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Sexual Violence Prevention

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

The background of the page is a solid teal color, overlaid with several diagonal stripes in varying shades of teal and light blue, creating a modern, geometric design.

It's important that athletic departments work in partnership with campus colleagues to address the challenge of sexual violence prevention on campus. This tool kit is one of many available resources that can provide athletics departments with collaborative strategies to support safer campus environments for all.



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SEXUAL VIOLENCE PREVENTION

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

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Disclaimer: This tool kit provides an overview of sexual violence prevention considerations and strategies for those who educate, coach and support student-athletes. It is not intended as a clinical practice guideline, or legal or other professional advice. It is not intended to create a legal or any other standard of care and should not be interpreted as such. Campus practices related to sexual violence prevention and management will vary and depend on the risks and resources specific to each school and the unique facts and circumstances specific to each individual case. This tool kit is of a general nature and offered as a resource and guide. As such, it should be evaluated and used in a manner consistent with the reasonable practice of campus and other healthcare professionals and institutional policies and existing systems and practices for preventing and addressing instances of sexual misconduct.

History

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

MEMBERSHIP RESPONSIBILITY:

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, the prevention of and appropriate response to sexual violence involving student-athletes and other college students 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 protect the health of and provide a safe environment for each of their participating student-athletes.

DEMONSTRATION OF COMMITMENT:

Member schools can 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, department and other institutional policies that address sexual violence.
- 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.

Task Force recommendations 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.



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 in their efforts to prevent sexual violence and create safe environments for their students.

MARK A. EMMERT

President, NCAA

SEXUAL ASSAULT TASK FORCE

In 2015, the NCAA convened a Sexual Assault Task Force comprised of national office staff, membership representatives and industry experts to identify clear direction on a curriculum designed to help athletics departments engage in education, collaboration and compliance surrounding sexual violence issues. This tool kit, initiated by the task force, was designed to build 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.”

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, comprised of representatives from the national office and across the membership and broader industry to proactively examine issues and propose solutions related to the role campuses, conferences and the Association might play in addressing sexual violence and achieving positive cultural change. Input from the Commission contributed to the second edition of the Tool Kit.

OTHER CONTRIBUTIONS

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.



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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 these behaviors which have created 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 athletics departments can consider when 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 campus violence involving student-athletes and are grounded in accepted theory, research or recognized, expert opinion. These strategies and accompanying implementation tools are designed to help schools make a significant impact within athletics and across campus.

An athletics department, after all, cannot be successful on its own: it should collaborate with other departments and resources 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 consider the extent to which these resources may assist in addressing its unique institutional risks and 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 departments should consider the impact of staff and student-athlete conduct. Within athletics, new and returning students and staff may include both survivors and perpetrators of sexual and other forms of violence. Effective interventions should consider this reality and concerted campus collaborations that engage athletics with the rest of campus.

The NCAA constitution is designed to reinforce expectations under federal laws related to the provision of a safe, nondiscriminatory environment in which students can pursue – without threat – their academic, athletic, recreational and social interests. Compliance with the constitution, provisions and institutional policies that reflect these laws is important to maintaining a safe campus environment.

Athletics departments have 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.

NCAA BOARD OF GOVERNORS POLICY ON CAMPUS SEXUAL VIOLENCE

In August 2017, the NCAA's top governing body, the NCAA Board of Governors, adopted the original Association-wide NCAA Policy on Campus Sexual Violence. The policy was an outgrowth of the work of and recommended by the NCAA Board of Governors Commission to Combat Campus Sexual Violence. The policy was updated in 2018, revised in 2020 and most recently revised again in April 2021. A complete copy of the most current version of the NCAA Board of Governors Policy on Campus Sexual Violence can be found [here](#) and on [page 23](#).



Leadership

It is expected that sexual violence prevention will continue to be a priority for college presidents/chancellors, athletics directors, coaches, sports medicine personnel and other athletics stakeholders and that campus leadership will reflect this through clear and consistent messaging to relevant stakeholders.

Initiating a successful culture change is a complex task that begins with strong leadership from the highest levels. Athletics directors can facilitate this work through clear and consistent messaging around commitments to sexual violence prevention and appropriate response. Athletics departments should consider evidencing and reinforcing that commitment through departmental statements and policies, allocation of resources, and expectations of staff and student-athlete conduct, personal behavior and language.

Athletics directors can play a leadership role in this positive culture change by, among other things, assigning dedicated and competent staff to develop, manage, implement and evaluate program strategies that are broad in scope, multifaceted and collaborative and providing athletics staff with the training, expertise and support required to meet the challenges of promoting and developing a healthy and safe culture.

LEADERSHIP CHECKLIST

Examples of how athletics and other campus leadership can demonstrate that sexual violence prevention is a priority:

- ❑ Demonstrated commitment by the president/chancellor, athletics and other senior staff to support a healthy and safe culture, and ensure compliance with these values and principles outlined in the NCAA constitution:
 - » Protecting and enhancing the physical and educational well-being of student-athletes.
 - » Protecting the health of, and providing a safe environment for, each of its participating student-athletes.
 - » Adherence 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.
 - » Promotion of an atmosphere of respect for and sensitivity to the dignity of every person.
- ❑ A written and rehearsed action plan that facilitates awareness and compliance with the institutional protocols for responding to a report of sexual, interpersonal and other acts of violence.
- ❑ Athletics resources dedicated to communicating and collaborating with the campus Title IX coordinator and other campus administrators, and oversight over other strategies designed to develop, manage, implement and evaluate sexual violence prevention efforts for athletics staff, coaches and student-athletes.
- ❑ Student-athletes receive leadership training related to and actively support efforts to prevent sexual, interpersonal and other forms of violence within the athletics department and across campus.
- ❑ Clear communication of athletics department policies regarding sexual and other forms of violence and corresponding institutional expectations related to conduct to all student-athletes and staff.
- ❑ Sufficient resources and training for applicable athletics personnel related to prevention and response to sexual and other forms of violence.
- ❑ Cooperation with and support of institutional inquiries and investigations into allegations of sexual and other acts of violence, in each case in accordance with applicable laws and campus policies.
- ❑ Funding and support of appropriate sexual violence prevention programs and curriculum for student-athletes and staff. (See the [Education Checklist](#).)
- ❑ Annual attestation of institutional compliance with the NCAA Board of Governors Policy on Campus Sexual Violence.

LEADERSHIP IMPLEMENTATION TOOLS

- **National College Health Assessment:** This nationally recognized research survey provides data about students' health habits, behaviors and perceptions. Aggregated data from this survey allows the NCAA to compare information about varsity athletes with other students on campus. www.acha.org/ncha
- **APPLE Training Institute:** These strategic planning 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
- **Sample Strategic Action Plan Worksheet:** This tool is located in the resources section on [page 14](#) of this document.

Getting Started

Does your campus have work to do?

The Sample Action Plan Worksheet on page 14 might help you identify some of the following:

- 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.

Athletics departments can “team” with other campus departments, taking advantage of available campus resources and working to succeed at two different levels: the development of campus-wide policy and the tactical implementation of programs. Bringing together the right people, valuing their work, providing them with resources

and holding them accountable can initiate and contribute to the kind of cultural change that can dramatically impact sexual violence prevention efforts.

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 professionals, academic support personnel and others – should all be considered as potential stakeholders on the collaboration team.

COLLABORATION CHECKLIST

Examples of cross-campus leadership collaboration:

- ❑ Coordinated outreach between designated athletics department personnel and other campus service providers.
- ❑ Development of a collaboration team that leads communication and related efforts between various campus departments and communities. This team may include, among others:
 - » Student-athletes
 - » Coaches
 - » Title IX coordinator
 - » Life skills administrators
 - » AHCA and sports medicine professionals
 - » Faculty athletics representatives
 - » Health and counseling services personnel
 - » Student affairs representatives
 - » Campus law enforcement representatives
 - » Public safety personnel
 - » Wellness/health/peer education stakeholders
 - » Disability support services personnel
 - » Residence life personnel
 - » Fraternity and sorority life representatives
 - » Public health agency representatives
 - » Campus legal counsel and risk management personnel
 - » Community sexual assault resource representatives
 - » Local law enforcement representatives
- ❑ Proactive and regular engagement between designated athletics department personnel, the campus Title IX coordinator and other members of the collaboration team or applicable campus stakeholders.
- ❑ Athletics staff and student-athlete involvement in and support of campus activities and efforts related to topics such as substance abuse prevention, diversity and inclusion, wellness, and sexual and other violence prevention and response.
- ❑ Proactive and meaningful engagement of student-athletes, coaches, other athletics department personnel, the Title IX coordinator and other campus experts and stakeholders as part of the development, implementation and evaluation of the athletics department's sexual violence education programming.
- ❑ Close and planful collaboration between athletics department personnel, the campus chancellor/president and campus Title IX coordinator related to compliance with the NCAA Board of Governors Policy on Campus Sexual Violence and corresponding annual attestations.
- ❑ Athletics department involvement in the regular evaluation of overall campus climate related to the prevention of sexual, interpersonal and other forms of violence.

COLLABORATION IMPLEMENTATION TOOLS

- Campus Collaboration Tool:

This tool is located in the resources section on [page 16](#) of this document.

Compliance and Accountability

It is expected that member schools will comply with applicable laws and related institutional policies and NCAA requirements related to creating and maintaining a safe and inclusive campus environment.

Compliance compels accountability and 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 personnel and student-athletes embrace accountability for sexual violence prevention, they can facilitate and expedite broader cultural change.

There are a variety of state and federal laws that may apply to campus policies and procedures designed to

prevent and manage incidents of sexual and other forms of violence. These laws are constantly evolving.

Member schools and athletics department personnel are encouraged to consult and work closely with representatives from campus legal, Title IX and other applicable departments to evaluate the applicability and impact of these laws as they relate to athletics department and broader campus prevention policies and activities.

COMPLIANCE AND ACCOUNTABILITY CHECKLIST

- ❑ Inclusion of the school's position on sexual harassment and sexual violence as part of its nondiscrimination notice and policy.
- ❑ Posting and/or other easy access for all student-athletes and other applicable athletics department stakeholders (e.g., employees, contractors, vendors, agents) to:
 - » The school's nondiscrimination notice and policy.
 - » The school's sexual misconduct/violence prevention policies and protocols.
 - » The school's policy and protocols related to minors on campus.
 - » The identity, contact information and described roles/responsibilities of the campus Title IX coordinator, deputies and other responsible/ reporting individuals on campus and at applicable affiliated facilities and locations.
 - » Information related to preventing sexual and other forms of violence during campus visits and with prospective student-athletes.
 - » To the extent not otherwise included in the above:
 - Methods for reporting an allegation or complaint of sexual, interpersonal or other act of violence.
 - Information about the rights of those involved in an incident or allegation.
 - Strategies for creating safe environments.
 - Processes related to the reporting, investigation, adjudication and discipline of alleged incidents.
- ❑ Staff awareness of roles/responsibilities - including applicable accommodation, reporting, response, cooperation and non-interference expectations - as they relate to sexual violence prevention and how personnel actions may impact, mitigate and/or prevent a hostile or threatening environment.
- ❑ Protocols that clarify any expectations as to whether, how and when the Title IX coordinator and/or other applicable members of the legal, risk management, behavior assessment/intervention and other relevant campus departments will be informed and/or involved as part of any inquiry, investigation, adjudication or disciplinary procedure resulting from an allegation of sexual, interpersonal or other act of violence.

Education

Effective educational programming can contribute to behavior and culture change.

Member schools are encouraged to consider evidence-based and narrowly tailored educational programming that meets the specific identified needs of the student-athletes on their campuses and to provide such programming, on a complementary basis, to student-athletes, coaches,

athletics department personnel and other individuals (e.g., administrators, sports medicine personnel, academic support personnel, faculty and family) who may influence student-athlete decision-making and behaviors.

EDUCATION CHECKLIST

Examples of components that may be included in an effective educational programming plan:

- ❑ Timely implementation of educational programming at or around relevant campus and athletics events throughout the student-athlete college experience including, among others:
 - » 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.
- ❑ Ongoing education for student-athletes and all relevant athletics department stakeholders focused on, among other things, the definition and nature of sexual violence, the importance of positive, consensual behavior and other topics such as:
 - » Healthy relationships.
 - » Consent.
 - » Sexual violence prevalence and attitudes.
 - » Harassment.
 - » Hazing and bullying.
 - » Stalking.
 - » Discrimination.
 - » Compliance, accountability and sanctions for noncompliance with legal, institutional and NCAA requirements and expectations.
- ❑ Ongoing education for student-athletes and all relevant athletics department stakeholders 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.
- ❑ Ongoing evidence-informed education for student-athletes related to substance abuse prevention and the relationship between sexual violence and alcohol and other drugs.
- ❑ Skill development training for student-athletes on, among other things:
 - » Respectful communication in healthy relationships.
 - » Bystander intervention.
 - » Negotiating consent, giving consent and respecting non-consent.
 - » Active listening and managing a referral process.
- ❑ Regular and periodic evaluation of the effectiveness and impact of educational programming and activities and to identify, among other things:
 - » How they are experienced by both learners and presenters (process).
 - » Whether and to what extent they have resulted in changes in student-athlete behaviors and attitudes related to, among other things:
 - Intended and actual behaviors to prevent sexual violence.



- Intended and actual behaviors to support survivors.
- Requests for additional or improved training and education.
- ❑ Regular and age/topic appropriate training and education for all individuals responsible for staffing camps, clinics, campus visits of prospective student-athletes and other events or activities sponsored by

- athletics on legal, institutional and NCAA requirements and expectations related to conduct relative to preventing, responding to and reporting incidents of sexual violence. Also consider whether chaperones may be appropriate in these situations.
- ❑ Use of equity-focused language that conveys respect for diversity in all athletics department educational messages, materials and programming.

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 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.
- **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.
https://ncaaorg.s3.amazonaws.com/ssi/other/SSI_hazingpreventionhandbook.pdf
- **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

Student-Athlete Engagement

Student-athlete involvement can contribute to positive culture change.

Student-athlete commitment to respect and concern for the dignity and welfare of all students can play a critical role in the success of a sexual violence prevention program. Member schools should carefully consider how to fully engage student-athletes in planning and implementing sexual violence prevention efforts and how they can be integrally involved in program planning and implementation and receive information and life-

skills training that empower them to address emerging concerns and appropriately intervene.

Additionally, schools should contemplate how best to encourage student-athletes to be active, visible participants in the broader campus and societal efforts to prevent sexual violence, including how they can sponsor activities and create opportunities for student-athlete involvement with their campus peers who are not athletes.

STUDENT-ATHLETE ENGAGEMENT CHECKLIST

Examples of meaningful ways to involve student-athletes in prevention efforts:

- ❑ Invitations for student affairs representatives to meet with student-athletes to identify and discuss 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) that includes education regarding their roles in creating and maintaining a culture free from sexual violence.
- ❑ Incentives for student-athletes to participate in campuswide prevention efforts and programming focused on creating and supporting safe and healthy campus life.
- ❑ Incentives for coaches and other athletics personnel to support student-athlete involvement in campuswide prevention efforts, as well as athletics conferences and NCAA initiatives designed to facilitate sexual violence prevention.
- ❑ Ongoing evaluation of whether and to what extent student-athletes are involved in meaningful engagement by looking at, among other things:
 - » The nature of their involvement (e.g., as leaders, facilitators, learners, contributors).
 - » The types of activities in which they are involved (e.g., information sessions, skill-development training, collaboration).
 - » The extent of their involvement (e.g., volume of participants, team representation, frequency/duration of 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



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 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 and for their families, people who care about them, their communities and society. And it continues to occur at alarming rates 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 have shone a light on the problem and have provided an impetus to continue working

for change. They are part of a solution – but to change a culture is an ambitious task. Leadership in athletics departments and elsewhere on college campuses can embrace and insist on culture changes that can amplify the message and expedite the outcome of this impactful work.

Athletics departments can demonstrate commitment to culture change and campus safety by, among other things, committing resources, identifying effective curriculum and leadership and practicing accountability for broader campus safety objectives. 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.



Resources

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

Sample Strategic Action Plan Worksheet

This sample worksheet is intended to provide a non-exhaustive list of questions and considerations that may help schools identify potential campus collaborators and how/when to engage with them.

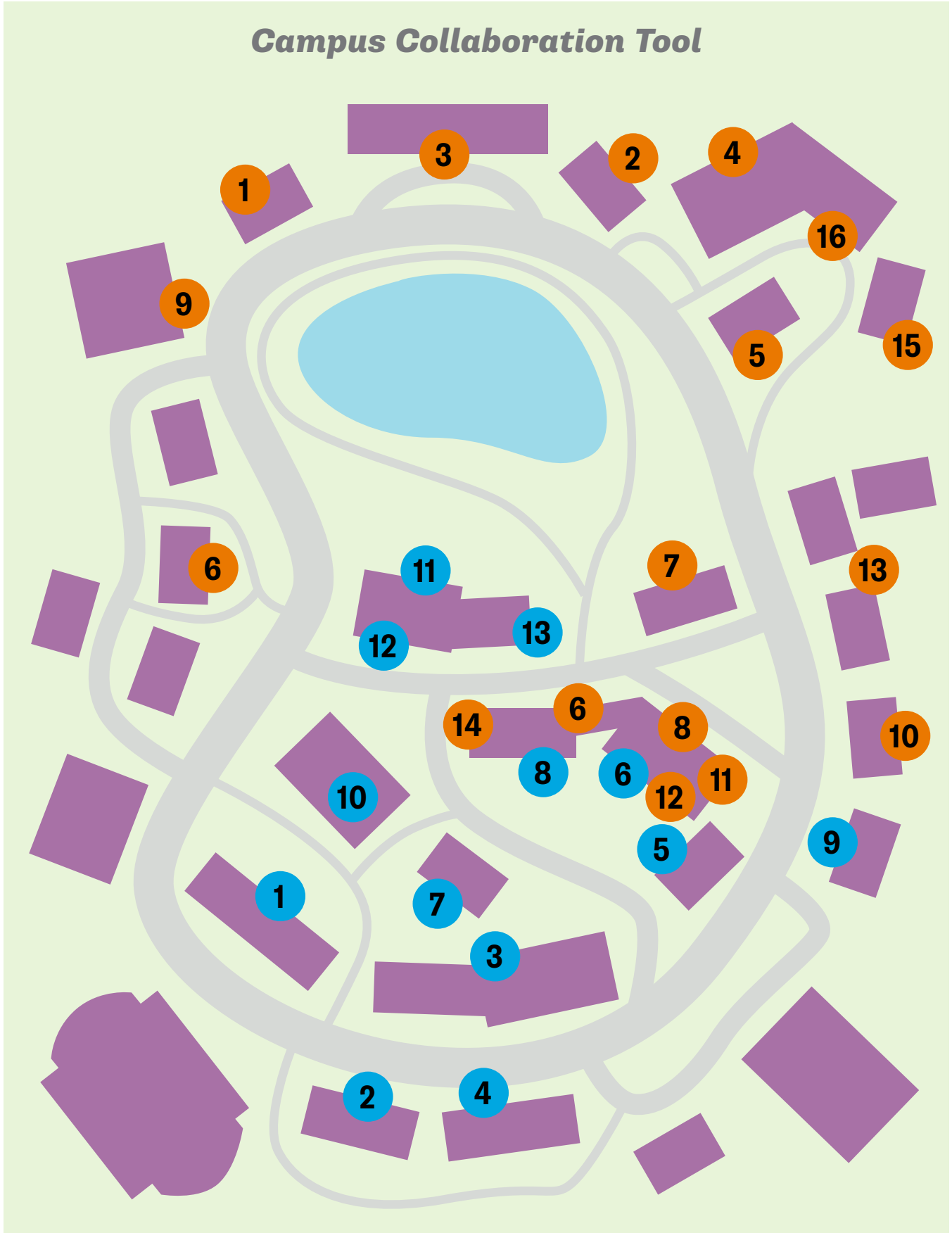
Questions to Consider:

- Which departments may know about evidence-based strategies to address substance abuse and sexual violence?
- 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 has your school identified as individuals with Title IX and other reporting and response roles/responsibilities?
- 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:
 - » Which departments and individuals outside of athletics may need to be involved?
 - » Which departments and individuals outside of athletics may serve as possible resources for reporting?

ACTIONS	POINT PERSON	WHAT TASKS ARE EACH RESPONSIBLE FOR?	BY WHAT DATE?	WHAT OUTCOME?	HOW WILL THEY BE MEASURED?
CREATE A PREVENTION TEAM (See Collaboration Checklist for potential members)					
SCHEDULE BI-MONTHLY MEETINGS THROUGH THE YEAR					
CONDUCT STAKEHOLDER NEEDS ASSESSMENT					
DRAFT DEPARTMENTAL PROTOCOLS FOR RESPONSE/ REFERRAL					

Strategic Action Plan Continued

ACTIONS	POINT PERSON	WHAT TASKS ARE EACH RESPONSIBLE FOR?	BY WHAT DATE?	WHAT OUTCOME?	HOW WILL THEY BE MEASURED?
<p>IDENTIFY/CREATE A CALENDAR OF CAMPUS AWARENESS/ HEALTH PROMOTION PROGRAMS AND SCHEDULED EVENTS</p>					
<p>IDENTIFY/SELECT EDUCATIONAL PROGRAMMING FOR APPLICABLE STAKEHOLDERS (See Educational Checklist for programming considerations)</p>					
<p>CREATE PROGRAM ASSESSMENT REVIEW FOR ADJUSTMENTS TO PLAN FOR NEXT YEAR</p>					
<p>COMPLETE ANNUAL NCAA BOARD OF GOVERNORS POLICY ON CAMPUS SEXUAL VIOLENCE ATTESTATION FORM BETWEEN MARCH 1 AND MAY 15</p>					
<p>CREATE REPORTS OF EXPERIENCE/ SUCCESS TO HELP DEFINE ELEMENTS OF NEXT YEAR'S PLAN</p>					
<p>SCHEDULE BRIEFING WITH SENIOR STAFF</p>					
<p>OTHER</p>					



Questions to ask campus partners

- 1 Who are your disability support service providers? _____
- 2 Who is your Dean of Students? _____
- 3 Who is your Director of Student Affairs? _____
- 4 Who is your liaison to the Faculty Senate? _____
- 5 Who is your Director of Health & Wellness Programming? _____
- 6 Who is your Campus Title IX Coordinator? _____
- 7 Who is your Alcohol and Drug Prevention Coordinator? _____
- 8 Who is your Vice President or Director of Diversity and Inclusion? _____
- 9 Who is your Student Body President? _____
- 10 Who is your Director of Counseling/Psychological Services? Who is your licensed mental health provider? _____
- 11 Who is your Director of Health Services? _____
- 12 Who is your Director of Residence Life? _____
- 13 Who is your contact in the Office of Fraternity and Sorority Life? _____
- 14 Who is your chief of police/director of public safety? _____
- 15 Who are your other resources? _____

Questions for within athletics department

- 1 Do you have an identified Dietitian? _____
- 2 Who is your Director of Athletics? _____
- 3 Do you have an identified Licensed Mental Health Provider? _____
- 4 Who is your SAAC Advisor? _____
- 5 Who is your Athletics Life Skill or Student-Athlete Wellness Coordinator? _____
- 6 Who is your Senior Woman Administrator? _____
- 7 Who is your Athletics Health Care Administrator (AHCA)? _____
- 8 Who is your SAAC President? _____
- 9 Who is your Head Athletic Trainer? _____
- 10 Who is your Athletics Academic Advisor? _____
- 11 Who is your Athletics Compliance Coordinator? _____
- 12 Who is your Faculty Athletics Representative? _____
- 13 Do you have any other Athletics Contacts? _____

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

Campus Collaboration Tool

Sample Questions for Campus Partners

1. WHO ARE YOUR DISABILITY SUPPORT SERVICE PROVIDERS?

A school's disability support service provider can often assist with best practices and solutions for incorporating disability information and resources into educational programming. A comprehensive approach to campus collaboration can be facilitated by including disability service providers in conversations. They can also be a resource for students and employees looking for more information about available accommodations and the process to pursue accommodations.

2. WHO IS YOUR DEAN OF STUDENTS?

Typically, the Dean's office sits within the division of student affairs and the dean of students is responsible for managing procedures related 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.

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

Student affairs is typically the division or department that partners with academic affairs in managing the growth and development of students outside the classroom. This unit also may be called student support or student services.

4. WHO IS YOUR LIAISON TO THE FACULTY SENATE?

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

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

Wellness programs often 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.

6. WHO IS YOUR CAMPUS TITLE IX COORDINATOR?

A campus Title IX coordinator's core responsibilities often 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 can be located in any department on campus.

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

The campus coordinator will often develop campus AOD programming and can be a key player in developing AOD policy and recommendations. The coordinator will often work 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.

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

This position will typically oversee 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.

9. 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 also act as a liaison between students and campus administrators.

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

This office is often responsible for 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.

11. WHO IS YOUR DIRECTOR OF HEALTH SERVICES?

Health services typically 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.

12. WHO IS YOUR DIRECTOR OF RESIDENCE LIFE?

Residence life is often responsible for 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.

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

The Office of Fraternity and Sorority Life (also often called Greek Life) will typically serve as the liaison among chapters, community and institution to provide guidance, programming and resources. This office may be part of Student Affairs, Residential Life, or Campus Activities.

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

The person in this role is often responsible for managing the safety, security, and emergency plans for campus. They 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.

Campus Collaboration Tool

Sample Questions for Athletics Department

1. 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.

2. WHO IS YOUR DIRECTOR OF ATHLETICS?

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

3. DO YOU HAVE AN IDENTIFIED LICENSED MENTAL HEALTH PROVIDER?

Licensed mental health providers will often 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, licensed mental health counselors and primary care physicians with core competencies to treat mental health disorders.

4. WHO IS YOUR SAAC ADVISOR?

The SAAC (Student-Athlete Advisory Committee) 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.

5. WHO IS YOUR ATHLETICS LIFE SKILLS COORDINATOR?

The life skills coordinator typically 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 individual will often manage outreach and relationships with campus and community organizations to create such events and opportunities for the student-athletes' success.

6. WHO IS YOUR SENIOR WOMAN ADMINISTRATOR?

Commonly known as the SWA, this is the designation given to 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.

7. 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.

8. WHO IS YOUR SAAC PRESIDENT?

This student-athlete is responsible for leading all SAAC 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.

9. WHO IS YOUR HEAD ATHLETIC TRAINER?

This allied healthcare professional is usually 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.

10. WHO IS YOUR ATHLETICS ACADEMIC ADVISOR?

The academic advisor is usually 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.

11. WHO IS YOUR ATHLETICS COMPLIANCE COORDINATOR?

The compliance coordinator works closely with both the AD and the Faculty Athletics Representative, to facilitate and support compliance with all institutional, conference and NCAA rules and regulations governing intercollegiate athletics. They will often monitor eligibility of student-athletes and communicate with the NCAA and conference about rules interpretations and compliance matters. The duties of the compliance coordinator usually include administration and reporting, rules education, eligibility, recruitment, admissions and investigation.

12. 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.



Appendixes

**NCAA Board of Governors Policy on
Campus Sexual Violence
Adopted August 8, 2017
Updated August 7, 2018
Revised April 28, 2020
Revised April 27, 2021**

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 and interpersonal 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.

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 and interpersonal 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.
4. All incoming, continuing and transfer student-athletes have completed an annual disclosure related to their conduct that resulted in discipline through a Title IX proceeding or in a criminal conviction for sexual, interpersonal or other acts of violence.** Transfer student-athletes also must disclose whether a Title IX proceeding was incomplete at the time of transfer. Failure to make a full and accurate disclosure could result in penalties, including loss of eligibility to participate in athletics as determined by the member institution.
5. Institutions have taken reasonable steps to confirm whether incoming, continuing and transfer student-athletes have been disciplined through a Title IX proceeding or criminally convicted of sexual, interpersonal or other acts of violence.** In a manner consistent with federal and state law, all NCAA member institutions must share relevant discipline information and incomplete Title IX proceedings as a result of transfer with other member institutions when a student-athlete attempts to enroll in a new college or university.
6. An institution choosing to recruit an incoming student-athlete or accept a transfer student-athlete must have a written procedure that directs its staff to gather information that reasonably yields information from the former institution(s) to put the recruiting institutional leadership on notice that the student left

the institution with an incomplete Title IX proceeding, was disciplined through a Title IX proceeding or has a criminal conviction for sexual, interpersonal or other acts of violence.** Failure to have it written and to gather information consistent with that procedure could result in penalties.

[Note: Item Nos. 4 to 6 above require attestation beginning with the 2022-2023 academic year attestation.]

Further, the athletics department will cooperate with college or university investigations into reports and matters related to sexual and interpersonal 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.

*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

**A person who has been disciplined through a Title IX proceeding or criminally convicted, regardless of the degree, and whether the result of a plea or court determination, of either of the following:

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

Sexual Violence: A term used to include both forcible and nonforcible sex offenses, ranging from sexual battery to rape.

Other Acts of Violence: Crimes including murder, manslaughter, aggravated assault or any assault that employs the use of a deadly weapon or causes serious bodily injury.

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 is intended as a general non-exhaustive list of resources published by various industry experts and organizations in the field of sexual violence prevention. Schools are encouraged to consult with their own legal, medical and other campus professionals to evaluate and supplement this list with additional local and other resources that are reflective of and responsive to the unique risks and needs of their own school and student-athletes.

- [Advocates for Youth](#)
- [American College Health Association: Guidelines Addressing Sexual and Relationship Violence on Campus \(June 2016\)](#)
- [CDC: STOP SV - A Technical Package to Prevent Sexual Violence \(2016\)](#)
- [Clery Center: Resources for Security on Campus](#)
- [Culture of Respect – Ending Campus Sexual Violence \(A NASPA Initiative\)](#)
- [End Rape on Campus](#)
- [End Violence Against Women International](#)
- [The Gordie Center](#)
- [Hazingprevention.org](#)
- [IMPACT Evaluation Resource](#)
- [International Association of Campus Law Enforcement Administrators](#)
- [Know Your IX](#)
- [Men Can Stop Rape](#)
- [Mentors in Violence Prevention \(MVP Strategies\)](#)
- [National Center for Campus Public Safety](#)
- [National Conference of State Legislatures, Education/Legislation and Health/Sexual Violence](#)
- [National Sexual Violence Resource Center](#)
- [Northeastern Center for Sport and Society](#)
- [Not on the Radar: Sexual Assault of College Students with Disabilities \(January 2018\)](#)
- [One Love](#)
- [Prevent Connect](#)
- [RALIANCE Sport and Prevention Center](#)
- [Rape, Abuse & Incest National Network](#)
- [Speak About It](#)
- [Stop Rape Now](#)
- [The National Institute on Alcohol Abuse and Alcoholism: CollegeAIM Matrix](#)

NATIONAL SEXUAL ASSAULT HOTLINE: 800.656.HOPE

If you have been treated unfairly or believe a student has been treated unfairly or differently, denied an educational opportunity, harassed, bullied, or retaliated against on the basis of sex (including sexual harassment and sexual assault), consider filing a complaint with:

- US Department of Justice - Civil Rights Division at civilrights.justice.gov (complaint form available in several different languages), or
- U.S. Department of Education - Office of Civil Rights at:
 - » www.ed.gov/ocr/complaintintro.html (to file a complaint in English; or
 - » www.ed.gov/ocr/docs/howto.html (to file a complaint in multiple languages).



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