletic departments on matters involving sexual violence.

[See the complete resolution on page 31.](#)



Leadership

Sexual violence prevention must be a priority for college presidents/chancellors, athletics directors, coaches, sports medicine personnel and other athletics stakeholders. Presidents/chancellors must provide clear and consistent messaging to athletics directors.

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

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

LEADERSHIP CHECKLIST

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

- ❑ The president/chancellor and senior staff within the college or university and in athletics commit to support a healthy and safe culture, and ensure compliance with these values and principles from the NCAA constitution:
 - » Protect the health of, and provide a safe environment for, all of its current and prospective student-athletes.
 - » Operate athletics programs fairly and ethically and ensure student-athletes are neither advantaged nor disadvantaged by special treatment.
 - » Adhere to fundamental values such as respect, fairness, civility, honesty and responsibility in order to promote the character development of participants, to enhance the integrity of higher education and to promote civility in society.
- ❑ The athletics department has a written and rehearsed action plan that follows campus protocol for response to a report of a sexual assault.
- ❑ A designated athletics staff member oversees the department's strategies, in conjunction with the Title IX coordinator and other campus administrators, to develop, manage, implement and evaluate sexual assault prevention efforts for athletics staff, coaches and student-athletes.
- ❑ Student-athletes receive leadership training and actively support sexual assault prevention efforts within the athletics department and across campus.
- ❑ Athletics department policies regarding sexual violence and expectations of conduct are written and clearly communicated to all student-athletes and staff.
- ❑ All athletics administrators, coaches and other paid or unpaid staff in athletics are provided sufficient resources and training to prevent and appropriately respond to sexual violence.
- ❑ All student-athletes — inclusive of sex, gender identity, gender expression, sexual orientation, disability, race, religion and ethnicity — are in an equitable and equal-opportunity environment.
- ❑ All athletics staff cooperate with college or university investigations into allegations of sexual violence, do not interfere with those efforts and ensure investigations involving student-athletes and athletics department staff are managed in accordance with federal regulations and campus policies.
- ❑ Trained and funded staff offer robust life skills programming, including a multiyear, comprehensive sexual violence prevention curriculum for student-athletes and staff. ([See the Education Checklist on page 9.](#))
- ❑ The athletics department follows the NCAA Board of Governors Policy on Campus Sexual Violence. The chancellor or president, director of athletics and campus Title IX coordinator attest annually that they are compliant.

LEADERSHIP IMPLEMENTATION TOOLS

- **National College Health Assessment:** This nationally recognized research survey provides data about students' health habits, behaviors and perceptions. The NCAA has an agreement with the American College Health Association for reports of aggregate data comparing varsity athletes with other students on campus.
www.acha.org/ncha
- **APPLE Training Institute:** These strategic planning weekend workshops facilitate athletics departments in assessing needs, developing a strategic plan and implementing strategies to promote student-athlete wellness and substance prevention.
www.appleathletics.org
- **Mentors in Violence Prevention:** This program provides training programs to address the global issues of sexism — especially men's violence against women — and to educate, inspire and empower men and women to prevent, interrupt and respond to sexist abuse.
www.mvpnational.com
- **Men Can Stop Rape:** This international organization mobilizes men to use their strength for creating cultures free from violence, especially men's violence against women. MCSR provides agencies, schools and organizations with direct services for youth, public service messaging and leadership training.
www.mencanstoprape.org
- **NCAA Inclusion Forum:** This national office program focused on diversity and inclusion brings together higher education and college athletics leaders passionate about improving the educational and professional environment for student-athletes, coaches and staff. Sessions engage on a broad range of topics related to policy, research and best practices for access to sport for racial and ethnic minorities, women, international student-athletes, those with disabilities, and lesbian, gay, bisexual, transgender and questioning students and staff.
www.ncaa.org/inclusion
- **Protocol for a Response Management Plan:** This tool is located in the resources section on [page 18](#) of this document.
- **Strategic Action Plan:** This tool is located in the resources section on [page 19](#) of this document.

Getting Started

Does your campus have some work to do? The **action plan worksheet** on [page 19](#) identifies the following ideas to send you on your way.

- Actions needed
- Responsible people
- Resources needed
- Date to be completed

Collaboration

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

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

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

tactical implementation of programs. Bring together the right people, value their work, provide them with resources and hold them accountable.

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

COLLABORATION CHECKLIST

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

- A designated athletics administrator coordinates outreach with campus services.
- A collaboration team, in conjunction with the designated athletics administrator, reaches out to various campus departments and communities. This team may include the following members:
 - » Student-athletes
 - » Coaches
 - » Title IX coordinator
 - » Life skills administrators
 - » Sports medicine clinicians
 - » Faculty athletics representatives
 - » Health and counseling services
 - » Student conduct
 - » Campus law enforcement
 - » Public safety
 - » Wellness/health/peer education
 - » Disability support services
 - » Residence life
 - » Fraternity and sorority life
 - » Academic disciplines
 - » Public health
 - » Student life
 - » Clery Coordinator
 - » Campus legal counsel
 - » Community sexual assault resources
 - » Local law enforcement
- The designated athletics administrator engages with the campus Title IX coordinator and the collaboration team.
- Athletics staff participates in campuswide task forces on topics such as substance abuse prevention, diversity and inclusion, wellness and sexual assault prevention and response.
- Athletics departments engage campus experts, including the Title IX coordinator, to contribute to the development, implementation and evaluation of the athletics department's sexual violence education program.
- Student-athletes contribute to the development and implementation of the sexual violence education program.
- Coaches and other athletics staff who directly influence student-athletes' attitudes and behaviors contribute to the development and implementation of the sexual violence education program.
- Athletics departments work collaboratively with the chancellor or president and campus Title IX coordinator to complete the annual NCAA Board of Governors policy on campus sexual violence attestation form in an appropriate and timely manner.
- Athletics departments are involved in the development and evaluation of the overall campus climate evaluation.



COLLABORATION IMPLEMENTATION TOOLS

- **Campus Collaboration Tool for Athletics Departments:** This tool is located in the resources section on [page 21](#) of this document.
- **Campus Collaboration Tool for Student Affairs/Equity Partners:** This tool is located in the resources section on [page 23](#) of this document.

“

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

DANI WEATHERFORD

Executive director, National Panhellenic Conference

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Compliance and Accountability

Colleges and universities must comply with federal laws, state laws, institutional policies and NCAA regulations.

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

A number of laws apply to sexual violence on college campuses. The U.S. Department of Education's Office for Civil Rights enforces **Title IX** (1972), which prohibits sex discrimination (including gender-based violence and sexual harassment) in educational institutions that receive federal financial assistance. The U.S. Department of Education also enforces the **Clery Act** (1990), which was amended in 2013 through the **Campus SaVE Act (Campus Sexual Violence Elimination Act)**. Other relevant laws include Section 504 of the Rehab Act and the Americans with Disabilities Act, which require appro-

appropriate academic and living accommodations for students with disabilities, including those who experience mental health conditions as a result of sexual violence, which may go beyond the supports required by Title IX. The entire campus community, including athletics departments, should ensure compliance with these laws and policies as they adapt.

Federal and state laws and regulations – and their interpretations – regarding sexual violence are constantly evolving. This underscores the importance of athletics' collaboration with the campus Title IX coordinator and other personnel and departments on campus dedicated to accountability for compliance requirements. To complement the resources in the sidebar, the end of this section features a tool that outlines Title IX and Clery Act requirements for colleges and universities for reporting, education, prevention and response related to sexual violence. This information is not intended to be provisional legal guidance and counsel. Please consult with your general counsel for further information.

CLERY ACT, TITLE II, TITLE IX RESOURCES

- [Sep. 22, 2017: U.S. Department of Education Office for Civil Rights Dear Colleague Letter*](#)
- [Feb. 22, 2017: U.S. Department of Education Office for Civil Rights Dear Colleague Letter on Transgender Students](#)
- [2016: The Handbook for Campus Safety and Security Reporting](#)
- [2015 Office for Civil Rights Title IX Resource Guide](#)
- [July 22, 2015: U.S. Department of Education Office of Postsecondary Education Dear Colleague Letter on the Implementation of the Violence Against Women Reauthorization Act Final Regulations](#)
- [April 24, 2013: U.S. Department of Education Office for Civil Rights Dear Colleague Letter on](#)
- [Guidance on the Prohibition Against Retaliation under Federal Civil Rights Laws](#)
- [Oct. 26, 2010: U.S. Department of Education Office for Civil Rights Dear Colleague Letter on Guidance on Schools' Obligation to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability](#)
- [January 2001: U.S. Department of Education Office for Civil Rights Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties](#)
- [Section 504 of the Rehab Act and the Americans with Disabilities Act](#)
- [Not on the Radar: Sexual Assault of College Students with Disabilities](#)

*Proposed regulations have been released but not finalized.

COMPLIANCE CHECKLIST

When athletics departments and campuses are in compliance:

- ❑ The college or university's nondiscrimination notice and policy addresses sexual harassment and sexual violence and is posted and disseminated throughout the athletics department.
- ❑ The name and contact information for the campus Title IX coordinator and any deputies, including area of responsibility, is posted and disseminated throughout the athletics department.
- ❑ Written policies are shared with athletics staff and student-athletes and include the following items:
 - » Methods to report a sexual violence complaint.
 - » Descriptions of complainant and respondent rights.
 - » Strategies to create safe environments.
 - » Reporting responsibilities under Title IX, Clery and Minors on Campus.
 - » Instructions for campus visits and recruiting prospective student-athletes. A sample recruiting policy is located in the resources section on page 25 of this document.
- ❑ Department staff and student-athletes are informed of the definition of "responsible employees" (under Title IX) and "campus security authorities" (under the Clery Act), and their respective responsibilities.
- ❑ "Responsible employees," "campus security authorities" and "mandatory reporters" within the athletics department are identified and trained, in consultation with the Title IX coordinator and legal counsel, and their identity is shared with staff and students.
- ❑ Staff are informed of and follow federal, state and institutional requirements for reporting sexual violence incidents.
- ❑ Referral protocols and information about with whom the parties can share information confidentially are communicated to staff, coaches and student-athletes.
- ❑ Department staff and student-athletes are informed about investigation and discipline processes and understand that alleged occurrences of sexual violence are investigated and adjudicated by a schoolwide system that addresses these matters for all students.
- ❑ Student-athletes are informed of their rights if they find themselves in a hostile and threatening environment. They also are educated in ways to reduce elements that contribute to a hostile and threatening environment.
- ❑ Staff members are aware of their role and responsibilities to reduce elements that contribute to a hostile and threatening environment, and to provide necessary accommodations for both reporting parties and respondents, and to cooperate in any investigation.
- ❑ Department staff and student-athletes understand that Title IX protects against retaliation towards the individual who reported an incident of sexual violence. This also protects against retaliation towards those who participate in a Title IX investigation or proceeding.
- ❑ Department staff and student-athletes understand that Section 504 of the Rehab Act and the Americans with Disabilities Act may be applicable to survivors of sexual violence.
- ❑ Athletic departments share and review any athletics-specific sexual misconduct policies with student-athletes and athletics staff. Policies are also publicly available and accessible.
- ❑ Coaches consult with the Title IX coordinator, behavior assessment/intervention team, and/or counsel before taking action against an athlete accused of sexual misconduct.
- ❑ Staff members are familiar with the school's policy on minors on campus and with state laws on reporting abuse or inappropriate interactions to state or local social service agencies. Ensure any university staff or volunteers involved in the programs, and those used by external vendors or program operators, get background checks, as appropriate, and are trained in state and university requirements for reporting.
- ❑ Athletics department staff do not in any way interfere with university adjudication processes, civil trials or criminal trials.

COMPLIANCE IMPLEMENTATION TOOL

- **Title IX/Clery Act Compliance Chart:** This chart is located in the resources section on [pages 27-28](#) of this document.

Education

Effective educational programming changes behaviors and cultures.

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

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

EDUCATION CHECKLIST

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

- Educational programming occurs at the following time periods:
 - » Orientation activities.
 - » Team meetings.
 - » Before significant competitive events.
 - » Before prolonged periods away from school (such as spring break, winter break, summer break, summer session).
 - » During national awareness months, times that mark significant campus history/events, and during other higher-vulnerability periods.
 - » Throughout a student-athlete's collegiate experience.
- Student-athletes, coaches and other staff in athletics participate in ongoing education focused on the definition and nature of sexual violence and about positive, consensual behavior, including:
 - » Healthy relationships.
 - » Consent.
 - » Sexual violence prevalence and attitudes.
 - » Harassment.
 - » Hazing and bullying.
 - » Stalking.
 - » Discrimination.
 - » Compliance, accountability and sanctions for noncompliance with federal law, state law, institutional policies and athletics department policies.
- Student-athletes, coaches and other staff in athletics receive education regarding misogynistic, homophobic, demeaning, marginalizing and hostile language; how negative language choices adversely impact team cultures; and how positive language choices can contribute to respectful and healthy environments.
- Student-athletes receive evidence-informed substance abuse prevention/education, including the relationship between sexual violence and alcohol and other drugs.
- Student-athletes receive skill-development training on:
 - » Respectful communication in healthy relationships.
 - » Bystander intervention.
 - » Negotiating consent, giving consent and respecting nonconsent.
 - » Active listening and managing a referral process.
- Educational activities are evaluated for how they are experienced by both learners and presenters (process).
- Programs are evaluated to assess changes in student-athlete behaviors and attitudes, including the following:
 - » Intended and actual behaviors to prevent sexual violence.
 - » Intended and actual behaviors to support survivors.
 - » Requests for additional or improved training and education.
- Individuals responsible for staffing camps, clinics, campus visits of prospective student-athletes and other events or activities sponsored by athletics, educate their staff on their legal, institutional and departmental responsibilities and expected conduct relative to preventing, responding to and reporting incidents of sexual violence. When staff works directly with minors, age appropriate training is provided.
- All educational messages, materials and programming use gender equitable language and convey respect for diversity.



EDUCATION IMPLEMENTATION TOOLS

- **myPlaybook: The Freshman Experience:** This educational program is available to schools as an online curriculum developed for student-athletes to address alcohol and other drug education, NCAA policies, sexual violence prevention education and hazing education. The myPlaybook program was developed through a rigorous National Institutes of Health grant, to create a widely available resource for student-athletes.
<http://athletewellness.uncg.edu/myplaybook/>
- **APPLE Training Institute:** These strategic planning weekend workshops facilitate athletics departments in assessing needs, developed for student-athletes to address alcohol and other drug education, NCAA policies, sexual violence prevention education and hazing education. Registration opens at the beginning of each academic year.
www.appleathletics.org
- **Division II University:** Division II University's sexual violence prevention module is offered to coaches in Division II to enhance their engagement and understanding of the issues surrounding sexual violence. The module is part of the broader Division II University educational tool for coaches. Legislation effective April 1, 2019 requires Division II coaches to complete several online courses, including the sexual violence prevention module, to participate in athletic activities with their team or to recruit off campus.
- **Step UP!** This bystander intervention program, developed in partnership with the University of Arizona and the NCAA, trains student-athletes and other students to practice pro-social behavior, overcome the bystander effect and safely and effectively intervene when a friend or teammate is in distress, in danger or heading for trouble.
www.stepupprogram.org
- **NCAA Hazing Prevention Handbook:** This resource provides information on what hazing is, why hazing exists, and what the effects of hazing are on a team and a campus. It also provides strategies to prevent hazing and develop positive team building.
www.ncaa.org/violenceprevention
- **360 Proof:** This resource provides Division III institutions and NASPA small colleges with comprehensive evidence-based tools to enhance collaborations between athletics and student affairs in order to reduce the negative consequences of high-risk alcohol use.
www.360proof.org
- **10 Ways to Distinguish Consent:** This educational tool provides general guidelines to be read with your school's definition of consent. It is located in the resources section on [page 29](#) of this document.

Student-Athlete Engagement

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

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

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

Additionally, student-athletes must be active, visible participants in the broader campus and societal efforts to prevent sexual violence. Most campuses sponsor many activities that afford opportunities for student-athlete involvement with their campus peers who are not athletes.

It's On Us

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

Additionally, NCAA student-athletes have participated in It's On Us campus events across the country, and several student-athletes were selected to serve on the national It's On Us Student Advisory Committee. Student-athletes looking to engage their campus and join an It's On Us regional team can learn more at <https://www.itsonus.org/tools/>.

STUDENT-ATHLETE ENGAGEMENT CHECKLIST

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

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

STUDENT-ATHLETE ENGAGEMENT IMPLEMENTATION TOOLS

- **Student-Athlete Mentor:** This APPLE Institute resource trains student-athletes to be active supporters for their peers. www.appleathletics.org
- **BACCHUS Initiatives of NASPA:** This student affairs initiative offers a Certified Peer Educator training resource to help students develop peer intervention and leadership skills to successfully create and implement peer wellness programs. www.naspa.org/constituent-groups/groups/bacchus-initiatives/initiatives/certified-peer-educator-training
- **Step UP! Bystander Intervention Training:** This bystander intervention program, developed in partnership with the University of Arizona and the NCAA, trains student-athletes and other students to practice pro-social behavior, overcome the bystander effect and safely and effectively intervene when a friend or teammate is in distress, in danger or heading for trouble. All training materials are free. www.stepupprogram.org
- **It's On Us Campaign:** www.itsonus.org (See sidebar on page 11.)
- **Photovoice Kit:** This web-based tool kit instructs students in creating a photovoice project that combines photography, dialogue, photo exhibits and social action to address student life issues. www.photovoicekit.org

Culture Change: An Essential Effort

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

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

Many individuals and organizations have committed decades

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

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



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

REBECCA CUNNINGHAM

University of Michigan Injury Center





Terms Commonly Associated With Sexual Violence

Abuse (emotional/physical/psychological/sexual): The various forms of harm that often occur in acts of interpersonal violence.

Acquaintance Rape: See Nonstranger Rape.

Alcohol-Facilitated Sexual Assault: A nonconsensual sexual act that occurs under the influence of alcohol. Either the victim or the perpetrator, or both, may have voluntarily or involuntarily ingested alcohol. Use of alcohol to facilitate a sexual assault enhances the chance that the victim will lose memory and be unable to give complete details of the event when a report is made. Sex between people who are legally intoxicated may be considered a sexual assault. While drinking alcohol is a risk factor for perpetration, a sexual assault that occurs under these conditions is never the fault of the victim.

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

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

Bullying: A term to describe the infliction of emotional, physical or sexual harm to another person, usually during a span of time, with the intent to overpower the individual. Often, emotional distress and/or depression occurs as a result of intense bullying over a period of time. Bullying may be illegal in some states; these acts may be considered illegal even if there is no specific law because the elements of the acts fit other crimes.

Bystander Effect: Phenomenon in which someone is less likely to intervene in an emergency situation when others are present than when he or she is alone.

Bystander Intervention Training: Social science model that predicts the likelihood of individuals or groups willing to actively address a situation they deem problematic. Training often focuses on safe responding, early intervention and effective helping.

Coercion: Is unreasonable, inappropriate pressure to engage in sexual activity. Coercive behavior is different than romantic or seductive behavior because coercive behavior involves inappro-

priate or unreasonable pressure to obtain consent from another person for sexual activity. Continued pressure to engage in sexual activity after the other person makes it clear that they do not want to engage in, want to stop, or do not want to go further with sexual activity can be coercion. Can be social, verbal or psychological in nature.

Consent: A clear and unambiguous agreement, expressed in mutually understandable words or actions, to engage in a particular activity. Consent can be verbal or nonverbal and can be withdrawn at any time. An individual may consent to some sexual activities but not others. Previously giving consent does not mean all future sexual activities will automatically receive consent. Legal minors, cognitively limited individuals and individuals too intoxicated under the influence of alcohol or other drugs are unable to give consent. Consult local and state laws for your jurisdiction's definition.

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

Date Rape: See Nonstranger Rape.

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

Domestic Violence: Violence occurring within a relationship in which the people involved are or have been married, are or were co-habiting partners but are not married, and/or have a child in common or anyone else protected under domestic or family violence law. A pattern of behavior in which one person attempts to control or hurt another through actions or threats that can include physical, sexual, verbal or psychological abuse. People of all ages, income levels, faiths, sexual orientations, genders and education levels can experience domestic violence.

Individual school policy definitions are the authority on your campus. These definitions are general usage terms to assist your efforts.

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

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

Gaslighting: When abusers repeatedly lie to, mislead and confuse their partners about events that have clearly occurred. A way of gaining power and control over a victim. Victims typically feel destabilized, dependent and confused.

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

Harassment: Unwelcome conduct, often based on the categories in the definition of Bias Crime, that is unwelcome and is serious enough to deny or limit a student's ability to participate in, or benefit from, a school's education program.

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

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

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

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

Intimate Partner Violence: Violence between two people who are or were intimately involved, or have children together, regardless of their relationship status and whether they live/lived together.

This term is used interchangeably with dating violence, domestic violence or non-stranger sexual assault.

Nonconsensual Pornography/Revenge Porn: Refers to the distribution of sexual or pornographic images of individuals without their consent. This may include images taken without consent or images taken with consent but later distributed without the consent of those in the images. The images are distributed publicly or to others with the intent to cause distress or embarrassment to those in the images.

Nonconsensual Sexual Acts: See Sexual Assault.

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

Nonstranger Rape: Nonconsensual sexual penetration between people who know each other. This may include classmates, romantic partners, co-workers, teammates, friends, neighbors, work colleagues and relatives. The incident may involve threats, intimidation, coercion, physical force and/or substances to create memory loss. The prior term date rape may also be used to describe nonstranger rape, where an act of nonconsensual sexual penetration occurs during an event that would be termed a date, which includes a broad range of social interactions.

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

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

Sexting: Refers to an act of sending sexually explicit materials (i.e. photographs, messages) through mobile phones. Sexting is a punishable offense in the U.S.

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

Sexual Harassment: Harassing conduct that is sexual in nature, is unwelcome, and is serious enough to deny or limit a person's ability to participate in, or benefit from, a school's education program or workplace, including conditioning the granting of an educational benefit based on submission to sexual conduct.

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

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

Individual school policy definitions are the authority on your campus. These definitions are general usage terms to assist your efforts.

Resources

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



PROTOCOL TO GUIDE ATHLETICS DEPARTMENT ACTION IN RESPONSE TO A REPORT OF SEXUAL ASSAULT/MISCONDUCT

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

STEP 1. Care for the student — ensure they are safe and provide nonjudgmental support.

STEP 2. If you are a responsible employee, inform the student that you are, and that you are required to share any information they tell you with the Title IX coordinator.

STEP 3. Connect the student with resources — identify support and counseling services.

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

Counseling: _____

Campus Victim Advocacy: _____

Student Health: _____

Campus Safety or Police: _____

Chaplain: _____

Off-Campus Confidential Resource: _____

STEP 4. Contact your Title IX coordinator or other official identified by the school to make the required report — **REPORT NOW**

Report what you are told of the incident according to your school's policies. Best practices encourage you to report promptly with the information as it was explained/provided to you, and to follow additional directions from your Title IX office as needed. Reporting should be done regardless if it comes from a student-athlete or not.

Your campus Title IX coordinator

Name: _____

Email: _____

Phone: _____

Date of report to Title IX coordinator or other official: _____

Date(s) of reported incident, if known: _____

STEP 5. Campus security authorities are required to file a Clery Report in accordance with your school's reporting protocols.

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

Reportable sexual assault/sexual misconduct includes:

- Nonconsensual sexual contact
- Forced sexual contact
- Coerced sexual conduct
- Domestic violence
- Dating violence
- Sexual harassment
- Stalking
- Retaliation

STRATEGIC ACTION PLAN

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

Consider these questions as you plan your outreach:

- How can you find out about evidence-based strategies to address substance abuse and sexual assault?
- What other student groups on campus face similar issues as student-athletes?
- What types of substance-free events and sexual violence awareness events are offered through your campus activities office?
- Who are “responsible employees” on your campus according to Title IX, who are “campus security authorities” according to the Clery Act and Campus SaVE Act and who are “mandatory reporters” for incidents involving minors?
- How might you engage team captains, SAAC leaders or other student-athletes in designing and implementing prevention programming?
- If a student shares with you that he or she has been sexually assaulted:
 - » What are your next steps?
 - » To whom can you refer them (with or without his or her permission)?

ACTIONS	POINT PERSON	WHAT TASKS ARE EACH RESPONSIBLE FOR?	BY WHAT DATE?	WHAT OUTCOME?	HOW WILL THEY BE MEASURED?
<p>CREATE A PREVENTION TEAM, INCLUDING:</p> <ol style="list-style-type: none"> 1. Senior athletics administrator 2. Student-Athlete Advisory Committee 3. Athletic trainer 4. Athletics Health Care Administrator (AHCA) 4. Legal 5. Health and counseling 6. Student government 7. Faculty/Faculty Athletics Representative (FAR) 8. Dean responsible for student conduct 9. Title IX coordinator 10. Campus law enforcement/public safety 11. Other 					
<p>SCHEDULE BI-MONTHLY MEETINGS THROUGH THE YEAR</p>					
<p>CONDUCT NEEDS ASSESSMENT</p> <ol style="list-style-type: none"> 1. Student-athletes 2. Staff 3. Coaches 					

STRATEGIC ACTION PLAN CONTINUED

ACTIONS	POINT PERSON	WHAT TASKS ARE EACH RESPONSIBLE FOR?	BY WHAT DATE?	WHAT OUTCOME?	HOW WILL THEY BE MEASURED?
DRAFT DEPARTMENTAL PROTOCOLS FOR RESPONSE/REFERRAL					
IDENTIFY/CREATE A CALENDAR OF CAMPUS AWARENESS/HEALTH PROMOTION PROGRAMS AND SCHEDULED EVENTS					
IDENTIFY/SELECT EDUCATIONAL PROGRAMMING FOR: <ol style="list-style-type: none"> 1. Student-athletes 2. Staff 3. Administration 4. Coaches Programs to address: <ol style="list-style-type: none"> 1. Alcohol and drug use 2. Sexual responsibility 3. Consent 4. Bystander intervention 5. Healthy masculinity 6. Etc. 					
CREATE PROGRAM ASSESSMENT REVIEW FOR ADJUSTMENTS TO PLAN FOR NEXT YEAR					
COMPLETE ANNUAL NCAA BOARD OF GOVERNORS POLICY ON CAMPUS SEXUAL VIOLENCE ATTESTATION FORM BETWEEN MARCH 1 AND MAY 15					
CREATE REPORTS OF EXPERIENCE/SUCCESS TO HELP DEFINE ELEMENTS OF NEXT YEAR'S PLAN					
SCHEDULE BRIEFING WITH SENIOR STAFF					
OTHER					

CAMPUS COLLABORATION TOOL FOR ATHLETICS DEPARTMENTS



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

CAMPUS COLLABORATION TOOL FOR ATHLETICS DEPARTMENTS CONTINUED

DESCRIPTIONS OF COLLABORATORS

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

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

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

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

WHO IS YOUR DEAN OF STUDENTS?

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

WHO IS YOUR CAMPUS TITLE IX COORDINATOR?

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

WHO IS YOUR DIRECTOR OF RESIDENCE LIFE?

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

WHO IS YOUR CHIEF OF POLICE/DIRECTOR OF PUBLIC SAFETY?

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

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

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

WHO IS YOUR DIRECTOR OF HEALTH SERVICES?

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

**WHO IS YOUR DIRECTOR OF COUNSELING/PSYCHOLOGICAL
SERVICES? WHO IS YOUR LICENSED MENTAL HEALTH PROVIDER?**

This office is charged with supporting the mental health needs of students through group and individual counseling. Counseling services may be a part of campus health or student affairs or may be an independent unit. They can direct you to the licensed mental health provider(s) available on your campus.

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

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

WHO IS YOUR STUDENT BODY PRESIDENT?

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

WHO IS YOUR LIAISON TO THE FACULTY SENATE?

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

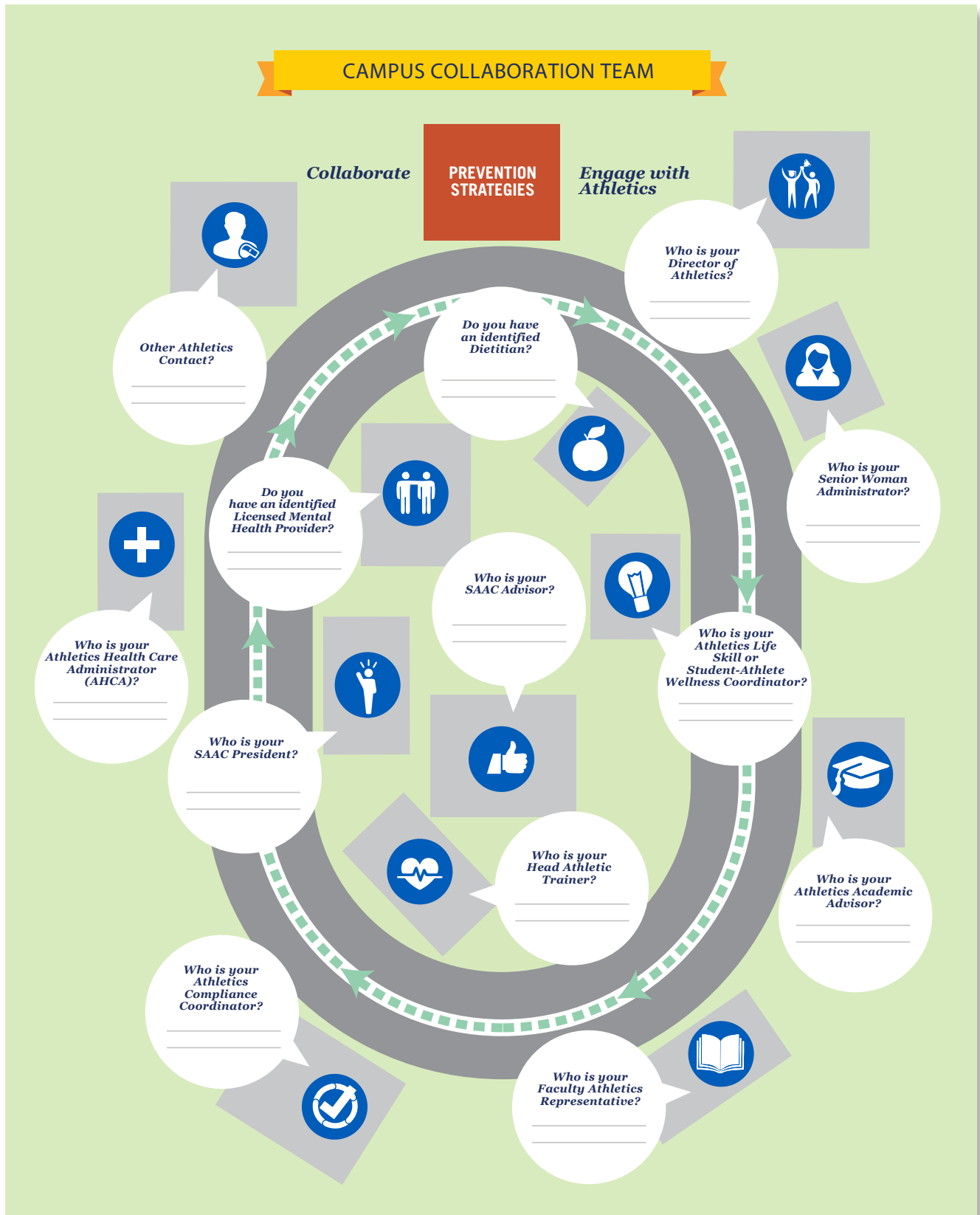
**WHO ARE YOUR DISABILITY
SUPPORT SERVICE PROVIDERS?**

Your school's disability support service provider can assist with best practices and solutions for incorporating disability information and resources into your educational programming. For a comprehensive approach to campus collaboration, disability service providers should be included in conversations. They are also a resource for students and employees looking for more information about available accommodations and the process to pursue accommodations.

**WHO IS YOUR VICE PRESIDENT OR
DIRECTOR OF DIVERSITY AND INCLUSION?**

This position oversees diversity and inclusion initiatives on campus, often for multiple areas. As a vice president or director they will likely report to the Dean of Students or president on diversity and inclusion issues. Their role can help departments better understand the unique experiences of students on campus and what issues or concerns to keep in mind when developing programming and providing support services.

CAMPUS COLLABORATION TOOL FOR STUDENT AFFAIRS/EQUITY PARTNERS



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

CAMPUS COLLABORATION TOOL FOR STUDENT AFFAIRS/EQUITY PARTNERS CONTINUED

DESCRIPTIONS OF COLLABORATORS

WHO IS YOUR DIRECTOR OF ATHLETICS?

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

WHO IS YOUR SENIOR WOMAN ADMINISTRATOR?

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

WHO IS YOUR ATHLETICS LIFE SKILLS COORDINATOR?

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

WHO IS YOUR ATHLETICS ACADEMIC ADVISOR?

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

WHO IS YOUR FACULTY ATHLETICS REPRESENTATIVE?

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

WHO IS YOUR HEAD ATHLETIC TRAINER?

This allied healthcare professional is responsible for developing, coordinating, and administering a comprehensive sports medicine program for intercollegiate athletics, with a focus on injury prevention, evaluation, management, treatment and rehabilitation, and coordination of medical treatment with campus and community services.

WHO IS YOUR SAAC PRESIDENT?

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

WHO IS YOUR SAAC ADVISOR?

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

WHO IS YOUR ATHLETICS COMPLIANCE COORDINATOR?

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

WHO IS YOUR ATHLETICS HEALTH CARE ADMINISTRATOR?

The athletics health care administrator is a designated position at each NCAA member school mandated by NCAA Independent Medical Care legislation. This individual oversees the institution's athletics health care administration and delivery.

DO YOU HAVE AN IDENTIFIED LICENSED MENTAL HEALTH PROVIDER?

Licensed mental health providers provide formal evaluation and treatment of students who suffer with mental health symptoms and disorders. Such licensed practitioners may include clinical or counseling psychologists; psychiatrists; licensed clinical social workers; psychiatric mental health nurses; licenses mental health counselors; and primary care physicians with core competencies to treat mental health disorders.

DO YOU HAVE A SPORTS DIETITIAN?

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

CAMPUS VISITS AND RECRUITING POLICIES

UNIVERSITY OF FINDLAY Recruiting and Official Visit Policy

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

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

NCAA Athletic Recruiting Rules

Campus Visits by prospective student-athletes

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

Coaches Responsibilities

Screening of Recruits

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

Activities during Official and Unofficial Visits

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

CAMPUS VISITS AND RECRUITING POLICIES CONTINUED**Inappropriate activities:**

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

Appropriate activities:

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

TITLE IX AND CLERY ACT COMPLIANCE CHART

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

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

This chart is not comprehensive and is not intended as legal guidance. Please be sure to consult with your Title IX Coordinator, Clery Coordinator and general counsel for further information and clarification.

TITLE IX	CLERY ACT
<p>INCIDENTS COVERED</p> <ul style="list-style-type: none"> Sexual Harassment Sexual Violence 	<ul style="list-style-type: none"> Sexual Assault Domestic Violence Dating Violence Stalking
<p>CONFIDENTIALITY</p> <p>If the reporting party requests confidentiality, institutions of higher education must take all reasonable steps to investigate and respond, consistent with the request. It is to be a balanced decision.</p>	<p>The act requires disclosures to protect the confidentiality of victims in statistical disclosures as well as any public record keeping, to the extent provided by the law.</p>
<p>INTERIM MEASURES AND SUPPORTS</p> <p>An institution must take prompt interim measures once it becomes aware of the report. Institutions must inform the reporting party of resources, whether there is a report to law enforcement or not.</p>	<p>Those reporting victimization must be provided with written notice of rights to be assisted by campus authorities, to change any situations to avoid a hostile environment, to obtain or enforce a restraining order, to have a clear description of the institution’s disciplinary process, and to receive contact information of services for victims both on and off campus, whether there is a report to law enforcement or not.</p>
<p>DEFINITIONS</p> <p>Sexual harassment is a type of sex discrimination. Sexual violence is a type of sexual harassment to include rape and other sexual assaults.</p>	<p>Dating violence, domestic violence and stalking are defined by 42 USC federal code. Sexual assault is defined by FBI Uniform Crime Reporting. Institutions define consent.</p>
<p>REPORTERS</p> <p>“Responsible employees” are designated by the institution and must report any incidents of sexual assault or sexual harassment to the Title IX coordinator. Some employees can/will be considered “confidential employees,” who do not need to share information.</p>	<p>“Campus security authorities” are designated by the institution and must report any incidents of sexual assault, domestic violence, dating violence and stalking in their Annual Security Reports and the Campus Safety and Security Survey. Demographics only are reported — victims’ names must be withheld.</p>
<p>INFORMATION FOR VICTIMS</p> <p>When an institution knows of student-to-student sexual assault, it should notify the reporting party of the right to file a law enforcement report to the proper agency. Some school policies also include information about the right <i>not to file</i> a law enforcement report.</p>	<p>Victims of domestic violence, sexual assault and stalking must be given written notice of rights and procedures, and the right to file or not to file a law enforcement report on a voluntary, confidential basis.</p>

TITLE IX AND CLERY ACT COMPLIANCE CHART CONTINUED

TITLE IX	CLERY ACT
SANCTIONS OR PREVENTIVE MEASURES	
<p>Institutions must have a nondiscrimination policy and are encouraged to have a sexual assault policy. Institutions need grievance procedures for allegations.</p>	<p>Institutions must have policies and procedures for victims or witnesses to report crimes to be included in the institutions' crime statistics. Policies must identify sanctions or preventive measures and must describe each type of disciplinary proceeding the institution may impose after a final determination of domestic violence, dating violence rape, sexual assault or stalking.</p>
STANDARD OF PROOF	
<p>Institutions must choose the standard to determine if responsible for incident, which is either the preponderance of evidence standard or clear and convincing evidence standard.</p>	<p>Procedures must state the standard of evidence used in an institution's proceeding.</p>
TRAINING/EDUCATION	
<p>Institutions must choose "responsible employees" and train them to identify, report and offer information about resources, rules and policies to reporting parties. All individuals involved in investigating and adjudicating complaints must be appropriately trained.</p>	<p>Annual training is required for all those involved with the complaint process on sexual assault, domestic violence and stalking and how to investigate and conduct hearings in a manner that "protects the safety of the victims" and "promotes accountability." Awareness and prevention education must be offered to all incoming and ongoing members of institutes of higher education, both students and employees. These prevention programs also must be described in an institution's Annual Security Reports.</p>
JURISDICTION	
<p>At a minimum, schools are responsible for evaluating sexual harassment or sexual assault claims that took place in the context of the institution's programs or activities, whether on-campus or off-campus.</p>	<p>Applies to sexual violence that occurs within the school's Clery geography, including on campus, on public property adjacent to campus and on non-campus property used by the institution.</p>

SOURCE: CONNIE KIRKLAND, 2019

10 WAYS TO DISTINGUISH CONSENT

10 Ways to Distinguish Consent

A GUIDE FOR STUDENTS AND ADVISORS

**Title IX
Compliance
Institute**

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

Listen for
“yes”

- 1. Consent is fundamental** – You must obtain consent before engaging in or going further with any sexual activity.
- 2. Consent requires communication** – Verbal communication before engaging in sexual activity clarifies consent. Discussing your own and your partner’s sexual desires, needs, and limitations provides a basis for a positive experience.
- 3. Consent is affirmative** – Listen for a clear and positive agreement. These factors don’t count: the absence of “no,” silence, relying solely on body language, flirtation, coercion, marital or relationship status, power differentials, clothing choice, or a person’s past behavior. “Yes” is a statement of consent.

Make sure
“yes”
means
“yes”

- 4. Consent is voluntary** – Consent must be given freely and willingly and may not be valid if one person is being subjected to emotional or psychological pressure, intimidation, or fear.
- 5. Consent must be unimpaired** – A person who is impaired in any way, asleep, or mentally or physically incapacitated, either through the effect of drugs or alcohol or for any other reason, is not capable of giving valid consent. Using alcohol or drugs may also seriously interfere with the initiator’s judgment about whether consent was sought or given.

Keep the
conversation
open and
ongoing

- 6. Consent is impermanent** – Consent at one time does not imply consent for the future; it must be freely given every time.
- 7. Consent is always retractable** – Consent is subject to change and can be withdrawn at any time. Consent must be clear at each stage of a sexual encounter: consenting to one sexual activity does not imply consent to further activity.

Equality is a
cornerstone
of consent

- 8. Consent is autonomous** – A current or past relationship, such as dating or marriage, does not override the need to obtain consent.
- 9. Consent is equitable** – Consent is invalid when the initiator holds authority over the partner, such as in an academic or workplace setting, or when one participant is under the legal age of consent.

The bottom line

- 10. Consent is essential** – Sexual contact without consent is sexual assault.



NATIONAL CENTER
FOR STUDENT LIFE

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

Appendixes



2014 NCAA EXECUTIVE COMMITTEE SEXUAL VIOLENCE PREVENTION AND COMPLIANCE RESOLUTION

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

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

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

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

Now, Therefore, Be It Resolved, that the Executive Committee recognizes the importance of addressing the abhorrent societal issue of sexual violence, especially when it occurs on our campuses. The Executive Committee acknowledges

that it is our members' collective responsibility to maintain campuses as safe places to learn, live, work and play. The Executive Committee expects NCAA members to ensure that the values and principles articulated in the Constitution to protect the health and safety of student-athletes, operate fairly and ethically, and further to ensure that student-athletes are neither advantaged nor disadvantaged by special treatment and that institutions' athletics departments must:

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

NCAA BOARD OF GOVERNORS POLICY ON CAMPUS SEXUAL VIOLENCE

**NCAA Board of Governors Policy on
Campus Sexual Violence
Adopted August 8, 2017
Updated August 7, 2018**

Preamble.

The NCAA is a voluntary membership organization dedicated to promoting and developing its core values of academics, well-being and fairness among the 1,100 member schools and more than 450,000 student-athletes who participate in college sports. Sexual discrimination, sexual harassment and sexual violence violate human decency and the Association's core values.

Association's Efforts in Sexual Violence Prevention.

The Association has been actively engaged in addressing sexual violence prevention through proactive membership and societal engagement measures since 2010. In 2010, the NCAA Executive Committee (now NCAA Board of Governors) issued a directive to the NCAA Committee on Sportsmanship and Ethical Conduct to support the membership in addressing sexual violence on campus. The directive was followed-up with the 2011 Summit on Violence Prevention. In 2012, the NCAA sponsored a think tank, which led to the production of the comprehensive 2014 guide titled "Addressing Sexual Assault and Interpersonal Violence." In August 2014, the Executive Committee passed a resolution that specifies that appropriately addressing sexual violence is integral to responsible intercollegiate athletics programs. Specifically, the resolution states that addressing sexual violence: (1) Is consistent with the values and principles articulated in the NCAA Constitution; (2) Is mandated by state and federal laws; and (3) Must be part of a collaborative effort with campus policies. Following the resolution, a newly formed inter-disciplinary task force produced the "Sexual Violence Prevention Toolkit" in 2016, which is endorsed by 12 Higher Education organizations, five NCAA committees and three national organizations. Also in 2016, the NCAA convened the Higher Education Summit on Sexual Assault and Interpersonal Violence which included representatives from higher education associations, NCAA Association-wide committees and subject matter experts. In August of that year, the Board of Governors appointed a Commission to Combat Campus Sexual Violence, for which the commission defined the aspirational culture for colleges and universities as:

A positive and thriving athletics team culture that revolves around respect and empathy for all, fostering a climate in which all feel that they are respected, valued and contributing members of their teams, athletics programs and institutions; and creating an environment in which students (athletes and nonathletes alike) feel safe and secure, both emotionally and physically, and are free of fears of retaliation or reprisal. The positive culture exuded by a member institution's NCAA teams is the catalyst for a positive culture across an entire campus.

In keeping with this aspirational culture, the commission recommended the Board of Governors adopt an Association-wide policy to reinforce previous efforts of the Association in addressing campus sexual violence and this document represents the Board of Governors' adoption of such policy.

NCAA BOARD OF GOVERNORS POLICY ON CAMPUS SEXUAL VIOLENCE CONTINUED

NCAA Policy to Combat Campus Sexual Violence
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Overarching Principles.

1. Intercollegiate athletics departments should be informed on and integrated in overall campus policies and processes addressing sexual violence prevention and acts of sexual violence, particularly those related to adjudication and resolution of matters related to sexual violence.
2. Intercollegiate athletics departments should review annually the most current Checklist Recommendations of the NCAA Sexual Violence Prevention Toolkit, using it as a guide with resources to conduct ongoing, comprehensive education for student-athletes, coaches and athletics administrators.
3. Intercollegiate athletics programs should utilize their platform to serve as leaders on campus through engagement in and collaboration on efforts to support campus-wide sexual violence prevention initiatives. This includes involving student-athletes in prevention efforts in meaningful ways across the campus, including encouraging use of leadership roles on campus to support such efforts.

Each university chancellor/president, director of athletics and campus Title IX coordinator* must attest annually that:

1. The athletics department is informed on, integrated in, and compliant with institutional policies and processes regarding sexual violence prevention and proper adjudication and resolution of acts of sexual violence.
2. The institutional policies and processes regarding sexual violence prevention and adjudication, and the name and contact information for the campus Title IX coordinator*, are readily available within the department of athletics, and are provided to student-athletes.
3. All student-athletes, coaches and staff have been educated each year on sexual violence prevention, intervention and response, to the extent allowable by state law and collective bargaining agreements.

Further, the athletics department will cooperate with college or university investigations into reports and matters related to sexual violence involving student-athletes and athletics department staff in a manner compliant with institutional policies for all students.

If a school is not able to attest their compliance with the above requirements, it will be prohibited from hosting any NCAA championship competitions for the next applicable academic year.

**NCAA BOARD OF GOVERNORS POLICY
ON CAMPUS SEXUAL VIOLENCE CONTINUED**

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*For international members and schools that do not receive federal funding, or are otherwise exempt from Title IX, the signature should be from the Title IX coordinator or institutional staff member with comparable responsibilities.

The annual attestation period begins March 1 and ends May 15 of each applicable calendar year. For questions regarding the NCAA Board of Governors policy or the attestation process, membership can contact questions@ncaa.org or visit the [policy FAQ](#) found on the website.

ADDITIONAL TOOLS AND WEB RESOURCES

The following list of resources includes suggestions from leading experts in the field of sexual violence prevention that may be useful when considering educational efforts at your institution. Please note that the provision of this list does not constitute the NCAA endorsement of any particular resource.

- [American College Health Association](#).
- [CDC's Stop Sexual Violence](#) — A technical package to prevent sexual violence.
- [Clery Center for Security on Campus](#).
- [Culture of Respect](#) — Part of NASPA. Provides tools for all constituents at colleges and universities as they answer the call to ensure students are safe to pursue the promise of higher education.
- [End Rape on Campus](#) — A resource for survivors/victims.
- [End Violence Against Women International](#).
- [The Gordie Center](#) — A national effort to end hazing and substance use among high school and college students.
- [Hazingprevention.org](#).
- [IMPACT Evaluation Resource](#) — A guide that defines the importance of assessing efforts and the tools to do so.
- [International Association of Campus Law Enforcement Administrators](#).
- [Know Your IX](#) — A survivor and youth-led project of [Advocates for Youth](#) that aims to empower students to end sexual and dating violence in their schools.
- [Men Can Stop Rape](#).
- [Mentors in Violence Prevention \(MVP Strategies\)](#) — Provides sexual harassment and gender violence prevention training, specific to the bystander approach. Has programming specific to student-athletes.
- [National Center for Campus Public Safety](#).
- [National Conference of State Legislatures, Education/Legislation and Health/Sexual Violence](#) — Both related to campus safety.
- [National Sexual Violence Resource Center](#).
- [Northeastern Center for Sport and Society](#) — Connects the world of sport with social-justice-driven research, education, and advocacy through programming and global community engagement.
- [Not on the Radar: Sexual Assault of College Students with Disabilities](#).
- [One Love](#) — A foundation that works with young people across the country to raise awareness about the warning signs of abuse and activate communities to work to change the statistics around relationship violence.
- [Prevent Connect](#) — A national online project dedicated to the primary prevention of sexual assault and domestic violence.
- [RALIANCE](#) — A national partnership dedicated to ending sexual violence in one generation. Raliance's [Sport and Prevention Center](#) and [Prevention Database](#) provides athletics-specific resources, research, and program evaluations for sexual assault prevention programming.
- [Rape, Abuse & Incest National Network](#).
- [Speak About It](#) — Brings consent and sexual assault prevention education to high schools and colleges through dynamic performances and programs.
- [Stop Rape Now](#).
- [Student Conduct Administration & Title IX: Gold Standard Practices for Resolution of Allegations of Sexual Misconduct on College Campuses](#).
- [Substance Abuse and Mental Health Services Administration's Strategic Prevention Framework](#).
- [The National Institute on Alcohol Abuse and Alcoholism's CollegeAIM](#) — Effective interventions for substance abuse prevention.
- [U.S. Department of Justice, Office for Victims of Crime](#).

National Sexual Assault Hotline: 800.656.HOPE



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