

University Senate Athletic Committee Annual Report FY 2015-16

(Revision of Standing Charges submitted for review, Nov. 9, 2015. Approved Dec. 3)

COMMITTEE MEMBERSHIP:

Chair, Max Utsler, Journalism

Phillip DeLaTorre, Law

Catherine Shenoy, Business

Robert Pogorek, Public Safety

Amy Smith, Policy Office Director

Ingrid Peterson, Mathematics

Phil Wedge, English

Peter Ukpokodu, African American Studies (on sabbatical)

Chris Wallace, Housing Office Administration/Public Safety, University Support Staff

Brent Lee, Graduate Student

Sophia Templin, Student

Brandon Johnson Student Athlete Advisory Committee

Ex-Officio (non-voting):

Paul Buskirk, Associate Athletics Director, Student Athlete Support Services

Susan Williams, Chemical & Petroleum Engineering, Faculty Athletic Representative to the NCAA

(Note: A significant change in this year's report is multi-year lookbacks in some measures).

Standing Charge #1. Review KU and Kansas Athletics Inc. (KAI) efforts to promote and maintain academic excellence for the student athletes.

- a. Identify potential academic barriers and recommend mechanisms to overcome such barriers including collaboration with the student athlete academic support services.
- b. Review current-year data on missed class days due to competition and travel.
- c. Review the following KAI academic reports: Spring and Fall Student-Athlete Grade Summary, NCAA Academic Progress Rate Institutional Report, Graduation Rates and the KAI report on academic majors for student-athletes and non-athletes.
- d. Review the effects of university changes regarding core requirements, majors, minors, certificates or other curricular issues.

Missed Class Days

The committee received a report on missed class days for Fall 2015-Spring 2016 semesters. The NCAA does not have a policy regarding missed class days. The KU Policy limits missed class days to 10 per semester unless approved by the athletic director. The number of sports traveling in excess of 10 days remained consistent from 2014-15 to 2015-16. Missed days in excess of 10 were approved by the athletic director for men's golf (both semesters), baseball and soccer. Student-athletes participating in both indoor and outdoor track also missed 10 days. (Please note, not all track athletes travel to every meet). KAI is conscious of the impact on academics and has mechanisms in place to support the athletes when traveling, to hold study sessions, and to proctor exams on the road. Changes to travel and time-off guidelines are under study at the NCAA level and new proposals are due to be considered at the winter 2017 meetings.

Online courses offer flexibility with regard to attendance that is particularly helpful for in-season athletes. However, many online courses have additional work requirements and deadlines that make it more difficult for student athletes to keep up. Course structure, whether online or face-to-face, is key for the student-athlete, particularly in-season. Known, pre-determined structure and requirements are more manageable and allow the student athlete to be more proactive.

Academic Progress Report (APR) and Graduation Success Rate (GSR)

The committee reviewed reports in each of these areas. Multiyear data for Academic Progress Report (APR) and Graduation Rates are included in this submission. The APR presentation to the committee arrived prior to completion of the 2014-15 data which will be included in next year's report.

The NCAA Academic Progress Rate (APR) is a measure of individual team accomplishments. APR looks at two measurements: 1) Did the student athlete successfully complete the previous semester, and 2) Did the athlete return to the university? A perfect score of 1000 is awarded for the team if the answer is 'yes' to both questions for all rostered athletes. The old model projected that a team score of 925 would predict a 50% graduation rate. The new benchmark established by the NCAA is 930. Falling below that number could lead to a post-season ban and other possible sanctions.

Table 1 shows the multiyear trend of APR. Each column represents a 4-year score. That is, the data for 2013-14 reflects a multiyear rate covering 2010-11, 2011-12, 2012-13, and 2013-14. Although team academic progress rates have fluctuated, no team at KU scored below 950. Overall trends are slightly downward for most sports. The exceptions are men's golf, men's track, rowing, swimming, women's track, and volleyball.

Table 1: Academic Progress Rates

	Multiyear Rates			
	2013-14*	2012-13	2011-12	2010-11
Baseball	956	952	955	961
M BB	995	1000	1000	1000
MXC	975	984	990	994
Football	945	959	958	971
M Golf	985	979	979	978
M Track	950	950	953	942
W BB	956	969	971	982
WXC	993	994	1000	1000
Rowing	983	984	980	978
W Golf	986	980	986	986
Softball	978	985	989	996
Soccer	965	965	967	979
Swim	973	970	966	971
Tennis	969	977	971	986
W Track	970	967	965	964
Volleyball	990	1000	990	965

*Multiyear data for the 2009-10, 2010-11, 2011-12, 2012-13 academic years.

Data for graduation success rates is also shown over several years (Table 2). The NCAA GSR Rate accounts for student athletes who transfer and are still in good academic standing. It also accounts for those who turn pro before graduating. The NCAA GSR eliminates those two groups from the formula. As a result the NCAA rate is almost always higher than the Federal Rate. The cohort dates are based on first semester of enrollment. Rates for baseball are the lowest but are still higher in comparison to all KU students.

Table 2: Graduation Rates

	Cohort			
	2008-09	2007-08	2006-07	2005-06
All KU students - Federal Rate -- %	62	62	62	61
All KU Student Athletes - Federal Rate -- %	70	71	67	67
All KU Student Athletes - NCAA GSR -- %	84	85	84	85
Baseball	67	70	67	58
M BB	100	100	100	100
MXC	82	83	86	84
Football	79	76	70	72
M Golf	100	100	100	100
M Track	82	83	86	84
W BB	86	86	93	85
WXC	79	92	96	100
Rowing	89	90	88	89
W Golf	100	100	100	86
Softball	93	100	100	100
Soccer	96	96	95	95
Swim	74	78	80	88
Tennis	83	88	100	100
W Track	79	92	96	100
Volleyball	82	75	86	100

Common Core

The general feeling at KU Athletics is that the KU Core gives student-athletes more options and flexibility. Glenn Quick, Associate Athletics Director - Academic and Career Counseling, said the Core has been beneficial for student-athletes because that flexibility offers greater opportunity for exploration of coursework.

While the KU Core generally gives more options and flexibility, the limited options to meet Goal 6 restrict student choice. Athletics would like to see more Core approved-courses and more courses that meet multiple goals because they see this as creating more flexibility for all students, not just the athletes. This finding remains of concern since the previous report.

NCAA recently granted a blanket waiver to allow KAI to pay scholarship athletes’ tuition for Edwards campus courses for fall/spring classes. This action expands flexibility for course selection for these athletes and eliminates the concerns raised in last year’s USAC report.

KAI Report on Academic Majors

For the first time, USAC has provided a “look back” on student athlete’s majors. The information comes from the KU Office of Institutional Research and Policy. Approximately 2.4% of the KU Student body are student athletes. Most majors each year are in the 0 – 4% range of enrolled student athletes. A significant number of majors show no enrolled student athletes. Table 3 shows the distribution of major percentage enrollment by year.

Table 3. Number of Student Athlete Majors by Percentage Category 2010-2015

<i>Major</i>	<i>2010</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
<i>0</i>	59	61	57	58	62	62
<i>0-2</i>	28	35	39	34	30	29
<i>2.01-4</i>	23	12	15	20	22	19
<i>4.01-6</i>	7	7	3	2	2	5
<i>6.01-8</i>	2	4	5	3	2	2
<i>8.01-10</i>	2	1	1	6	3	2
<i>10.01-12</i>	3	1	2	0	1	3
<i>12.01-14</i>	1	3	2	1	3	2
<i>14.01 -16</i>	0	0	1	1	2	0
<i>16.01 -18</i>	0	0	1	0	1	1
<i>>18%</i>	2	1	1	2	1	3
<i>Athletes as a % of all Students</i>	<i>2.30</i>	<i>2.39</i>	<i>2.45</i>	<i>2.40</i>	<i>2.31</i>	<i>2.79</i>

Table 4 shows the majors that have more than 12 percent student athlete enrollment. The highest major is in the top row, with the next highest in the second row, etc. Over time there has been some change. In 2015 some of the majors that had been over-represented in earlier years no longer have more than 12 percent student athlete enrollment.

Table 4. Majors w/more than 12 percent Student Athlete Enrollment 2010-15

2010	2011	2012	2013	2014	2015
African and African-American Studies	College of Liberal Arts & Sciences (Undecided)	African and African-American Studies	African and African-American Studies	Liberal Arts and Sciences	Pre-Physical Education/Health Teacher Education
American Studies	Pre-Sport Science/Community Health	American Studies	Sociology	African and African-American Studies	Liberal Arts and Sciences
Pre-Sport Science/Community Health		Community Health	Liberal Arts and Sciences	Pre-Physical Education/Health Teacher Education	Pre-Optometry
		Liberal Arts and Sciences	American Studies	Pre-Optometry	Philosophy
		Sociology		Health and Physical Education	Community Health
				Pre-Veterinary Medicine	Sociology
				Sociology	

Table 4 shows the majors that appear in Table 3 with student athlete percentage enrollment by year and overall.

Table 4. Percent of Student Athletes in Selected* Majors 2011-2015

Major	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Overall Average
African and African-American Studies	31.0	30.8	27.6	16.7	8.0	22.8
Pre-Physical Education/Health Teacher Education	8.0	11.1	8.0	15.0	50.0	18.4
Liberal Arts and Sciences	9.6	12.9	14.9	19.6	15.1	14.5
Sociology	7.9	12.2	25.0	12.4	12.3	13.9
Community Health	13.8	14.7	9.4	6.8	13.2	11.6
Pre-Sport Science/Community Health	11.9	11.2	9.5	11.7	11.7	11.2
American Studies	12.7	16.7	13.5	0.0	4.5	9.5
Sport Management			9.9	9.6	8.7	9.4
Exercise Science			9.4	8.9	9.1	9.1
Health and Physical Education	12.8	6.3	0.0	12.5	11.5	8.6
Communication Studies	6.5	7.7	8.9	8.6	10.5	8.4
Philosophy	0.0	7.5	5.4	5.1	17.1	7.0
Pre-Optometry	0.0	0.0	0.0	14.3	20.0	6.9

*Majors with highest overall average percentage of student athletes. Average SA % varies by year. Included in Table 3. Overall average 2.41%.

The following majors have fewer than 1% of student athletes enrolled: Interdisciplinary Computing, Supply Chain Management, Information Systems, Pre-Occupational Therapy, Pre-Architecture, Architecture, Pre-Engineering, Architectural Engineering, Aerospace Engineering, Computing Engineering, Electrical Engineering, Petroleum Engineering, Latin American and Caribbean Studies, Theater, Design, Spanish and Portuguese, Music Education, Elementary Education, Unified Early Childhood Education, Pre-Social Welfare, Pharmacy Practice.

Table 5 shows those majors with no student athlete enrollment over the last five years. Many of those majors are offered at the KU Medical Center campus. Still some majors at the Lawrence campus have no enrollment from student athletes.

Table 5. Majors with no Students Athletes 2011-2015

Allied Health	Engineering Physics	Pre-Allied Health
Applied English Center	Environmental Engineering	Pre-Clinical Laboratory Science
Athletic Training	French	Pre-Cytotechnology
Biochemistry and Biophysics	Health Information	Pre-Health Information
Bioengineering	Management	Management
Classics and Classical Languages	Health Policy and Management	Pre-Physician's Assistant
Clinical Laboratory Science	Human Sexuality	Pre-Respiratory Care & Therapy
Curriculum and Instruction	Humanities	Public Administration
Cytotechnology	Information Technology	Research Clinical Trial
Dance	Medicine	Coordinator
Developmental Psychology	Molecular Biosciences	Respiratory Care
Diagnostic Cardiac Sonography	Music Therapy	Social Welfare
Diagnostic Ultrasound	Nuclear Medicine Technology	University Special
Technology	Nursing	Urban Planning
East Asian Languages and	Occupational Therapy	Visual Art
Cultures	Other	Visual Art Education
Education	Physics	

Table 6 shows that male and female student athletes choose different major divisions and schools. Based on the Chi-square statistics the biggest differences are in General LAS, Journalism, Education, and Natural Sciences.

Table 6. Male and Female Student Athlete Enrollment by Division (2011-2015)

Expected counts are below observed counts. Chi-Square contributions are below expected counts.

Chi-Sq = 145.242, DF = 14, P-Value = 0.000. 6 cells with expected counts less than 5.

	Male	Female
Pre-Major	293	368
	326	335
	3.39	3.30
Social Sciences	248	194
	218	224
	4.09	3.98
Undecided	137	114
	124	127
	1.39	1.35
Humanities	92	64
	77	79
	2.93	2.85
Business	74	57
	65	66
	1.35	1.32
Engineering	73	53
	62	64
	1.88	1.83
General LAS	70	12
	40	42
	21.55	21.00
Natural Sciences	65	113
	88	90
	5.94	5.79
Education	64	122
	92	94
	8.42	8.21

	Male	Female
Architecture, Design and Planning	11	12
	11	12
	0.01	0.01
Journalism	8	52
	30	30
	15.77	15.37
UG Special	7	0
	3	4
	3.64	3.55
Arts	4	8
	6	6
	0.62	0.61
Music	2	5
	3	4
	0.61	0.60
Pharmacy	0	4
	2	2
	1.97	1.92
Total	1148	1178

RECOMMENDATIONS for Standing Charge #1 for FY 2015-16:

No new information emerged regarding an assessment of potential academic barriers. The committee recommends continued review of the four or five years of data in comparison with 2015-16 with specific emphasis on variance across sports. The committee also recommends a determination of whether the new requirement of the 930 APR will be continue to be met in the future.

The committee noted no troubling trends over four years in the clustering of majors study but does recommend continued monitoring. Some unusual findings did occur this year. The data came in too late for this year's committee to analyze it. The committee recommends future study of majors, especially the large drop-off of African American Studies Majors and the rapid growth of Pre-Physical Education/Health Teacher Education, Philosophy and Pre-Optometry.

It is too early to tell the true effects of the new and evolving KU Core Curriculum. The early returns are promising, but the committee does recommend future monitoring.

Standing Charge #2. Review KU and KAI efforts to provide a premier student athlete experience.

- a. Review programs designed to ensure the personal development and personal welfare of student athletes including: nutrition and physical health, mental health, and safety.
- b. Review reports from KAI exit-interviews and KAI survey questions regarding participation in the broader campus community.
- c. Review Student Athlete Advisory Committee programs and recommend opportunities to improve student athlete involvement in extracurricular campus and community activities.

Time Management

Student-athletes generally feel the pressure of time management very acutely. As will be covered in more detail later, the results of the surveys conducted by KAI have shown that while it is a sport-specific issue, time management is one of the top concerns for student-athletes. Learning to balance all the demands on their time is very challenging. Maintaining good grades, being actively involved in service projects, and planning for their futures is challenging to balance with achieving academic success in the classroom. The NCAA has heard the complaints about the time demands placed on student-athletes and has launched an investigation into the issues in order to identify potential solutions. Possible legislation will focus on three primary areas: the 8 hour period required for time-off each day (mostly to ensure the student-athletes have time to sleep), considering whether days spent on the road traveling should be considered as time on or time off, and the amount of time off required during a sport's off-season. The NCAA has sent surveys to athletes, coaches, and athletic team staff. The NCAA has formed a working group; the group will review the data and develop legislative proposals.

Role of service projects (SAAC)

The Student Athlete Advisory Committee (SAAC) service projects allow student-athletes to participate in community outreach. The programming developed by SAAC includes important projects such as Habitat for Humanity, donation collection at holidays, food donation collection at games, and events hosted in partnership with other community organizations such as Big Brothers, Big Sisters, and the Douglas County and city law enforcement. These projects allow student-athletes to give back to a community who supports their activities and helps the community members feel as though the student athletes care about Lawrence and the people. These events are ideal for student-athlete participation because KAI understands the limitations of the student-athlete schedule. Therefore, student-athletes find these service projects rewarding and something they can make time for. SAAC also hosts many social programs and even highlights student-athletes on their webpage to ensure that others can see the great things that student-athletes bring to KU and to the surrounding communities.

Off-season requirements

As mentioned above under time management, the NCAA is looking into this subject. The future Athletics Committee should provide details on the findings and decisions made regarding off-season requirements.

Career services

In the past year the athletics department hired Carrah Haley as its first full-time Director of Career Development. Few schools have such a position. These programs include: Career Boot camp, Career Night, Jayhawks After College, career testing and assessment, workshops on resume and cover letter writing, mock job interviews, and faculty mentor nights. The 2014-15 report included a detailed account of the activities in the Career Services area.

Mentor program

Several sports have a group of mentors who are not part of KU athletics who can support student-athletes. These mentors are employees at KU, some faculty and some staff, who can be available as resources to student-athletes. These mentors can help student-athletes connect to on-campus resources and programming that are available to all students but might not be familiar to student-athletes. The mentors are another form of support network to help student-athletes navigate the multiple constraints on their time.

Additionally, a career mentor program was piloted in the 2014-15 academic year. This program was a huge success for the student-athletes who participated. KAI intends to expand the program in order to provide more student-athletes with the benefit of connecting with a mentor outside of Athletics.

1st, 3rd and Exit Interviews

Jane Fulton, Associate Athletic Director for Kansas Athletics Inc. attended the Athletics Committee meeting on October 28, 2015. Fulton explained the surveys that KAI conducts with student-athletes. She confirmed that these are not surveys that the NCAA requires but surveys that KAI has elected to conduct in order to learn about the student-athlete experience and provide better services for student-athletes. In spring, KAI conducts the 1st and 3rd year surveys and the senior exit interview survey. Every senior-level student can take exit interview survey online and/or in face-to-face interviews with supervisor. Last spring KAI staff conducted 53 exit interview survey senior student-athletes. The surveys are not required but KAI is pleased with the response rate and what they learn.

Fulton shared some of the results of the survey data. (Many of the questions in the survey go beyond the area of responsibility of this committee). Recently, KAI added questions about campus engagement. Generally speaking, the results show that student-athletes are aware of activities in which they could participate, and some do, but many find their schedules will not accommodate such participation. Student-athletes can get involved thru SAAC community outreach, as mentioned above. Additionally, last year student-athletes made a video addressing the issue of sexual assault. The video was shown in different venues (including, a basketball game, during a tabling event on Wescoe and in a few academic departments). Fulton said student-athletes have asked for more inter-team

events and want more information about cross-campus activities. Currently, the majority of student-athlete activities are scheduled through SAAC or the KU Leads freshmen program.

KU Leads

This program includes the leadership academy, career development, community outreach and other events. Carrah Haley describes KU Leads as “anything outside of sports that student-athletes are involved in.” When developing the program, KAI considered what was best for KU and how they could connect students to their community. Haley said research has shown that when student-athletes connect with someone outside of their coach and eligibility staff, they develop more commitment to the program. In recent years, KAI developed a leadership academy and this continues to be a successful program for student-athletes in ensuring that they develop the skills that will be required for life after sports and college. The programming is different for each year so as student-athletes advance in their academic careers, the programming, level of detail and depth of discussion and experiences increases. The program is required the first year and voluntary for subsequent years. A majority of students value the benefits of the program during the first year and remain voluntarily engaged. Fourteen mentors currently support the program.

Post-graduate services

Jane Fulton gave rough numbers on where student-athletes go when they leave KU: 38% go on to grad school, a smaller percentage waiting to hear from grad programs; 12% had secured employment; 19% were still looking for their next step; and the others had more school to complete. Fulton reported that KAI uses data on overall satisfaction with academic and social experiences as recruiting incentives when talking with prospects.

RECOMMENDATIONS for Standing Charge #2:

Time management is a current “hot button” issue with the student athletes and the staff. The NCAA will consider specific legislation at its next meeting in January. KAI will not take any action until the NCAA requirements come down. The committee should continue to monitor the progress of the various programs as they develop and evolve. The Exit Surveys still have light participation and will yield better information if participation grows. Over time, career placement could be an important recruitment tool for KU Athletics. The committee should continue to monitor data resulting from KAI 1st and 3rd year survey questions regarding participation in the broader campus community and review Student Senate/SAAC task force recommendations.

Standing Charge #3. Help ensure KU maintains athletic compliance with University, Big XII and NCAA Rules and Federal law.

- a. Review educational programs and communication strategies to ensure the KU community better understands the combined responsibility for compliance.
- b. Review and summarize KAI reports identifying athletic compliance parameters including but not limited to recruiting practices and university admissions.
- c. Review KU and KAI policies and procedures on drug testing, diversity and sexual harassment including Title IX compliance, and alcohol use in matters of sexual assault reporting.

Compliance Education

The compliance office has 6 full-time staff: one full time staff member monitoring compliance issues, one graduate assistant who monitors eligibility requirements, and one full time staff member in charge of educational outreach. According to David Reed, the office has held over 300 separate compliance meetings over the course of the past year.

Randy Krahulik further outlined the educational mission of the compliance office in more detail. The compliance office actively reaches out to organizations on both the institutional and individual level, with particular emphasis on anyone who may be considered an athletics booster, such as former students, former athletes, tutors, parents and so forth.

Compliance reaches out to Lawrence businesses through the Chamber of Commerce and individually in order to let them know what they can, and cannot do, in terms of using trademarks, images, and licensing. These outreach efforts are quite extensive and have even included local tattoo artists! Compliance sends out brochures to parents and reminders to student athletes during post-season downtimes. They actively reach out to coaches, team staff, KU faculty, KU staff, the Registrar's office, and the Admissions office. In addition to direct educational outreach, the compliance office is also receptive to walk in traffic, either in person, by phone, or through e-mail. Roughly 50% of this contact is by parents who are inquiring about eligibility requirements and how to register with the NCAA. Finally, monthly compliance meetings are also held with all compliance staff, and Paul Buskirk and Susan Williams are a part of these meetings.

The compliance office also monitors the following of other NCAA rules and regulations, practice time, travel, off-season requirements, days of competition. The monitoring consists of checking coaches' logs and random checks with the student athletes. The office also serves as the liaison to the NCAA Clearinghouse which assesses incoming student athlete eligibility.

Raising Admissions Standards

Raising admissions standards has not had an effect on athletics since any student who receives a scholarship is automatically admitted, according to Paul Buskirk, Associate Athletics Director for Student Support Services. However, this does not address the potential impact on walk-on players. USAC may want to investigate the impact of admissions standards on this group in more detail in the future. For example, are there a large number of walk on players and how may a reduction in their number and potential quality influence athletics?

Title IX, Sexual Harassment, and Diversity

Sexual Harassment

Given both the the national and local attention paid to this subject, the committee spent a significant amount of time of this issue. Debbie Van Saun, Senior Associate Athletics Director, met with the committee and outlined how the athletic department is dealing with Title IX and sexual harassment issues. Van Saun coordinates all of these issues within KU Athletics and with other University agencies. For example, she has spoken with Maryll Evans, the CARE coordinator, on survivor information and after-the-fact resources. On a regular basis, she meets with Jane Tuttle, Precious Porras, and Aaron Quisenberry, in order to bring them up to speed on all of the initiatives and actions that KU Athletics undertakes. She works closely with Josh Jones, the director of IOA, concerning reporting requirements with the University and also consults with Judy Pottorf, KU Athletics corporate counsel, concerning legal reporting responsibilities under the Clery Act of 1990.

Van Saun has also formed an ad hoc, internal group consisting of coaches and sports medicine providers in order to evaluate the progress of all of the programs listed below. In addition, she is always willing to speak with any group or person on an informal basis.

Van Saun disseminates this information to all of the staff, coaches, and student athletes by either coordinating or leading a wide variety of activities. Every fall, Tammara Durham speaks with the football, track, and basketball teams about sexual assault and has a very frank discussion with the students where she emphasizes that students can still get in trouble with the University even if they are not arrested. All freshmen are required to take part in a 12 week leadership program where they meet with a mentor for 30 minutes every week – many of these discussions involve talk of risky behaviors and how to avoid getting in trouble.

The KU Police Department also visits every team to talk about the KU Buddy System and provides basic self-defense training. In spring of 2015, *the Hunting Ground* was shown to the football team, and Jane McQueeney, former head of IOA, lead a discussion of the movie afterwards. The room was packed and attendance was very good. This movie was also shown to all sports supervisors, who then joined the “It’s on Us” nationwide campaign against sexual violence. Every two weeks, all teams hold a brief informational meeting, known as the Locker Talk Initiative, about various aspects of athletics. In addition to general nutritional information, these meetings occasionally discuss aspects of sexual assault and violence. The recent focus of these meetings has been on bystander

intervention and letting all team members know that you can speak up if a teammate is having a problem. This is the 3rd year of the program.

The football team appears to receive a greater amount of training than anyone else. A specific reason was not given for this, but it seems prudent given recent events. Every fall, the football team undergoes sensitivity training. For example, the female track team was recently moved to the football team training room for weights; and, this year, training focused on what to say around people of the opposite sex, particularly during athletic activities. In the following semester, the football team staff and coaches undergo sexual assault prevention training. In April, these meetings are expanded to all of the student athletes on the football team and focus on bystander intervention, prevention, consequences, and other campus resources. All other teams will finish this training by the end of spring. The process will then start over again in the summer with the summer bridge program for incoming freshman and transfer students.

Sexual harassment is also a topic at the forefront of KU Athletics annual drug and alcohol training meeting every October, which has an emphasis on awareness and education. This year, Jennie McKey from Watkins Health Center assisted with the effort. At the meeting, students broke out into small groups and discussed what is, and is not, appropriate behavior. KU Athletics decided to partner up with Watkins this year since IOA is extremely busy. Last Summer, Athletics also partnered with the Willow Domestic Violence Center and launched a seminar, "College Dating Violence 101," in the Fall of 2015 with the Volleyball team and staff. This meeting focused on what should you say and what should you not say to someone in these situations. Based on feedback, additional teams were also scheduled. Debbie is in close consultation with Jennifer Brockman, head of the Sexual Assault Prevention and Education Center. Van Saun and Brockman will take over the College Dating Violence 101 seminar, in consultation with the Willow Center, during spring of 2016 and plan on meeting with the football team on March 7th.

Van Saun is also in charge of training and educating all staff on reporting requirements. All KU Athletics staff are required to contact her immediately concerning any suspected sexual assaults or other acts of violence. She then forwards this information on to IOA and other relevant bodies such as KU Police or the Lawrence Police Department. KU Athletics follows the lead of the University and IOA in terms of all sexual assault protocols. Currently, all KU Athletics staff are mandated reporters. Van Saun is currently looking into changing this. During a different discussion, Dr. Zenger also expressed an interest in hiring someone who could serve as a confidential reporter and as a more caring advocate of student concerns within the Athletics Association, like the SAPEC coordinator on campus -- he mentioned Theresa Becker as a potential candidate for this role. Please note that these initiatives are only in the pre-planning stages. In general, Van Saun's training sessions detail points such as: what to do if a student says another student has been assaulted, making students aware of resources on campus, preventative training concerning drugs and alcohol, and small group discussions concerning all of these topics. She also provides Jane Tuttle in Student Affairs a regular report on all of these initiatives, as per the recommendation of the Chancellor's Task Force on Sexual Assault which contains additional details concerning these efforts.

Title IX

Debbie Van Saun ensures that KU Athletics meets all Title IX. She keeps track of active participants on all teams. Currently, the male and female participation rates are the same as they were last year: 50.6% male and 49.4% female. This does not include walk-on members of teams, those who are on medical leave, and redshirts.

Diversity

In 2009, KUAI (KU Athletics, Inc.) created a committee on diversity. Theresa Becker has chaired the committee since 2014, and USAC spoke with her in great length during one of our meetings. Around 20 people regularly attend the KUAI diversity committee's monthly meetings and anyone is welcome to attend; Precious Porras, Dr. Nate Thomas, and Kathy Rose-Mockry are regular meeting participants. The main focus of the committee is to prepare and plan the annual diversity training day for all KUAI students and staff. The committee seeks to make the training day relevant, educational, and celebratory in terms of the diversity of students and cultures at KUAI. Four main topics are considered on a rotating annual basis: race, sexuality and gender, social situations and micro aggressions, and physical disability.

Last fall, former students from Virginia Tech came to speak at the Union Ballroom. Approximately 500 student athletes attended. The presentation focused on disability; one of the speakers lost her arms due to a bacterial infection. How can you be both sensitive and respectful in such situations? This was one of the themes presented. This year, training day focused on microaggressions, both in person and through social media. The training day was advertised through calendar reminders, newsletters, and the billboard at the top of the stairs to the Wagon Student Athlete Center. The presentation was put on by the KU Theatre Interactive Troup, led by Dr. Nicole Hodges Persley. The Troup acted out different scenes involving microaggressions, and student athletes were then asked to determine what was done incorrectly. They then brainstormed how to correct the situation. A student athlete then replaced one of the actors and played out the scene by doing the right thing. At the end of these events, the students are given summary sheets and are encouraged to police themselves and to exercise peer pressure in these circumstances. Next year, social issues, such as race and privilege, will be the primary topics.

Diversity efforts are also wrapped into the KU Leads Program. These discussions start at the beginning of a student athlete's freshman year. Over 20 different topical subgroups have been identified and are discussed during KU Leads sessions. For more information on the KU Leads Program, please see the relevant section of not only this report, but previous reports, as well.

The NCAA began hosting a diversity forum about five years ago in the spring, and KUAI has attended the event since its inception. Theresa has attended this event for the past three years and has used NCAA materials in KUAI training programs. Two times out of the last five years, KUAI has been recognized for its strong diversity initiatives and is among only two other universities to receive such repeat recognition.

In response to USAC inquiries, Theresa outlined some of the new ideas and activities that are being planned. She has recently started expanding the #ONETEAMKU with the help of Dr. Nate Thomas to the entire KU community as a bridge between athletics and everyone else. As part of this initiative, KUI created a OneTeam video and plan on doing another one with the broader KU campus. They also created a video on micro aggressions that may be used in campus wide training materials. Anyone is welcome to use the OneTeam website for their own research purposes. Next January, the KUI staff training meeting will be open to everyone, and USAC members are welcome to attend. Student training, however, will remain closed in order to create a safe environment for frank and candid discussions of these matters. Student athletes are also planning on creating a TED talk by sharing their own stories and experiences. Finally, basketball and softball are continuing their work with the Special Olympics after more than 30 years of involvement.

Alcohol Use in Matters of Sexual Assault Reporting

The NCAA does allow KU Athletics to cancel scholarships. If a student breaches team rules once, the infraction is generally ignored. For example, if a student receives a Minor in Possession, coaches will not be happy and may assign additional practice, but will generally exercise leniency. In the end, it is up to each individual coach as to what punishment is performed; however, the infraction must be part of the team rules and the team code of conduct. A coach may not decide to remove or punish a student simply because they do not like them. Van Saun was directly asked: "To your knowledge, has any student been reprimanded for reporting an instance of sexual assault?" Her answer was "no." In light of recent lawsuits against the University, the Committee recommends that this topic be re-evaluated next year. USAC is generally aware of broader discussions within KU Athletics on these topics and recommends that the committee follow up on this issue in order to see if any additional guidelines have been developed.

Debbie Van Saun is in charge of all sexual assault reporting, and she tells all of the coaches to first look out for the personal welfare of their student athletes and to then report all sexual assault incidents directly to her. She drives this point home by reminding all coaches and trainers that they are not counselors and tells them to "stay in your lane, focus on your specialty and allow me to focus on issues of sexual assault reporting."

RECOMMENDATIONS for Standing Charge #3:

The Committee did not investigate Drug Testing this year but suggest it be explored next year. The committee received a full report from the compliance office and did not see any emerging issues. But, the far-reaching impact of its responsibilities suggests future committees should continue to monitor its policies and practices.

KU athletics has long been proud, and rightfully so, of its commitment to following Title IX in the area of equality of men's and women's sports. The committee did not delve into that area more specifically other than noting gender balance remains in compliance with the principles of Title IX, and budgets and opportunities. The committee notes the recent facility additions, specifically Rock Chalk Park, have helped in that area. The revenue generation of football and

men's basketball, and the fact that football offers 85 full scholarships, makes the apples to apples comparisons only go so far. No women's sport is the equivalent of football.

The importance of monitoring charges of sexual harassment and sexual assault goes way beyond KU, Lawrence and certainly Title IX. The committee spent more time on this issue than it had in the past and feels relatively confident the athletic department has put needed training, safeguards and reporting systems in place. But, this is a tricky road to navigate, especially when it begins to move into the criminal stage. The committee should continue to monitor these department policies and procedures in this area.

Standing Charge #4. Help ensure KU meets its strategic goals pertaining to athletics.

- a. Recommend educational programs and communication strategies to enhance the balance between academics and athletics, as well as to promote a broad understanding of the goals and priorities of each.
- b. Recommend mechanisms for improved communication between KAI coaches and staff and KU faculty, staff and students
- c. Maintain regular communications with the NCAA/Big XII Faculty Representative, the Athletics Advisory Committee (AAC), KAI and University Governance to ensure the needs of each are being served.

The committee began this year's work with a thorough review of the committee's standing charges and specific charges. During that process, the committee narrowed the scope of its work to items and issues that directly affected the student athlete educational experience. The committee has purposely stayed away from athletic department issues such as on-field performance, marketing and communications. A number of the old charges veered into those areas.

RECOMMENDATIONS for Standing Charge #4:

The overall, big picture work of the committee fits in here. Through our meetings with athletic department administrators, committee members asked questions and offered suggestions in how to improve in most of the area we covered. The committee understands its limited role with the athletic department and its sole responsibility to the University Senate.

The committee should review Standing Charge #4 to make sure each item remains in the scope of the committee responsibilities.
