WICHITA STATE UNIVERSITY

TASK FORCE ON ATHLETICS POLICY AND CULTURE

FINAL REPORT

An Organizational-level Examination of WSU Athletics: Context, Findings, and Recommendations

March 15, 2021

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Overview and context

Sport—as an institutional arrangement—is inextricably linked to, and embedded within, social functions and structures (Coakley, 2017), associated with individual acts or forms of deviance and harm (Groombridge, 2019), and is driven by belief systems helping individuals fully understand what constitutes acceptable actions within institutional environments (Friedland & Alford, 1991; Southall, Nagel, Amis, & Southall, 2008). Indeed, high-profile, sport-centric dysfunctions have a long history of impacting both amateur sport organizations (e.g., 2018: University of Maryland's toxic culture within the football program), professional sport organizations (e.g., 2020: The NFL's Washington Football Team's toxic work culture of fear, misogyny, and misconduct), and individual experiences for a diverse group of stakeholders, such as athletes, coaches, athletics staff, student-athletes, and even fans (Delaney & Madigan, 2015). While these sociological dynamics and discussions are beyond the scope of this report, the task force would be remiss if it did not acknowledge the importance of intercollegiate athletics and reports of socially defined forms of misconduct, fear, or harm.

Institutionally speaking, intercollegiate athletic teams, programs, and departments are formal organizations and, as a result, are subject to critical examinations of their workplace climates and organizational cultures (Schroeder, 2010). Resultantly, the purpose of the APC task force is to broadly examine the Athletic Department's policies, procedures, and practices contributing to the Athletic Department's overall organizational culture. In order to accomplish the task, though, it must be explicitly stated that the unit of analysis during this review/examination is the *organization* and not individual cases or examples. Since the *organization* is the unit of analysis in this examination, a discussion operationalizing key concepts and ideas is crucial for contextualizing the APC task force's work moving forward.

Key concepts and ideas

Differentiating what constitutes an organization from a form of (social) organization can be a challenging task and one which social science, e.g., sociology, has been addressing for many decades. Weber (1946 [1921]) focused on distinguishing bureaucracies, which are forms of structure predicated upon specialization, functional cooperation, efficiency, and production, from lesser-developed forms of social structure. Weber's (1946 [1921]) work on bureaucracies has been immensely influential for our collective understanding of the modern sport organization or athletic department. Drawing upon this rich tradition of theorizing and serving as a compass bearing for this task force's work, we employ a similar understanding of an *organization*; that is, organizations are understood as rationally constructed, functional units created to achieve specific goals through specialized tasks. The athletic department structure, as an organization, includes multiple smaller units organized in similar ways and guided by overarching goals, strategies, and metrics. Each athletic program or unit contained within the athletic department has a similar structure, operates by similar goals, and is subject to the same systems of authority. Power, information, regulatory systems, protocols, and task specialization are produced in consistent ways within organizations so productivity, for example, can be measured and predicted (Perrow, 2000). Since the Athletic Department is a formal organization and serves as the focus of this examination, we need a few more conceptual tools to fully ground our work within a rigorous approach.

To conceptually understand how the concept of an *organization* is sustained and continued over time, we need to connect the form of structure (e.g., organization) to groups of people and the humanistic experience, which can involve both the collectivity and individuals simultaneously. *Culture* is a flexible concept allowing researchers to make these connections and is crucially important to our examination of the Athletic Department. *Culture* is the mechanism by which rules, institutional memory, values, and expectations are not only set, but also communicated, even as individuals are constantly entering into and exiting out of the organization. In alignment with traditional definitions within social science, and for our purposes, *culture* is simply described of as learned patterns of behaving, acting, or thinking (Hughes & Kroehler, 2010).

Expanding on Weber's (1946 [1921]) differentiation of formal and less-formal forms of organization, Perrow (2000) reiterated *formal organizations* were the most dominant forms of structure impacting the greatest number of people. Formal organizations create systems which influence individuals within and outside of their official groups. Since the impact of organizations is far-reaching, and our charge is to examine the Athletic Department's procedures, it only makes sense to examine the impact that organizations have internally. That is: What are the impacts of the organization on the individuals contained within the organization?

Organizational culture is an often-used phrase to describe a variety of traditions, rituals, relationships, or forms of productivity within a business, unit, agency, or other formally structured organization. However, clearly articulating what is meant by organizational culture within this report is important for maintaining a clear path forward, since there are dozens and dozens of definitions for what is or constitutes organizational culture. Schein's (2004) model of organizational culture is a widely used and a multi-layered concept (Maitland, Hills, and Rhind, 2015) that advocates for tiered understanding of organizational culture (Schein, 2004). Using a nuanced and multifaceted approach to operationalize organizational culture as many integrative organizational culture scholars do, including Schein (2004), allows our task force, the flexibility to engage in a holistic analysis of the Athletic Department. O*rganizational culture* can be summarized for our purposes, then, as a series or collection of assumptions made about a group by an individual participating in that group. As Maitland, Hills, and Rhind (2015) noted, the study of organizational culture within sport organizations—whether applied to a single team or the larger bureaucratically structured athletic organization—is an increasingly important topic for administrators and participants alike.

Beyer and Hannah (2000) noted the importance of understanding organizational culture within intercollegiate athletics, especially in regard to analyzing change. They do not contend that bad organizational cultures are ever pervasive and corrode intercollegiate sport, rather, they note the inextricable connection between organizational culture, leadership, power, and the inability to deal with culture, ideologies of change, or dissent. Indeed, scholars have noted that many current leaders want to treat organizational culture as a monolithic element that can be molded or evolved based upon strong leadership practices. This assumption, however popular in day-to-day interactions, has not been proven to be successful in creating or sustaining intercollegiate athletics organizational cultures. In fact, one of the major limitations with this approach is that this monolithic view of organizational culture rarely takes into consideration the importance of subcultures (Morgan, 2006). Bureaucratically structured organizations contain various offices, units, or divisions. Within each of these units, there is the opportunity for smaller cultures, known as subcultures, to develop and proliferate. Trice and Beyer (1993, p. 174) noted subcultures are created when there are a host of shared experiences that develop "distinctive clusters of ideologies." Subcultures—such as the culture

of individual athletic teams within the larger organizational culture of an athletic department—develop for a variety of reasons and around a multitude of sources. Ultimately, though, they are important to the larger organizational culture's success. Since it is widely recognized that most organizational cultures—broadly speaking—are the culmination of smaller subcultures interacting and existing simultaneously, Schein (2004) noted that truly productive leaders should understand their primary organizational purpose is to create, maintain, and manage cultures. To better equip and develop productive leaders (in order to sustain positive organizational cultures), there needs to be an efficient way to better understand the unique organizational cultures of intercollegiate athletic departments.

Schein's (2004) model of organizational culture has been heavily applied to better understand business or corporate culture but does not provide a full range of insight into the unique experiences and climates within intercollegiate athletic departments. As a result, the APC task force set out to identify a framework that was developed to address issues of organizational culture within the world of sport. Schroeder's (2010) Intercollegiate Athletic (ICA) Culture Model is the framework the APC adopts for this review. Schroeder's (2010) ICA Model is an approach developed to explicitly help identify, understand, and evolve intercollegiate athletic organizational cultures. The ICA Culture Model is straightforward and has four focus areas that—when acknowledged and thoughtfully deployed—are important for guiding our work in this examination. The four model components are as follows:

- **Institutional culture**: includes the mission, vision, and values of the institution, the inter-play, and dynamics of academic programs, and how the intercollegiate athletic department is situated within these dynamics.
- **External environment**: the impact of media, (important of) post-season play, individual accolades, fans, boosters, donors, and professional leagues on the organization(s). That is, how do these entities drive work within the athletic department and, as a result, impact individual teams, programs, coaches, administrators, or student-athletes?
- **Internal environment**: within the organization, what are the artifacts (visual or cultural ways the organization is distinct or signifies to others what constitutes membership), organizational histories and institutional memory, and prevalence of subcultures or countercultures?
- **Leadership/power**: who are the formal and informal leaders and what does the organization expect from its leaders? Additionally, how are decisions made and what are the main sources of power?

It is important to reiterate Schroeder's (2010) point that "…at every college or university, these elements will interact in unique ways to form a distinct athletic department culture" (p. 102). Therefore, when examining the WSU Athletic Department, we can use the aforementioned model to explicitly guide our research and assist as we develop recommendations, which are unique to the WSU Athletic Department. Schroeder's (2010) ICA Culture Model assists in developing important and guiding assumptions for our work.

Assumptions

The APC task force is charged with examining the Athletic Department's organizational policies and practices contributing to the organizational climate in order to support WSU's student-athletes and

athletics staff members. The multifaceted charge requires the APC task force to examine systems, policies, and structures in order to address individual well-being. Since we have articulated our working definitions of organizations, culture, and organizational culture, we have established a basis for how we are approaching this analysis. Based upon the previous discussion, the underlying and foundational assumptions guiding this review, then, are as follows:

- Organizations are predicated upon efficiency and rationality. As a result, they employ policies and protocols to guide and replicate efficient work moving forward. Studying an organization's policies, procedures, and protocols helps us to better understand the organization's processes, how it communicates, what it communicates, and how individuals engage within the organizational environment.
- Organizational culture involves perceptions of those embedded within the organization and how they view or engage with the values, policies, systems, sources of power, and prevailing norms (formal or informal rules of behavior).
- Our work is guided by a framework specifically designed to aid in examining the unique organizational cultures within intercollegiate athletic departments.

While recent high-profile events involving individual personnel have garnered national media coverage and generated discussion among a variety of stakeholders, it is not the charge of the APC task force to (re)litigate individual cases or provide recommendations on such. The charge, which was provided by Interim President Muma, is clearly listed on pages 7-8, and sets forth the APC task force's direction. It is important to University leadership, Athletic Department leadership, and this task force to employ a rigorous and systematic review to not only gather information, but also review and discuss the findings appropriately. Our overarching goal is to support WSU's student-athletes and athletics staff by ensuring they are participating in, and contributing to, an organizational culture that prioritizes individuals and creates a safe and secure organizational climate. Safety and security are key factors in creating and sustaining positive organizational cultures over time and ensuring elevated levels of performance and satisfaction (Coyle, 2018). We can ensure safety and security if we are aligning our values, research, and day-to-day efforts with WSU's University Goals, which emphasize being student-centered, creating a positive and empowering campus culture, prioritizing inclusive excellence, and—in addition to research and scholarship—engaging in both internal and external partnership-building efforts.

Charge

The APC task force is a multidisciplinary task force formed to conduct a comprehensive review of the culture and existing ICAA policies, procedures, and practices within the Athletic Department with the overarching goal of ensuring WSU provides a supportive environment for all student-athletes and athletics staff. The APC task force's work included the following:

> Review existing ICAA policies, procedures, and practices governing the reporting, investigation, and response to allegations of coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations (e.g., NCAA or AAC), and identify strengths and gaps in how these policies, procedures, and practices ensure the Athletics Department identifies, investigates, and responds to such concerns.

Review relevant ICAA policies and procedures and compare those to the policies, procedures, and practices of other comparable D-1 AAC and non-AAC schools (i.e., does not have a football program, size of school, etc.) and provide that comparison; and identify strengths and areas for improvement and make recommendations for any changes.

Build on recently acquired environmental assessment and survey information and continue to assess and report on the current environment among the student-athletes and Athletics staff, specifically whether they feel properly supported and whether there is an understood mechanism for reporting allegations of abuse or other policy violations.

Based on the assessment and policy review, identify any initiatives, structural improvements, or efforts that the Athletics Department could adopt to promote a supportive environment and foster a culture where student-athletes and Athletics staff feel comfortable reporting allegations of abuse or other policy violations.

In a continued effort to support WSU's goals of student-centeredness, inclusive excellence, and creating a strong campus culture, the APC task force assembled representatives from the across campus community to examine how best to promote a safe environment and foster a strong, positive organizational culture.

Task force members

To satisfy the charge, a task force roster was assembled representing a diverse group of stakeholders from across the university community. The task force was assembled by, and with input from, Rick Muma—Interim President, Darron Boatright—Athletic Director, Stacia Boden—General Counsel, and APC task force chair, Mark Vermillion—Interim Associate Dean for the College of Applied Studies.

The initial APC task force roster was created and finalized on 12/2/20 with the introductory task force meeting taking place on 12/11/20. The APC task force met regularly (e.g., weekly in January and February) to complete the APC task force's review. Task force meetings included structured agendas, previous meeting minutes, and stakeholder guests that engaged with the entire group. The final report was submitted to the Interim University President on 3/15/21. All APC task force members have participated in, and approved the writing of, this report. Please see Appendix 1 for meeting minutes or click HERE to access the meeting minutes from the APC task force webpage.

In order to keep the working group small and manageable, the task force was kept to a minimal number of faculty, staff, and student-athletes (both current and former) from across the WSU community (See Table 1 for a complete roster of APC task force members). However, it was important for the APC task force to hear from a variety of stakeholder groups, which resulted in multiple organizations being asked to participate in presentations to, and meetings with, the APC task force. These groups included the following:

- The President's Diversity Council (PDC)
- Student Government Association (SGA)
- Student-athlete Advisory Committee (SAAC)
- Character and Culture Committee (CCC)

- Faculty Athletic Representatives (FARs) from other Division I universities.
- Software Demonstration: Real Response (David Chadwick)

Table 1. APC task force members in alphabetical order.

Task force member	Title	Role and/or Stakeholder Representative
Bredbenner, Kristi	Interim Senior Woman Administrator and Head Coach of Softball	Current Athletic Department Coach and Administrator
Buckner, Angela	Director of Lynette Woodard Recreation Center, City of Wichita Parks and Recreation.	Former WSU Student-athlete
Dennis, Dexter	Men's Basketball Student-athlete	Current WSU Student-athlete
Jasso, Kayla	Assistant Director Undergraduate Admissions	Unclassified Professional
Mathews, Sarah	Director of Compliance	Current Athletic Department Administrator
Paintin, McKenna	Track and Field Student-athlete	Current WSU Student-athlete and president of Student Athletic Advisory Committee (SAAC)
Sanchez, Alicia	Director Office of Diversity and Inclusion	Unclassified Professional
Small, Shirlene	Associate Teaching Educator, Department of Sociology	Faculty Senate Executive Committee
Stoldt, G. Clayton	Interim Dean, College of Applied Studies	WSU Faculty Athletic Representative (FAR)
Torgerson, Korey	Associate Athletic Director of Student Services/Compliance	Current Athletic Department Administrator
Torline, Gretchen	Director of Athletic Academic Student Services	ICAA Staff Member
Vermillion, Mark	Interim Associate Dean, College of Applied Studies; Chair/Professor, Sport Management	Chair
Ward, Brianna	Staff Psychologist, Counseling and Prevention Services (CAPS)	Athlete Mental Health Coordinator

Methods

The following section of the report discusses methods used by the APC to conduct its review. Specifically, the narrative identifies the sources of data for the review, how research questions were developed, selection criteria for NCAA and conference benchmarks, and the process undertaken by the APC in order to develop findings and make substantive recommendations.

Data

Schroeder's (2010) ICA Culture Model is a useful model for organizing both our research approach and recommendations. To review, the ICA Culture Model is composed of four main components, which includes institutional culture, external environment, internal environment, and leadership and power. Since the APC task force's charge is to examine organizational culture, the APC needed an

array of data sources in order to make both a thorough review and impactful recommendations. Employing an integrated approach to the case study of the WSU Athletic Department's culture, the ICA Culture model influences potential sources of data important to the APC's work. Table 2 identifies relationship of data and the ICA Culture Model

Table 2. Connections between ICA Culture Model and investigative sources and/or influences.

ICA Culture Model component	Investigative sources/influences
Institutional Culture	• WSU mission, vision, and core values
External Environment	• Faculty Athletic Representatives' (FARs) focus group • Real Response product demonstration (David Chadwick) NCAA benchmarks (policies, procedures, handbooks, manuals, and codes) • AAC benchmarks (policies, procedures, handbooks, manuals, and codes) • AAC manual.
Internal Environment	• Athletics staff climate surveys • Student-athlete climate surveys • Stakeholder groups (e.g., PDC, CCC, SAAC, and SGA) • WSU policies and procedures • ICAA manual • WSU Athletic Department data collection tools and annual reports
Leadership and Power	• Athletics staff climate surveys • Student-athlete climate surveys • WSU policies and procedures • ICAA manual

Research Questions (RQs)

The charge given to the APC task force was multifaceted in nature. In order to be thorough, intentional, and efficient, several research questions (RQs) were culled directly from the given charge, which was subdivided into various RQ-centric working groups. Please see Table 3 for the alignment of RQs and the subdivided charge.

Table 3. Alignment of multifaceted charge and resulting RQs.

Section of Multifaceted Charge	Resulting RQ
Review existing ICAA policies, procedures, and practices governing the reporting, investigation, and response to allegations of coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations (e.g., NCAA or AAC), and identify strengths and gaps in how these policies, procedures, and practices ensure the Athletics Department identifies, investigates, and responds to such concerns.	**RQ1**
Review relevant ICAA policies and procedures and: 1) Compare those to the policies, procedures, and practices of other comparable D-1 AAC schools and provide that comparison; and 2) Identify strengths and areas for improvement and make recommendations for any changes.	**RQ2.1**
Review relevant ICAA policies and procedures and: 1) Compare those to the policies, procedures, and practices of other comparable D-1 non-AAC schools (i.e., does not have a football program, size of school, etc.) and provide that comparison; and 2) Identify strengths and areas for improvement and make recommendations for any changes.	**RQ2.2**
Build on recently acquired environmental assessment and survey information and continue to assess and report on the current environment among the student-athletes and Athletics staff, specifically whether they feel properly supported and whether there is an understood mechanism for reporting allegations of abuse or other policy violations.	**RQ3**
Based on the assessment and policy review, identify any initiatives, structural improvements, or efforts that the Athletics Department could adopt to promote a supportive environment and foster a culture where student-athletes and Athletics staff feel comfortable reporting allegations of abuse or other policy violations.	**RQ4**

Each RQ was comprised of a smaller working group (e.g., three members each) that met outside of APC task for meetings and generated RQ-specific findings and recommendations based upon their research.

Benchmarks

In order to address RQs 2.1 and 2.2, several institutional peers were researched in order to serve as benchmarks for comparison. These benchmarks include having athletic conference peers (i.e., AAC affiliated institutions) and non-conference peers (i.e., Division I NCAA affiliated institutions without football programs).

Regarding AAC affiliated benchmarks, institutional peers were selected based upon whether the institution was a public university and/or was regionally located near WSU. See Table 4.

Table 4. AAC institutions and selection rationale.

AAC affiliated institution	Rationale for selection…
East Carolina University	…public institution within AAC
Southern Methodist University	…due to regional connection to WSU
University of Central Florida	…public institution within AAC
University of Tulsa	…due to regional connection to WSU

In addition to these AAC institutional peers, the RQ 2.1 working group crowdsourced personal connections and networks to secure relevant information from Indiana University Purdue University at Indianapolis (IUPUI) and the University of Albany for additional consideration. Please see Appendix 2a for a complete list of AAC peer institutions.

Regarding Division I (non-football) NCAA benchmarks, the APC task force researched the NCAA's database for member institutions. Specific filters (e.g., selection criteria) were used to narrow search results and begin developing our sample. These selection criteria included Division I (non-football) status and public institution status, which resulted in a population that we could sample for our research purposes (n=45). From this list, institutional peers were selected based upon regional location to WSU, urban location, and/or the size and setting classification as measured by The Carnegie Classification of Institutions system. See Table 5.

Table 5. NCAA Division I institutions and selection rationale

Division I institution	Selectin rationale: Size and setting classification
Southern Illinois University Edwardsville	Student population: 13,796 Level: 4-year Control: public university Regionally located to WSU
University of Arkansas Little Rock	Student population: 11,624 Level: 4-year Control: public university Regionally located to WSU
University of Nebraska Omaha	Student population: 15,731 Level: 4-year Control: public university Regionally located to WSU
University of Texas Arlington	Student population: 46,497 Level: 4-year Control: public university Regionally located to WSU

In addition to these Division I institutional peers, the RQ 2.2 working group crowdsourced personal connections and networks to secure relevant information from Creighton University, University of Kansas, and Kansas State University for additional consideration. Please see Appendix 2b for a complete list of NCAA Division I institutions.

Process

RQs 1, 2.1, and 2.2 examined relevant athletic department and institutional policies, procedures, manuals, handbooks, and other additional forms of information available to them (based upon person networks and access to Athletic Department surveys and/or annual reports). Each RQ collected detailed notes reporting on specific policies, statements, processes, and/or wording/language that could be useful to the APC task force. WSU was benchmarked in comparison to each of the institutions in order to qualitatively examine the Athletic Department's best practices.

RQ3 involved utilizing the recently commissioned Climate Study Survey information. This survey program was requested by Athletic Department and University leadership to better examine and understand issues of climate and organizational culture with the Athletic Department and preceded the formation of the APC task force. The Climate Study Survey working group is a collaborative, ongoing effort involving the Office of Diversity and Inclusion, the WSU Athletic Department, the College of Applied Studies, and faculty members from the Departments of Sociology and Sport Management. The study secured and received IRB approval and survey respondents included athletics staff (including coaches) and current student-athletes. Data are reported in the aggregate and individual responses are not available based upon IRB confidentiality standards. As a result, univariate descriptors are presented and examined in order to provide a general overview regarding perceptions of Athletic Department organizational climate and culture.

Findings

The following findings present a summary of the work for each RQ.

Research Question #1 (RQ1)

As specified within the given charge, RQ1 was to complete the following:

> Review existing ICAA policies, procedures, and practices governing the reporting, investigation, and response to allegations of coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations (e.g., NCAA or AAC), and identify strengths and gaps in how these policies, procedures, and practices ensure the Athletics Department identifies, investigates, and responds to such concerns.

In order to complete this task, RQ1 examined WSU and ICAA policies and procedures, the WSU student-athlete manual, and the American Athletic Conference policy manual. RQ1 researched codes of sportsmanship, student-athlete misconduct reporting policies, WSU's grievance policy, and the WSU-ICAA Manual's Whistleblower policy. See Appendix 3 for a detailed analysis of RQ1's findings and recommendations. The general findings of RQ1 are as follows:

- WSU student-athlete manual should be updated to include a more robust and clearer explanation of processes for making a report, list of contacts and visual for reporting a grievance or misconduct, and a comprehensive list of resources available to student-athletes. Recommended details and/or language is provided in Appendix 3.

- Further refine the WSU information gathering system (e.g., surveys) to ensure confidence, trust, and anonymity are developed and/or maintained in the data collection process.
- Develop a training system ensuring ICAA staff are well-versed in all reporting procedures.

Research Question #2.1 (RQ2.1)

As specified within the given charge, RQ2.1 was to complete the following:

> Review relevant ICAA policies and procedures and: Compare those to the policies, procedures and practices of other comparable D-1 AAC schools and provide that comparison; and identify strengths and areas for improvement and make recommendations for any changes.

In order to complete this task, RQ2.1 examined relevant policies and procedures and publicly available student-athlete handbooks/manuals from appropriate AAC peer institutions fitting the previously identified criteria. For more context and information, RQ2.1 also examined the AAC's conference manual. RQ2.1 focused on specific policies and/or statements within these official documents and manuals, such as policies pertaining to grievance reporting procedures, retaliation, ethical conduct, and student-athlete welfare.

The general findings of RQ2.1 are as follows:

- Athletic Department should clearly define and articulate statements and policies regarding student-athlete welfare, grievance reporting procedures, grievance reporting timelines, whistleblower protection and retaliation, good faith reporting of wrongful conduct, personal conduct, and ethical conduct. Statements and/or policies should be included in all appropriate manuals, such as the student-athlete manual.
- Develop and centralize a list of resources provided for all athletics personnel (e.g., coaches, student-athletes, and staff) regarding key contacts for grievance reporting.
- Statements and/or polices should be elevated beyond inclusion in the manual(s) and reiterated to donors, fans, and in student-athlete, coaches, and staff trainings or gatherings. Recommended details and/or language is provided in Appendix 5.

Research Question #2.2 (RQ2.2)

As specified within the given charge, RQ2.1 was to complete the following:

> Review relevant ICAA policies and procedures and compare those to the policies, procedures and practices of other comparable D-1 non-AAC schools (i.e., does not have a football program, size of school, etc.) and provide that comparison; and identify strengths and areas for improvement and make recommendations for any changes.

In order to complete this task, RQ2.2 examined relevant policies and procedures, athletic department employee manuals, and publicly available student-athlete handbooks/manuals from appropriate NCAA peer institutions fitting the previously identified criteria. RQ2.2 focused on specific policies and/or statements within these official documents and manuals, such as policies

and procedures pertaining to grievance reporting procedures, retaliation, education, and performance reviews.

The general findings of RQ2.2 are as follows:

- Establish a system for grievance and/or misconduct reporting that includes both internal and external options, involves WSU's FAR, is clearly defined within both student-athlete and employee manuals, and includes a multimedia campaign of awareness-raising and reminders targeting student-athletes.
- Develop a grievance reporting tracking system to identify where the report is within the system, i.e., how far along is the complaint within the resolution process?
- Create an employee manual that defines reporting expectations and processes, outlines conduct for all athletics staff (including coaches), and informs all employees of expectations for documenting reports.
- Create a mandatory annual evaluation process for all athletic staff members, including coaches and leadership. Annual review process should be a formalized system that includes appropriate documentation, comparable metrics, and be in alignment with preexisting systems currently in use at WSU. Recommended details and/or language is provided in Appendix 5.

Research Question #3 (RQ3)

As specified within the charge, RQ3 was to complete the following:

> Build on recently acquired environmental assessment and survey information and continue to assess and report on the current environment among the student-athletes and Athletics staff, specifically whether they feel properly supported and whether there is an understood mechanism for reporting allegations of abuse or other policy violations.

As previously noted, RQ3 involved utilizing the recently commissioned Climate Study Survey information and data are reported in the aggregate without individual responses. Univariate descriptors are presented and examined in order to provide a general overview regarding perceptions of Athletic Department organizational climate and culture.

The general findings of RQ3 are as follows:

- Regarding athletics staff members (n=90), there was a high level of survey participation (i.e., response rate over 90%) and the sample included representation from all staff positions. Key findings include:
    - One out of every nine athletics staff members report experiencing offensive, hostile, or intimidating conduct, which occurred in a variety of places and involved a variety of sources and experiences. Most of those experiencing the conduct (60%) did not speak about the experience to an administrator or coach.
    - One in five athletics staff members reported a student-athlete disclosed to them they had experienced offensive, hostile, or intimidating conduct.

    - Over half (54%) of athletics staff respondents felt only 'moderately,' 'slightly,' or 'not at all' connected to WSU athletics, and over one-third of the sample (34%) "seriously considered leaving WSU" for a variety of reasons (since January 2020).
    - Over one-third of the staff (37%) reported observing offensive, hostile, or intimidating conduct towards another staff member and almost half (47%) reported observing similar conduct directed towards student-athletes.
- Regarding student-athletes (n=149), there was a moderate level of survey participation (i.e., response rate around 60%) and the sample included disproportionate representation from athletics programs[1]. Key findings include:
    - One out of every 18 student-athletes reported experiencing offensive, hostile, or intimidating conduct, which occurred in a variety of places and involved a variety of sources and experiences.
    - One out of five of survey respondents (19%) "seriously considered leaving WSU" for a variety of reasons (since January 2020).
    - Over one-third of the student-athletes in the sample (39%) reported observing offensive, hostile, or intimidating conduct directed towards another student-athlete.

Additional survey questions asked respondents—including athletics staff and student-athletes—to self-report:

- a variety of demographics for sample descriptions
- whether they have observed student-athletes or athletics staff making offensive remarks about others (e.g., women, non-English speakers, gay, lesbian, or bisexual persons, persons with disabilities, etc.)
- rating their perception of various leadership positions as demonstrating a commitment to diversity and inclusion
- rating both their team/unit and the athletic department on various climate factors (e.g., respectful/disrespectful, emotionally supportive/not emotionally supportive, welcoming for people of color/not welcoming for people of color, etc.)

For a more detailed review of univariate descriptors generated for this examination, please see Appendix 6.

Recommendations (RQ4)

As previously discussed, the APC task force's set of overall recommendations were labeled as RQ4, since this activity was the final part of our multifaceted charge. To review the process for creating substantive discussion around potential recommendations, each RQ research group developed their own set of recommendations unique to their RQ. Then, those recommendations were "pooled" together into broad categories of recommendations in order to identify overlapping recommendations and to further organize our information. The major categories of recommendations included reporting and procedures, policies and statements, additional resources,

[1] While there was survey participation representing all athletic department sport programs, some athletic programs had low participation rates. Results may not be representative of all programs and due to confidentiality, we cannot disclose those details.

trainings, and/or organizational best-practices, and recommendations for the American Athletic Conference. The resulting major categories of recommendations are also (briefly) contextualized within Schroeder's (2010) ICA Culture Model.

Categories and individual recommendations

Based upon the previous research of analyzing internal procedures, policies, and practices; external procedures, polices, and practices from peer institutions; and internally collected Climate Study Survey date, the APC task force's recommendations are as follows:

1. Reporting and procedures: Procedures are important to not only executing organizational work, but also serve as powerful symbols communicating what the organization values to all its members. Clearly defined reporting processes and procedures impact the *internal environment* of the athletic department.

- Within the WSU student-athlete manual/handbook:
    - Add statement about making a report to any ICAA staff.
    - Add list of ICAA contacts and photos for reporting.
    - A clear and defined policy addressing student-athlete grievances, including but not limited to: Reporting procedures; reporting timeline(s); and reporting personnel (who reports to who).

- Within the WSU-ICAA manual:
    - Add procedures for reporting violations and misconduct.
    - Add information on investigation procedures.

- Establish an official employee manual that clearly defines:
    - Reporting expectations – who is required to report, what to report, how to report.
    - Process for how reports are handled.
    - Behavior and conduct expectations for all athletics staff and coaches.

- Establish specific internal and external individuals as options for reporting.
    - The Faculty Athletic Representative (FAR) should be a reporting option.
    - Communicate these options by:
        - A clearly identified section in the student-athlete manual/handbook.
        - A clearly identified section in the official employee manual.
        - Ongoing reminders (e.g., 2-3 times per year) to both student-athletes and employees.
        - Create and distribute/post visual handouts and graphics explain how to report, where to report, when to report, and what to report regarding grievances, (mis)conduct, or insensitivities.

- Consider adding a centralized system of reporting, evaluating, and investigating all complaints/issues, which includes the ability to anonymously report and track their grievance(s) throughout the entire process(es).

- Develop a formalized and external network, i.e., external to the athletic department, of faculty and staff that can engage and support student-athletes in a variety of capacities.

2. Policies and statements: Polices and statements, similar to reporting and procedures, are important to not only executing organizational work, but also serve as powerful symbols communicating what the organization values to all its members. Clearly articulated policies and statements impact the *internal environment* of the athletic department. Based upon findings from crowdsourcing conference and non-conference peer institutions, the following recommendations are made regarding policies and/or statements:

- Add a clear and defined statement about student-athlete welfare (stand-alone and/or within purpose statement).

- Add a clear and defined "Whistleblower Policy." This policy should also define protecting the reporting individual(s) who make a good faith report (as defined below) from retaliatory academic or employment action including discharge, reassignment, demotion, suspension, harassment, or other discrimination.

- Add a clear and defined statement on "A Good Faith Report of Wrongful Conduct" for responding to complaints of reprisal or retaliation against any individual making a report.

- Coaching misconduct should be clearly defined and stated both in the "Code of Sportsmanship" and the "WSU's policies and procedures manual," including athletic department policy and procedure manuals.

- A "Conduct of Personnel" statement should be clearly defined and stated that all coaches and staff are also expected to abide by the policies and procedures described in the University Handbook as well as athletic policies and procedures.

- Add a clear and defined "Ethical Conduct" policy or statement noting all individuals employed by, or associated with, WSU Athletics are expected to abide by all ethical policies and procedures as outlined by the University and WSU Athletics. The statement or policy should be equally applied to employees regardless of title, status, or rank, and reviewed and updated annually.

- Update and evaluate current "Grievance Policy." Consider the following:
    - Expanding the amount of time student-athletes have to file grievance(s).
    - Clarify how a student-athletes initiate all appropriate processes.
    - Reviewing the participation, and inclusion of, student-athletes on the committee.

3. Additional resources, trainings, and/or organizational best-practices: The intersection of *institutional climate* (e.g., WSU core values), *leadership and power*, and the *internal environment* can be clearly seen in this pool of recommendations. Developing a culture of education, learning, and awareness-raising connects with WSU university goals of campus culture, inclusive excellence, student centeredness, and developing partnerships, while employee evaluation mechanisms or onboarding procedures exemplify a focus on the importance of *leadership and power*, which is associated with how

decisions are made and communicated (Schroeder, 2010). The importance of generating trust in reporting processes engages with the *internal environment* and its focus on demonstrating important values.

- In regard to student-athletes, consider the following:
    - Add a comprehensive list of additional resources to the WSU Student-athlete manual/handbook.
    - Create survey protocols ensuring trust, anonymity, and honesty while ensuring mandatory participation.
    - Expanding, integrating, and/or systematizing holistic student-athlete developmental trainings. The outcomes assessment-oriented trainings should be focused on salient structural and interpersonal topics that are required for all student-athletes on all sports teams/programs. Topics should include:
        - appropriate reporting procedures/processes
        - microaggressions
        - leadership development
        - importance of social/personal identity & DEI (diversity, equity, and inclusion)
        - interpersonal skills: communication and conflict resolution
        - importance of addressing mental health issues without stigma

- In regard to athletics staff (e.g., coaches, support staff, graduate assistants, etc.), develop and mandate a training program for all staff (including coaches, graduate assistants, office staff, athletic administrators, etc.) focused on salient structural and interpersonal topics. The training system should be outcomes-based and sustained as evaluation measures bring to light additional areas for improvement. Topics should include:
    - leadership development
    - professional dispositions
    - importance of social/personal identity & DEI (diversity, equity, and inclusion)
    - microaggressions
    - interpersonal skills, such as communication and conflict resolution
    - appropriate reporting procedures/processes, including expectations for proper documentation, systematizing processes and protocols, and ever-evolving industry best-practices or systems.

- Develop a culture of professional development and education. This system can be flexible, with areas for development including new technical skills (e.g., learning new software programs), interpersonal skills (e.g., intergenerational mentoring), and/or securing additional educational credentials (e.g., certificates, graduate degrees, or badges). System should apply to all athletics staff, regardless of title or position. Individual development goals should be identified as part of the annual review process.

- Conduct mandatory annual performance reviews of all employees using industry best-practices for consistency of application, evaluation, implementation, and feedback. Reviews must be completed using university or athletic department-developed system(s). Professionalism and collegiality should be a required dimension of all reviews.

- Evaluate the athletic department organizational structure to ensure it is set up to successfully elevate issues/concerns to the appropriate personnel.
    - Consider adding staff to ensure compliance, communication, timely and appropriate follow up, and resolutions are accomplished.
    - Create an athletic department staff member onboarding process, which explains policies, expectations, and options for reporting.
    - Clearly articulate and formalize the working relationship between the Office of Institutional Equity and Compliance (OIEC) and the Athletic Department.

- Require (and encourage) all athletics staff, including coaches, to participate in some form of university service, e.g., serving on university, college committees, engaging with faculty/USS/UP senates, working with faculty (while maintaining appropriate NCAA compliance), working with administrators, etc. Such an approach would decrease perceptions of the athletic department as a closed network or separate institution and further integrate athletics staff into the larger university environment.

- Prioritize holistic student-athlete development and ensure that all athletic staff are aware of key student-athlete development initiatives, such as Shocker Life and the Athletics Diversity and Inclusion Council, as well as support services, such as mental health counseling.

- Consider professionalizing the Faculty Athletics Representative (FAR) position and/or office to include:
    - Making the FAR role part of an employee's professional responsibilities and duties.
    - Providing the FAR with support staff and/or other resources
    - Instituting the FAR as a form of exogenous oversight ensuring fairness and appropriateness of grievance reporting and/or investigation(s).

- Develop and articulate an external accountability system that not only contributes to the implementation of recommendations in a timely manner, but also ensures annual oversight of continuing efforts.

4. American Athletic Conference: The ICA Culture Model's *external environment* identifies the impact of these exogenous agents on athletic department cultures. Since conference affiliation would be a major external environment actor, these recommendations are provided, as a courtesy, to our American Athletic Conference partners and were part of our internal research and auditing processes. That is, we recommend the AAC:

- Review, update and centralize the policy on coaching misconduct within the AAC Policy Manual
- Add statement about student-athlete welfare to official manuals, promotional materials, and/or other forms of communications.

<u>Implementation Matrix</u>

To further support and guide the work of the next task force an Implementation Matrix was created by the APC task force. The Implementation Matrix is a tiered approach that assigns an

implementation rating (1-3, easiest to most difficult) and includes a brief analysis/comment of resources needed for implementation. Additionally, implementation timelines are provided in order to defined parameters and time boundaries for achieving the goals, i.e., recommendations. The color-coding system identifies priorities that can be completed in 2021, 2022, and 2023.

The inclusion of implementation ratings, resources needed, and projected timelines is simply to assist with the division of labor and appropriate goal-setting processes. Much of the work described within the matrix can be accomplished without the use of (m)any financial resources or costs incurred to the WSU Athletic Department or community; that is, the creation of efficient working groups that include both faculty and staff from the Athletic Department and larger WSU community facilitates the use of pooled resources, promotes transparency, and increases the number of intellectual and productive collisions.

Recommendation analytics: 25 multifaceted recommendations

- Almost 70% of the recommendations (17/25) are rated at a 1 (easiest to implement) and could be implemented within 2021.
- Over 10% of the recommendations (3/25) are rated at a 3 (most difficult to implement)
- Most recommendations do not involve financial resources or costs.
- Intentional collaboration is the most recommended resource.

See Appendix 7 for a detailed discussion of the entire Implementation Matrix.

Conclusion

The purpose of the APC task force was to research, examine, and fulfill the multifaceted charge given to us by University and Athletic Department leadership. In order to complete our work, a team was formed that included voices and experiences from across our campus community. Task force members analyzed internal policies, practices, and procedures and compared those processes to AAC and NCAA peer institutions' policies, practices, and procedures and processed the information through Schroeder's (2010) ICA Culture Model ensuring that a strong theoretical rationale supported the applied recommendations provided. The task force met regularly, engaged with internal and external constituents, and sourced information from the Climate Study Survey to support the well-being of athletics staff and student-athletes. Finally, the APC task force conducted an analysis to better understand the complex system of policies, practices, protocols, and informal engagements, known collectively as organizational culture, to make meaningful and robust recommendations aimed at supporting and producing organizational change.

The recommendations provided within this report are not only numerous, but complex in nature. Recommendations were distilled into major categories centered on internal organizational reporting systems and procedures, policies and statements, and marshalling, connecting with, or identifying additional resources, trainings, and organizational best-practices.[2] All of these categories were loosely and briefly connected to the overarching framework of the ICA Culture Model, which guided the examination.

[2] The task force did generate some external recommendations that we hope can be useful to our athletic conference moving forward.

It is the belief of this task force that complex issues, such as understanding, addressing, and evolving organizational cultures, require nuanced and complex solutions addressing both the anticipated and unanticipated consequences of actions and change. To ensure that the recommendations are supported and implemented moving forward, the APC task force developed a guide known as an Implementation Matrix. This matrix, along with the other examples of language, policies, statements, and processes outlined in previously mentioned RQ-specific appendices, serves as an accountability system for the entire WSU community, including the Athletic Department.

In closing, organizations are extraordinarily complex entities with complex systems, interactions, and relationships. Similarly, organizational dysfunctions are oftentimes the domain of systemic failures where individual scapegoating rarely addresses underlying issues (Vaughan, 1996, 1998, 2007). As a result, the evolution of the organizational culture in the WSU Athletic Department is not purely an Athletic Department issue; rather, it is the domain of the entire WSU community. The recommendations should be supported and executed by units and individuals from across the WSU campus community. To insinuate that "they" (i.e., the Athletic Department) need to address issues of organizational culture by themselves is to perpetuate the dichotomous notion that intercollegiate athletic exists—physically, socially, and philosophically—outside of our higher education institution and community.

The work over the next three years proposed in this document can only be accomplished by employing the "we" mentality that integrates all aspects of our holistic community and its vast resources. The "we" mentality requires non-Athletic Department personnel, however, to embark upon a similar journey of learning, self-reflection, humility, partnership-building, and the realization that each unit within our higher education community has unique views, demands, purposes, experiences, reservoirs of knowledge, and day-to-day practices that we employ to complete our work.

We want to thank the WSU Athletic Department staff and student-athletes for their participation and openness during this review. We also extend our gratitude the individuals that took the time to represent an important stakeholder group in our meetings, including members of the President's Diversity Council, Student Government Association, Student-Athlete Advisory Committee, and the Culture and Character Committee. For those interested in the APC task force's preplanning document and preparatory materials, then please see Appendix 8 for the APC Playbook that served as the starting point and guide for our work.

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APPENDICES

Appendix 1
APC task force meeting minutes

Meeting Minutes: Please click on the following date to be redirected to the appropriate set of meeting minutes. Meeting minutes can be downloaded using the following individual links. Note: all meeting minutes were approved by APC group members before APC meetings using official procedures.

APC task force webpage may be located HERE.

December 11, 2020
December 17, 2020

January 8, 2021
January 15, 2021
January 22, 2021
January 29, 2021

February 5, 2021
February 12, 2021—no meeting
February 19, 2021
February 26, 2021

March 5, 2021

Appendix 2a
American Athletic Conference (AAC) Institutions

NOTE: The following list was developed using the NCAA's official listing for the AAC, which can be accessed HERE.

Institution	State	Type
[1]**East Carolina University**	**NC**	**Public**
[1]**Southern Methodist University**	**TX**	**Private**
Temple University	PA	Private
[1]**The University of Tulsa**	**OK**	**Private**
Tulane University	LA	Private
U.S. Naval Academy (in football only)	MD	NA
[1]**University of Central Florida**	**FL**	**Public**
University of Cincinnati	OH	Private
University of Houston	TX	Private
University of Memphis	TN	Private
University of South Florida	FL	Public

[1] Bolded schools/institutions were specifically benchmarked in report.

Relevant Polices are as follows:

1) University of Tulsa

a. Sexual harassment
- https://utulsa.edu/student-affairs/policy-on-sexual-misconduct/
- https://utulsa.edu/title-ix/title-ix-policy/
- https://utulsa.edu/student-affairs/policy-on-sexual-misconduct/

b. Prohibition of retaliation (or similar)
- https://utulsa.edu/student-affairs/policy-on-sexual-misconduct/

c. Reporting of sexual abuse
- https://utulsa.edu/student-affairs/policy-on-sexual-misconduct/
- https://utulsa.edu/sexual-violence-prevention-education/resources/

d. Prohibition of discrimination and/or discrimination procedures
- https://accessibility.utulsa.edu/forms-guidelines-policies/student-rights-responsibilities/
- https://utulsa.edu/non-discrimination-policy/
- https://utulsa.edu/diversity/respect-for-religious-diversity/

e. Any policy on physical, verbal, or mental/emotional abuse
- https://utulsa.edu/student-affairs/policy-on-sexual-misconduct/

f. Any policy or statement on corrective actions, remediation, or anti-racism

g. any other important hyperlinks regarding policies, investigative procedures, etc.
- https://utulsa.edu/student-affairs/student-code-of-conduct/#student-conduct-process-visual-flowchart

- https://utulsa.edu/student-affairs/student-code-of-conduct/#complaint-intake-and-investigatory-process
- https://utulsa.edu/student-affairs/student-code-of-conduct/#university-student-conduct-board-uscb

2) Southern Methodist University

a. Sexual harassment
- https://www.smu.edu/Policy/3-Access-and-Equity/3-3-Title-IX-Harassment

b. Prohibition of retaliation (or similar)
- https://www.smu.edu/Policy/1-Institutional-Affairs/1-12-Protection-of-Whistleblowers-No-Retaliation

c. Reporting of sexual abuse
- https://www.smu.edu/Policy/7-Human-Resources/7-26-Duty-to-Report-Suspected-Child-Abuse-and-Mandatory-Training-and-Examination
- https://www.smu.edu/Policy/3-Access-and-Equity/3-3-Title-IX-Harassment

d. Prohibition of discrimination and/or discrimination procedures
- https://www.smu.edu/Policy/3-Access-and-Equity/3-1-Nondiscrimination-Affirmative-Action-and-Equal-Opportunity
- https://www.smu.edu/Policy/3-Access-and-Equity/3-2-Needs-of-Persons-with-Disabilities

e. Any policy on physical, verbal, or mental/emotional abuse
- https://www.smu.edu/Policy/9-Police-and-Public-Safety/9-8-Violence-on-Campus-and-Threat-Assessment

f. Any policy or statement on corrective actions, remediation, or anti-racism
- https://www.smu.edu/Policy/7-Human-Resources/7-25-Grievances-and-Appeals-of-University-Employment-Actions

g. any other important hyperlinks regarding policies, investigative procedures, etc.

3) University of Central Florida

a. Sexual harassment
- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A17%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C242%2C0%5D
- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A24%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C434%2C0%5D

b. Prohibition of retaliation (or similar)
- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A28%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C519%2C0%5D

c. Reporting of sexual abuse
- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A33%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C650%2C0%5D

- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A40%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C196%2C0%5D

d. Prohibition of discrimination and/or discrimination procedures

- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A15%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C228%2C0%5D
- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A17%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C523%2C0%5D

e. Any policy on physical, verbal, or mental/emotional abuse

- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A24%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C90%2C0%5D
- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A26%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C151%2C0%5D

f. Any policy or statement on corrective actions, remediation, or anti-racism

- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A62%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C551%2C0%5D
- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A48%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C431%2C0%5D

g. any other important hyperlinks regarding policies, investigative procedures, etc.

- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A59%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C340%2C0%5D
- https://policies.ucf.edu/documents/2-004.pdf#%5B%7B%22num%22%3A62%2C%22gen%22%3A0%7D%2C%7B%22name%22%3A%22XYZ%22%7D%2C70%2C706%2C0%5D

4) East Carolina University

a. Sexual harassment

- http://ecu.edu/prr/06/40/03
- https://www.ecu.edu/prr/06/40/04

b. Prohibition of retaliation (or similar)

- https://www.ecu.edu/prr/06/40/04

c. Reporting of sexual abuse

- https://www.ecu.edu/prr/06/40/04

d. Prohibition of discrimination and/or discrimination procedures

- https://www.ecu.edu/prr/05/25/02
- http://www.ecu.edu/prr/06/35/03

e. Any policy on physical, verbal, or mental/emotional abuse

- http://ecu.edu/prr/06/40/03

- https://www.ecu.edu/prr/06/40/05

f. Any policy or statement on corrective actions, remediation, or anti-racism

- http://www.ecu.edu/prr/06/40/03
- https://www.ecu.edu/prr/11/30/01

g. any other important hyperlinks regarding policies, investigative procedures, etc.

- https://www.ecu.edu/prr/01/15/12
- http://www.ecu.edu/cs-acad/fsonline/customcf/currentfacultymanual/part12section4.pdf
- http://www.ecu.edu/prr/11/35/01

5) Wichita State University

a. Sexual harassment

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159832
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159837
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159839

b. Prohibition of retaliation (or similar)

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159841

c. Reporting of sexual abuse

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159833
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159838

d. Prohibition of discrimination and/or discrimination procedures

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159828
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159829
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159830

e. Any policy on physical, verbal, or mental/emotional abuse

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159834
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159835
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159836

f. Any policy or statement on corrective actions, remediation, or anti-racism

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159890
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159900
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159901

g. any other important hyperlinks regarding policies, investigative procedures, etc.

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159840
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159848
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159856
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159862
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159825

Appendix 2b
NCAA Division I (non-football) Athletic Departments at Public Institutions

NOTE: The following list was developed using the NCAA's Division I school database, which can be accessed HERE.

Institution	State
Binghamton University	NY
California State University- Bakersfield	CA
California State University- Fullerton	CA
California State University- Northridge	CA
Chicago State University	IL
Cleveland State University	OH
College of Charleston	SC
Coppin State University	MD
Florida Gulf Coast University	FL
George Mason University	VA
Indiana University, Pursue University- Indianapolis	IN
Long Beach State University	CA
Longwood University	VA
New Jersey Institute of Technology	NJ
Northern Kentucky University	KY
Oakland University	MI
Purdue University- Fort Wayne	IN
Radford University	VA
[1]Southern Illinois University- Edwardsville	**IL**
Texas A&M- Corpus Christi	TX
The University of North Carolina- Greensboro	NC
The University of Texas- Rio Grande Valley	TX
[1]University of Arkansas- Little Rock	**AR**
University of California- Irvine	CA
University of California- Riverside	CA
University of California- Santa Barbara	CA
University of Illinois at Chicago	IL
University of Maryland Eastern Shore	MD
University of Maryland- Baltimore County	MD
University of Massachusetts Lowell	MA
University of Missouri- Kansas City	MO
[1]University of Nebraska- Omaha	**NE**
University of New Orleans	LA
University of North Carolina- Asheville	NC
University of North Carolina-Wilmington	NC
University of North Florida	FL
University of South Carolina- Upstate	SC
[1]University of Texas at Arlington	**TX**

University of Vermont	VT
University of Wisconsin- Green Bay	WI
University of Wisconsin- Milwaukee	WI
Utah Valley State University	UT
Virginia Commonwealth University	VA
Winthrop University	SC
Wright State University	OH
TOTAL	**N=45**

[1] Bolded schools/institutions were specifically benchmarked in report.

Relevant Polices are as follows:

1) Southern Illinois University- Edwardsville

a. Sexual harassment
- https://www.siue.edu/policies/2c5.shtml
- https://www.siue.edu/policies/2c9.shtml

b. Prohibition of retaliation (or similar)
- **(Included in the above link)**

c. Reporting of sexual abuse
- https://www.siue.edu/policies/2c13.shtml#reporting

d. Prohibition of discrimination and/or discrimination procedures
- https://www.siue.edu/policies/2c7.shtml
- https://www.siue.edu/policies/2c8.shtml

e. Any policy on physical, verbal, or mental/emotional abuse
- https://www.siue.edu/policies/2c6.shtml

f. Any policy or statement on corrective actions, remediation, or anti-racism

g. any other important hyperlinks regarding policies, investigative procedures, etc.
- https://www.siue.edu/policies/3c3.shtml

2) University of Arkansas- Little Rock

a. Sexual harassment
- https://vcfa.uark.edu/fayetteville-policies-procedures/oeoc/4181.php

b. Prohibition of retaliation (or similar)
- **(Included in the above link)**

c. Reporting of sexual abuse
- https://vcfa.uark.edu/fayetteville-policies-procedures/oeoc/4181.php

d. Prohibition of discrimination and/or discrimination procedures
- https://vcfa.uark.edu/fayetteville-policies-procedures/oeoc/2141.php

e. Any policy on physical, verbal, or mental/emotional abuse

f. Any policy or statement on corrective actions, remediation, or anti-racism

g. any other important hyperlinks regarding policies, investigative procedures, etc.
- https://vcfa.uark.edu/fayetteville-policies-procedures/uapd/2192.php

3) University of Nebraska- Omaha

a. Sexual harassment
- https://www.unomaha.edu/office-of-equity-access-and-diversity/_docs/university-of-nebraska-sexual-misconduct-policy.pdf

b. Prohibition of retaliation (or similar) **(Included in the above link)**

c. Reporting of sexual abuse
- https://nebraska.edu/-/media/unca/docs/offices-and-policies/policies/executive-memorandum/procedures-for-sexual-misconduct-reports-against-students.pdf
- https://nebraska.edu/-/media/unca/docs/offices-and-policies/policies/executive-memorandum/procedures-for-sexual-misconduct-reports-against-employees.pdf

d. Prohibition of discrimination and/or discrimination procedures
- https://www.unomaha.edu/office-of-equity-access-and-diversity/_docs/grievance-procedure.pdf

e. Any policy on physical, verbal, or mental/emotional abuse

f. Any policy or statement on corrective actions, remediation, or anti-racism

g. any other important hyperlinks regarding policies, investigative procedures, etc.
- https://www.unomaha.edu/office-of-equity-access-and-diversity/_docs/title-ix-covid-19.pdf

4) University of Texas at Arlington

a. Sexual harassment
- https://secure.compliancebridge.com/utaprod/utaportal/index.php?fuseaction=app.download&policyID=1417&descriptor=header1

b. Prohibition of retaliation (or similar)
- **(Included in the link above)**

c. Reporting of sexual abuse
- https://secure.compliancebridge.com/utaprod/utaportal/index.php?fuseaction=app.download&policyID=1417&descriptor=header1

d. Prohibition of discrimination and/or discrimination procedures
- https://secure.compliancebridge.com/utaprod/utaportal/index.php?fuseaction=app.download&policyID=1316&descriptor=header1
- https://secure.compliancebridge.com/utaprod/utaportal/index.php?fuseaction=app.download&policyID=1318&descriptor=header1
- https://cm.maxient.com/reportingform.php?UnivofTexasArlington&layout_id=40

e. Any policy on physical, verbal, or mental/emotional abuse

f. Any policy or statement on corrective actions, remediation, or anti-racism

g. any other important hyperlinks regarding policies, investigative procedures, etc.
- https://cdn.web.uta.edu/-/media/project/website/eos-and-title-ix/eos-forms-and-documents/eos-flowchart-draft.ashx?revision=dfb93cfa-1072-4fb5-bbe3-629a92ad6cf8

5) Wichita State University

a. Sexual harassment
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159832
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159837

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159839

b. Prohibition of retaliation (or similar)

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159841

c. Reporting of sexual abuse

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159833
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159838

d. Prohibition of discrimination and/or discrimination procedures

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159828
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159829
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159830

e. Any policy on physical, verbal, or mental/emotional abuse

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159834
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159835
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159836

f. Any policy or statement on corrective actions, remediation, or anti-racism

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159890
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159900
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159901

g. any other important hyperlinks regarding policies, investigative procedures, etc.

- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159840
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159848
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159856
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159862
- https://www.wichita.edu/about/policy/ch_03/ch3_06.php#_Toc48159825

Appendix 3:
RQ 1 findings and recommendations

RQ1

Overview: Review existing ICAA policies, procedures, and practices governing the reporting, investigation, and response to allegations of coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations (e.g., NCAA or AAC), and identify strengths and gaps in how these policies, procedures, and practices ensure the Athletics Department identifies, investigates, and responds to such concerns. **Data:** WSU and ICAA policies and procedures; WSU student-athlete handbook; Goschockers.com information; and as may arise.
Breaking this RQ down into component parts, this RQ asks you to examine: **Reporting** policies, procedures, and practices regarding coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations; and **Investigative** policies, procedures, and practices regarding coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations; and **Identify strengths** in the policies, procedures, and practices regarding coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations; **Identify gaps** in the policies, procedures, and practices regarding coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations

I. Findings:

A. AAC Policy Manual

1. *Code of Sportsmanship (pg. 34)* mentions misconduct including verbal misconduct, but appears to be written more for spectator issues
2. Code includes process, Commissioner's findings and report, appeal process, and suspension
3. No mention of student-athlete welfare

B. Wichita State Student-Athlete Manual

1. *Student-Athlete Misconduct Reporting (pg. 7)* includes duty to report, types of misconduct, suspension
2. *WSU Grievance Policy (pg. 43)* refers to acts committed by University faculty and staff. Assumption is ICAA employees (e.g. coaches) would also be included as it talks about a transfer release. Policy clearly lists procedure to be followed, although Student-athletes are unlikely to use or know definition of term to be able to look that up, if they were to use the manual. If they found it in the manual, they would be unlikely to follow the procedure as listed.
3. No mention of student-athlete welfare
4. Manual is discussed at orientation and team meetings. Previously printed and distributed, more recently placed online instead of hardcopy.
5. We know student-athletes are not likely to reference the Student-Athlete Manual when a concern arises.

C. **WSU-ICAA Manual**

1. *Whistleblower Policy (pg. 33)* addresses retaliation taken against someone who makes a report but does not include procedures for ICAA employees to report misconduct.
2. We know student-athletes are more likely to share information with someone they trust in the Athletic Dept. (e.g., Student Services staff). These individuals need guidance on when and how to report.

D. Other Trainings/Feedback Opportunities

1. *Program Survey* distributed each semester to collect feedback from student-athletes. We know students are not always being truthful on these surveys because they don't trust they are totally anonymous and don't want to get in trouble.
2. *Climate Survey* similar to the program survey, people don't trust the confidentiality of the survey. This could partially be because of the demographic questions asked.
3. *Sexual Harassment Training* is required each semester of all student-athletes and ICAA employees. It's sent to their student email so without being forced to take it in the lab, not all student-athletes will complete it.

II. Recommendations:

A. AAC Policy Manual

1. Coaching misconduct should be more clearly stated within the Code of Sportsmanship or elsewhere in the manual
2. Add statement about student-athlete welfare

B. Wichita State Student-Athlete Manual

1. Add statement about making a report to any ICAA staff
2. Add list of ICAA contacts and photos for reporting
3. Add list of additional resources

EXAMPLE:

Student-Athlete Grievances

Wichita State ICAA is fully committed to the health, safety and well-being of all student-athletes. If a student-athlete feels he or she has been subjected to improper treatment by a Wichita State employee or fellow student, he or she is encouraged to notify the appropriate individuals to address the issue.

The following procedure provides multiple avenues of reporting to encourage prompt, positive and equitable resolution of all grievances and ensure fair treatment for all involved parties The ICAA and University will make every effort to ensure that those named in a complaint, or too closely associated with those involved in the complaint, will not be part of the investigative team or efforts. The ICAA and University may utilize a neutral third-party investigator to respond to grievances or allegations of misconduct.

While this student-athlete grievance procedure is not intended to address all forms of misconduct (e.g. unlawful discrimination, harassment or retaliation under Title IX), this procedure provides additional resources that student-athletes may utilize to address such misconduct. It is the goal of the ICAA to clearly communicate to all student-athletes the various resources available within the ICAA and on campus to promptly address grievances or misconduct. Therefore, a student-athlete is encouraged to utilize any of the grievance procedures listed below.

- *The student-athlete may report a problem or grievance in a timely manner to the applicable sport administrator. The sport administrator will meet in person or otherwise communicate directly with the student-athlete to attempt to resolve the issue or grievance. Likewise, the student-athlete may report a problem or grievance to any other sport administrator or any member of the ICAA administration with whom the student-athlete feels comfortable.*
- *List of Sports Administrators (see below)*

Sport Administrator	*Sport*	*e-mail*	*phone*
Darron Boatright	*Men's Basketball* *Women's Basketball*	*dboatright@goshockers.com*	*316-295-6090*
Rege Klitzke	*Track & Field* *Cross Country*	*rklitzke@goshockers.com*	*316-806-5883*
Brad Pittman	*Baseball* *M & W Tennis*	*bpittman@goshockers.com*	*316-807-8831*
Alex Johnson	*Volleyball* *M & W Golf*	*ajohnson@goshockers.com*	*316-665-1298*
Korey Torgerson	*Softball*	*ktorgerson@goshockers.com*	*316-304-5368*

Additional Reporting and Support Resources

- *Student-athletes may, at any time, contact Faculty Athletics Representative Clay Stoldt (316-978-5441 or clay.stoldt@wichita.edu) for assistance with academic issues or issues of student-athlete welfare.*

C. WSU-ICAA Manual

1. Add procedures for reporting violations and misconduct
2. Add information on investigation procedures
3. Add statement about student-athlete welfare (stand-alone and/or in mission statement)

EXAMPLE(S):

Student-Athlete Welfare

Staff members should consistently monitor and evaluate the well-being of all student-athletes. Regarding any issues related to student-athlete welfare, staff members are encouraged to refer student-athletes to support services provided through the department and through the University's Care Team. Not only is it the responsibility of each staff member to maintain consistent and fair treatment of all student-athletes, but it also is expected that staff members consistently maintain this level of treatment when interacting with all University students and personnel. As part of the annual performance evaluation, staff members will be expected to demonstrate how the physical, emotional and social welfare of student-athletes is being taken into account in her/his daily work.

Reporting & Investigation of Potential Violations

All staff members are to uphold the principle of institutional control of, and responsibility for, all intercollegiate sports in conformity with applicable rules and regulations. Violations of University, WSU-ICAA, American Athletic Conference or NCAA rules and regulations can result in sanctions against individuals, as well as the University. Therefore, every effort must be made to ensure that all student-athletes and staff adhere to all pertinent rules and regulations.

It is the duty of every University student or employee to immediately report any alleged or suspected violations of American Athletic Conference or NCAA rules to the Associate AD for Compliance. If the Associate AD for Compliance is not available, violations should be reported to the Faculty Athletics Representative or to the Director of Intercollegiate Athletics.

By definition, a secondary violation is one that provides only a limited recruiting or competitive advantage and is isolated or inadvertent in nature. Most secondary violation cases are self-reported. When information is developed concerning a potential secondary violation, the Associate AD for Compliance will investigate the suspected violation and confer with the Director of Athletics to determine if a violation did in fact occur, and if so, to what extent. A letter of self-report, containing the relevant information as compiled by the Associate AD for Compliance, will then be forwarded to the American Athletic Conference office. The report should include the following information:

- *The date and location of the violation;*
- *A description of the violation, including citation of any applicable rules;*
- *The identity of the staff members, prospective and enrolled student-athletes, and other individuals involved in the violation;*
- *The reason(s) the violation occurred;*
- *The means by which the institution became aware of the violation;*
- *A list of corrective and disciplinary actions taken by the institution and conference (if any);*
- *The institution's position regarding the information; note that if an institution disagrees that the facts result in a violation, the stipulated facts would first be referred to the NCAA legislative services staff for a determination of the application of NCAA legislation; and*
- *Any other information that should be considered in reviewing the case, which will be forwarded to the NCAA office. Copies of the letter of self-report also will be sent to the Head Coach of the involved sport, the Director of Athletics, the University President and the American Athletic Conference Commissioner.*

If the University does not agree with the findings of the NCAA concerning the alleged violation, the institution, per NCAA Division II Bylaw 19.7.1, does have an opportunity to appeal the decision to the full Committee of Infractions. This appeal may occur through written correspondence or through an appearance before the committee. In the case of a major violation, outside legal counsel may be secured. The investigation will be conducted by individuals who are not employed by the WSU Athletic Department. The findings of the investigation will be reported directly to the University President's Office, which will forward the results to the Associate AD for Compliance. When determining appropriate corrective and disciplinary actions, the Associate AD for Compliance will utilize resources available through the American Athletic Conference. A letter of self-report will then be submitted to the NCAA through the American Athletic Conference office.

D. Other Trainings/Feedback Opportunities

1. Find a way to make the program survey feel more anonymous, while still getting everyone to complete it, so that student-athletes can feel safe being honest on the survey.
2. ICAA staff training for reporting procedures.

Appendix 4:
RQ 2.1 findings and recommendations

Overview: Review relevant ICAA policies and procedures (RQ #1) and: (1) Compare those to the policies, procedures, and practices of other comparable D-1 AAC and non-AAC schools (i.e., does not have a football program, size of school, etc.) (2) and identify strengths and areas for improvement and make recommendations for any changes. **Charge/ Data:** ICAA policies and procedures policies and procedures from other Division I (non-conference) schools; policies and procedures from Conference schools including Athletic department policy and procedure manuals of IUPUI and Albany. Additionally, through a focused review it should be noted that the Research Questions and charges of each group have several overlapping findings, results, and recommendations. This includes the reporting policies, procedures, and practices regarding coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations; and WSU investigative policies, procedures, and practices regarding coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations need to be centralized and updated. RQ 2.1 has identified strengths in the policies, procedures, and practices regarding coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations. RQ 2.1 has identified gaps in the policies, procedures, and practices regarding coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations. Reviewing the focus of RQ 2.1 the RQ has been divided into sections that focus on the charge using data from various resources.

I. Findings:

A. Compare WSU's policies and procedures to the policies, procedures, and practices of other comparable D-1 AAC schools

1. Identify strengths.
    i. NCAA: policies are consistently updated; many schools look to the NCAA for policy guidance.
    ii. Policy provides protections for Whistleblowers.
    iii. AAC Policies regarding reporting is provided.
    iv. AAC policies against retaliation.

II. Questions and/or recommendations:

A. Identify areas for improvement (weaknesses).

1. AAC: The AAC policy manual doesn't specify clearly and/or outline policies that focus on head coach-student-athlete relationships. This includes:
2. Doesn't specify the coach's responsibility as well as isn't specific on the role and responsibilities of supporting staff (i.e., assistant coaches, managers, trainers, etc.)
3. Head coach's responsibilities should be outlined and made clearer.
4. Support staff roles and responsibilities should be determined and specified.
5. Clearer reporting guidelines
6. Ethical behavior is not clear both in definition and reporting.

B. Recommendations for any changes?

1. Recommendations: It is important that the AAC manual provide a clear and specified outline of the head coaches responsibilities as well as the coaching staff and support staff.
2. A clear and specified outline of reporting guidelines including steps, procedures, and the role of each identified person involved (stated in the reporting guidelines).
3. Provide a clearer and specified definition of retaliation and guidelines on prevention.
4. Provide a clearer and specified definition ethical behavior, inappropriate and aggressive behavior.

III. RQ 2.1 Recommendations:

A. The AAC Policy Manual should review, update and centralized the policy on coaching misconduct.
B. Coaching misconduct should be clearly defined and stated both in the "Code of Sportsmanship" and the "WSU's policies and procedures manual" including Athletic department policy and procedure manuals.

1. (There appears to be a gap in terms of when a report is made and when when/if it resolved. Who do your report to, how soon, who is next, what is the resolution timeline? NCAA has level-1, level-2, level-3 issues, etc. Perhaps adopting this type of structure could be beneficial for managing the reporting system and expectations?)("Who reports to whom?")(Similar to the academic misconduct visualization?)

C. A clear and defined statement about student-athlete welfare should be address and added. The Wichita State Student-Athlete Manual should be updated to reflect the findings and recommendations of the task force.
D. It is recommended that a list of additional resources be updated and provided for coaches, supporting staff members and student-athletes.
E. A clear and defined policy addressing Student-Athlete Grievances. Including but not limited to: Reporting procedures; Reporting timeline(s); Reporting personnel (who reports to who)
F. There must be a clear and defined Whistleblower Policy. This policy should also define protecting the reporting Individual(s) who make a good faith report (as defined below) from retaliatory academic or employment action including discharge, reassignment, demotion, suspension, harassment, or other discrimination.

1. (IUPUI has a strong policy in place that we might be able to adopt.)

G. There should also be a clear and defined statement on "A Good Faith Report of Wrongful Conduct" for responding to complaints of reprisal or retaliation against any Individual making a report.

1. Any procedure and/or guidelines should be detailed and centralized. These procedures should be published in University and campus handbooks, as well as on applicable websites. (IUPUI has a strong policy in place that we might be able to adopt.)

H. A Conduct of Personnel statement should be clearly defined and stated that all coaches and staff are also expected to abide by the policies and procedures described in the University Handbook as well as Athletic policies and procedures.

1. The statement should include that "All coaches and staff are also expected to abide by the policies and procedures as well as all policies and procedures outlined by the University and athletic manuals. (Policy could address interpersonal relationships and interactions. Outline a code that differentiates what is negative and what is acceptable behavior, language.)

I. Ethical Conduct should be reviewed, updated, and clearly stated, and defined that all individuals employed by or associated with WSU Athletics are expected to abide by all ethical policies and procedures as outlined by the University and WSU Athletics. (Avoid ambiguity, clearly stated.)

Appendix 5:
RQ 2.2 findings and recommendations

Overview: Review existing ICAA policies, procedures, and practices (RQ#1) and (1) Compare those to the policies, procedures and practices of other comparable D-1 AAC and non-AAC schools (i.e., does not have a football program, size of school, etc.) (2) and identify strengths and areas for improvement and make recommendations for any changes. **Data:** Policies and procedures from other Division 1 (non-conference) schools. (University of Texas – Arlington; University of Nebraska – Omaha; Southern Illinois University – Edwardsville; University of Arkansas – Little Rock; Kansas University; Kansas State University; Creighton University). Compared WSU's policies and procedures to the policies, procedures and practices of other comparable D-1 NCAA schools in order to: Identify strengths; Identify areas for improvement; and recommendations for any changes?

I. Findings

A. Wichita State Student-Athlete Handbook

1. Comprehensive Misconduct Reporting and Determination of Suspension Policy and Protocol.
    i. Strengths:
    - Indicates who is responsible to report, the reporting structure, and process for determining athletic status on a team based on WSU Student Code of Conduct violations.
    - Athletics Privileges Committee comprised of Athletic Director or designee, Faculty Athletic Representative, and one individual designated by the Office of the President.
        - In theory this is good to have outside of athletics representation on the committee determining the status of a student-athlete when a situation rises to the level of serious misconduct/policy violation.

    ii. Areas for Improvement:
    - Reporting structure includes Athletic Director or SWA/ Sr. Associate Athletic Director and Maxient Report.
        - We believe an individual outside of athletics should also be a person that can receive reports.
    - Communication of the policy on a yearly basis and incorporate reminders or an easy to access hand-out that outlines the reporting requirement, resources, and process.
        - Communication of the policy on a yearly basis is written in the policy however is not practiced.

2. Reporting Options
    i. Strengths:
    - Comprehensive list of options for reporting, confidential & not, explains Mandatory Reporter
        - CAPS, Student Health, Athletic Training, WSUPD, OIEC
    - Specific Contact Information for Christine Taylor, Sara Zafar, Becky Endicott

ii. Areas for Improvement:

- Section identified as "Reporting Options" only in reference to Sexual Harassment, Discrimination and Retaliation for Employees, Students and Visitors" section.
  - This appears as if you can only use these reporting resources in cases of Sexual Harassment, Discrimination, Retaliation.
- Reporting Options should be a separate section, not embedded within a policy.

3. Grievance Policy

i. Areas for Improvement:

- Process indicates "filling out a form found at the end of the policy" to initiate the grievance process. No form is at the end of the policy.
- Unclear who should receive the grievance or where it should be "filed."
- Is having student-athletes as members of the appeals committee best practice?
- Grievance should be initiated within 15 days (about 2 weeks) after the event occurs.
  - Is this time-frame realistic and does it give the student-athlete enough time to process the event/issue that occurred and formulate a response that includes filing a grievance?

B. Other College Student-Athlete Handbooks/Manuals

1. Each institutions' Student-Athlete Handbook/Manual is unique.

i. Lengthy, but clearly identified sections, easy to navigate.

ii. Student-Athlete Code of Conduct

iii. While all handbooks discussed abiding by the University Conduct Policy, most handbooks focused on and highlighted the Student-Athlete Code of Conduct. Expectations in the Student-Athlete Code of Conduct included things like:

- Behavior - prohibiting behaviors that would bring a negative light to the person, team, or university.
- Attendance/Punctuality
- Compliance with NCAA, Conference, School, Team policies
- Drugs & Alcohol
- Team Travel
- Physical Conditioning
- Academics
- Communication
  - Some schools included brief, bulleted summaries of student-athlete expectations that student-athletes have to sign each year.
    - This bulleted summary is also provided with the financial aid agreements that are sent to prospective and returning student-athletes.
- Reporting
  - Almost all featured an exclusive section within the manual about who, how, and when to report.

- Some processes include an internal reporting structure which must be followed before going external.
- Some identify internal and external reporting options.
- Almost all identified Faculty Athletic Representative as a reporting option.

C. Athletic Department Employee Manuals

- Unable to gather this information from these schools at this time.

II. Recommendations

A. Establish specific internal and external individuals as options for reporting.
   1. The Faculty Athletic Representative should be a reporting option.
   2. Communicate these options by:
      i. A clearly identified section in the Student-Athlete Handbook.
      ii. A clearly identified section in the Employee Manual.
      iii. Ongoing reminders 2-3 times per year to both Student-Athlete and Employees.
      iv. Handout

B. Establish a tracking system for complaints/issues that have been reported. This system should be able to identify where the complaint/issue is in the resolution process.

C. Evaluate the Athletic Department organizational structure to ensure it is set up to successfully elevate issues/concerns to the "right people."
   1. Consider adding staff to ensure compliance, communication, follow up, and resolutions are accomplished.

D. Establish an Employee Manual that clearly defines:
   1. Reporting Expectations – who is required to report, what to report, how to report.
   2. Process for how reports are handled.
   3. Behavior and conduct expectations for staff and coaches.

E. Conduct annual performance reviews of all employees.

F. Educate employees on documentation expectations and best practices.

G. Create an athletic department staff member onboarding process which explains policies, expectations, and options for reporting.

H. Update Grievance Policy:
   1. Expand time student-athlete has to file grievance
   2. Clarify how a student-athlete initiates the process
   3. Review the participation of student-athletes on the committee.

Appendix 6
Climate Survey Results:
Athletics staff and student-athletes

Athletics Staff:

NOTE: The following data were drawn from the commissioned Climate Study Survey, which was comprised of an interdisciplinary working group selected to collaborate with the Office of Diversity and Inclusion and the WSU Athletic Department. The following highlights impactful demographic and climate data self-reported by Athletics Staff in Fall 2020. Not all data sum to 100% and should be interpreted as univariate descriptors providing general perceptions of organizational climate and culture. Response rate, generally, for Athletics Staff was 90% (n=90) but varies based upon survey question, item, or attribute. Percentages, when appropriate, are given to provide additional description; but, in other cases a discussion or identification of survey questions, items, or attributes is provided ensuring confidentiality of responses.

Demographics:

- **Gender**: 54.4% vs. 38.9% (male/female)
- **Race**: 67.8% (white), 10% (Black or African American), 4.4% (multiracial), 3.3% (international), and 1% (American Indian or Alaskan Native, Asian, and Hispanic, Latino/a, Chicano/a)
- **National Origin**: 71.1% vs 15.6% (United States/international)
- **Sexual Orientation**: 82.2% vs 10% (Straight/not straight).
- **Primary employment**:
    - I work primarily with a sports program: 48.8%
    - Remaining aggregate categories: 51.2%
        - Senior Administration
        - Athletic Training
        - Business Office
        - Facilities and Operations
        - Development/SASO
        - Strategic Comm and Marketing
        - Strength and Conditioning
        - Student Services
- **Position** within Athletic Department:
    - Full-time, athletics staff member: 47.8%
    - Full-time, coaching position: 28.9%
    - Grad/UG student worker or other: 18.9%
- Robust **survey participation** with responses representing staff from all sports programs and almost all administrative offices/units (e.g., senior administration, business office, student services, etc.) within the athletic department as listed on the athletic department's website.

Regarding Personal Experiences:

- **Over 11%** of staff personally experienced offensive, hostile, or intimidating conduct impacting their ability to work effectively at their job or to perform their professional duties. When asked what they believe this conduct was based upon, the top responses were as follows:
    - Sexual orientation
    - Job performance
    - Socioeconomic class

- **Verbal derogatory remarks** or **exclusion** were the top ways respondents experienced this conduct.

- Conduct occurred primarily in their **personal workspaces**, within **other offices in the Athletic Department**, or **within coaches' office(s).**

- Primary sources of conduct included: **a coach, supervisor, colleague, athletic director, and/or faculty member(s)**.

- Upon experiencing this conduct, top responses included:
    - *I considered leaving the Athletic Department.*
    - *I considered leaving the college/university.*
    - *I avoided the harasser.*
    - *I didn't report it for fear of negative consequences/retaliation.*

- **60%** of those self-reporting offensive, hostile, or intimidating conduct did not talk to an athletic administrator or coach about their experience.

Regarding Student-Athletes:

- **Almost 19% of staff** self-reported a student-athlete told them they experienced offensive, hostile, or intimidating conduct. In response to that disclosure, these were the most self-reported actions:
    - *I asked the person who appeared to be the target of the behavior if they needed help.*
    - *I told someone in a position of authority about the situation.*

Regarding other athletics staff members/colleagues:

- **25%** reported another staff member told them they have experienced offensive, hostile, or intimidating conduct. In response to that disclosure, these were the most self-reported actions:
    - *I asked the person who appeared to be the target of the behavior if they needed help.*
    - *I told someone in a position of authority about the situation.*

- Since January 2020, **34% of athletics staff members** completing the survey self-reported they *'seriously considered leaving WSU.'* Top responses/reasons regarding this self-report, include:
    - *I wanted to work somewhere else.*
    - *I didn't feel welcomed or supported at this school.*
    - *I struggled with mental health challenges.*

- **Over 54%** of respondents felt '*moderately,' 'slightly,'* or *'not at all'* **connected** to WSU Athletics.

- **Over 37%** of athletics staff reported observing offensive, hostile, or intimidating conduct that created difficult working environments for staff.

- **Over 47%** of athletics staff reported observing offensive, hostile, or intimidating conduct that created difficult environments for student-athletes, ether in their sport or in academics.

Table 1. Percent (%) of sample respondents (n=90) that reported hearing WSU student-athletes or WSU coaches, athletic department administrator, or staff members making offensive or insensitive remarks about specific groups of people.

Making offensive or insensitive remarks about…	% Student-Athlete	% Coach, Athletic Dept Staff/Admin
Women	28.8	38.9
Veterans	1.1	1.1
Non-English speakers	17.8	16.7
Persons of particular socioeconomic backgrounds:	22.2	18.9
Persons of particular religious backgrounds:	17.8	12.2
Persons with disabilities:	7.8	4.4
Persons of particular racial/ethnic backgrounds:	26.7	33.3
Gay, lesbian, or bisexual persons:	26.7	30
Trans-identified or gender nonconforming persons:	14.4	14.4

Regarding leadership, diversity, and inclusion:

- The following indicates the percent of athletics staff that agreed or strongly agreed the following leadership positions '*visually demonstrated a fostering of diversity and inclusion*':
    - Athletic director: 52.2%
    - Other athletic administrators: 70%
    - Head coaches: 63.3%
    - Assistant coaches: 69.7%
    - Ath. trainers/medical staff: 67.8%
    - Academic advisors: 82.2%
    - Other staff and employees: 67.8%

Table 2. Percent (%) of sample respondents (n=90) rating both their team and the athletic department's climate in positive ways.

[1]Feels the team or athletic department is…	% positive in Unit/Team	% positive in Athletic Dept.
Respectful	90	73.3
Emotionally supportive	73.3	55.6
[Things are/were] Getting better…	76.7	52.2
Welcoming for/of….		
People who identify as LGBTQ+	81.1	76.7
People of color	86.7	75.6
People who identify as transgender	66.7	60
Various religions/faiths	84.4	77.8
International students	88.9	87.8
Persons with disabilities	86.7	81.1
Women	92.2	85.6
Veterans	92.2	85.6
Non-native English speakers	86.7	78.9
Persons of low(er) socioeconomic status or backgrounds	88.9	81.1

[1]=refers to dichotomous attributes, such as a team's climate being respectful…disrespectful; emotionally supportive…not emotionally supportive; welcoming for people of color…. not welcoming for people of color, etc.

Student-Athletes:

NOTE: The following data were drawn from the commissioned Climate Study Survey, which was an interdisciplinary working group selected to collaborate with the Office of Diversity and Inclusion and the WSU Athletic Department. The following highlights impactful demographic and climate data self-reported by student-athletes in Fall 2020. Not all data sum to 100% and should be interpreted as univariate descriptors providing perceptions of organizational climate and culture. Response rate, generally, for student-athletes was closer to 60% (n=149) and varies based upon survey question, item, or attribute. Percentages, when appropriate, are given to provide additional description; but, in other cases a discussion or identification of survey questions, items, or attributes is provided ensuring confidentiality of responses.

Demographics:

- **Gender**: 51% vs. 49% (female/male)
- **Race**: 68.5% (white), 14.7% (multiracial), 10.5% (Black or African American), 2.8% (international), 2.8% (Hispanic, Latino/a, Chicano/a), and 0.7% (Asian).
- **National Origin**: 91.3% vs 8.7% (United States/international)
- **Sexual Orientation**: 89.1% vs (10.9%) (straight/not straight)
- Financial Aid **Status**:
    - Full athletics scholarship: 26.2%
    - Partial athletics scholarship: 33.6%
    - Academics scholarship: 2%
    - Athletics and academics scholarship: 29.5%
    - No scholarship: 8.7%
- While there was survey participation representing all athletic department sport programs some programs had low participation rates. Results may not be representative of all programs and due to confidentiality, we cannot disclose those details.

Regarding Personal Experiences:

- **Almost 5%** of student-athletes personally experienced offensive, hostile, or intimidating conduct that interfered with their ability to compete in their sport or learning in the classroom. When asked what they believe this conduct was based upon, the top responses were as follows:
    - My racial or ethnic identity
    - My gender
    - My athletic performance
    - My athletic identity

- **Verbal derogatory remarks** or **felt coaches were playing favorites** being the top ways they experienced this conduct.

- Conduct occurred primarily in **practice**, **in a campus/faculty office**, or **in off-campus housing**.

- Primary sources of conduct included: **member of my team or another student-athlete at my institution, a coach at my institution, faculty member, and athletic department staff.**

- Upon experiencing this conduct, top responses included:
  - *I talked with an athletic administrator.*
  - *I told a friend/roommate.*
  - *I avoided the harasser.*
  - *I considered leaving the team.*

- After speaking to a supervisor or athletic administrator, top responses included:
  - *I felt my concern was fully heard.*
  - *I did not talk with an athletic administrator about my experience.*

- Since January of 2020, **19% of student-athletes** completing the survey self-reported they '*seriously considered leaving WSU.'* Top responses/reasons in regard to this self-report, include:
  - *I struggled with mental health challenges.*
  - *I wanted to transfer to another college/university or coach.*
  - *I didn't feel welcomed or supported by my school.*
  - *I didn't feel welcomed or supported within my team.*
  - *I didn't feel close to anyone at this school.*

- Over **39% of student-athletes** reported (rarely, sometimes, or often) **observing** offensive, hostile, or intimidating conduct that created difficult environments for other student-athletes, either in their sport or in academics.

Table 3. Percent (%) of respondents (*n=149) that reported hearing WSU student-athletes or WSU coaches, athletic department administrator, or staff members making offensive or insensitive remarks about specific groups of people.

Making offensive or insensitive remarks about…	% Student-Athlete	% Coach, Athletic Dept Staff/Admin
Women	41.5	11.4
Veterans	2.7	2
Non-English speakers	23.6	4.7
Persons of particular socioeconomic backgrounds	17.6	5.3
Persons of particular religious backgrounds	21.8	5.4
Persons with disabilities	14.3	4.1
Persons of particular racial/ethnic backgrounds	33.9	10.1
Gay, lesbian, or bisexual persons	37.4	4.7
Trans-identified or gender nonconforming persons	27.7	4.1

*= ranged between n=147 and n=149 on each question, pending responses.

Regarding leadership, diversity, and inclusion:

- Respondents noted the percent that agreed or strongly agreed the following leadership positions "visually demonstrated a fostering of diversity and inclusion":
  - Athletic director: 71.6%
  - Other athletic administrators: 76.1%
  - Head coaches: 85.2%
  - Assistant coaches: 89.9%
  - Ath. trainers/medical staff: 83.1%
  - Academic advisors: 86.6%
  - Other staff and employees: 65.1%

Table 4. Percent (%) of sample respondents (n=149) rating both their team and the athletic department's climate in positive ways.

[1]Feels the team or athletic department is…	% positive On Team	% positive in Athletic Dept.
Respectful	81.2	81.2
Emotionally supportive	79.2	76.5
[Things are/were] Getting better…	81.9	79.2
Welcoming for/of….		
People who identify as LGBTQ+	70.5	76.5
People of color	81.9	81.2
People who identify as transgender	67.8	71.8
Various religions/faiths	81.9	79.9
International students	87.2	87.2
Persons with disabilities	83.2	81.9
Women	86.6	81.2
Veterans	83.2	83.2
Non-native English speakers	85.2	85.2
Persons of low(er) socioeconomic status or backgrounds	82.6	83.2

[1]=refers to dichotomous attributes, such as respectful…. disrespectful; emotionally supportive…not emotionally supportive; welcoming for people of color…. not welcoming for people of color; etc.

Appendix 7
Implementation Matrix

The following matrix includes an implementation rating (1-3, easiest to most difficult), and a brief analysis of resources needed for implementation.

Recommendations were pooled together into four major categories—each with a series of recommendations. The four overarching categories were as follows:

- Reporting and procedures
- Policies and statements
- Additional resources, trainings, and/or organizational best-practices
- Recommendations for the American Athletic Conference.

Timeline(s): In order to provide structure and defined parameters for achieving the goals, i.e., recommendations, the following color-coding system is used:

- Rows shaded gray= within first year (2021)
- Rows shaded gold= within 2nd year (2022)
- Rows left white= within 3 years (2023)

The inclusion of implementation ratings, resources needed, and projected timelines is simply to assist with the division of labor and appropriate goal-setting processes. Much of the work described below can be accomplished without the use of any financial resources or costs incurred to the WSU Athletic Department or community; that is, the creation of efficient working groups that include both faculty and staff from the Athletic Department and larger WSU community facilitates the use of pooled resources, promotes transparency, and increases the number of intellectual and productive collisions.

Recommendation analytics: 23 multifaceted recommendations

- Almost 70% of the recommendations (16/23) are rated at a 1 (easiest to implement) and could be implemented within 2021.
- Over 8% of the recommendations (2/23) are rated at a 3 (most difficult to implement).
- Vast majority of recommendations do not involve financial resources or costs.
- Intentional collaboration is the most recommended resource.

APC Recommendation: Reporting and procedures	Implementation	Resources Needed
Within the WSU student-athlete manual/handbook: -Add statement about making a report to any ICAA staff -Add list of ICAA contacts and photos for reporting -A clear and defined policy addressing student-athlete grievances, including but not limited to: Reporting procedures; reporting timeline(s); and reporting personnel (who reports to who)	Total: 1 1 1 1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision.
Within the WSU-ICAA manual: -Add procedures for reporting violations and misconduct -Add information on investigation procedures	Total: 1 1 1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision.
Establish an official employee manual that clearly defines: -Reporting expectations – who is required to report, what to report, how to report. -Process for how reports are handled. -Behavior and conduct expectations for all athletics staff and coaches.	Total: 1 1 1 1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision. HR experts could assist in charting a pathway, if needed.
Establish specific internal and external individuals as options for reporting. -The Faculty Athletic Representative (FAR) should be a reporting option. -Communicate these options by: -A clearly identified section in the student-athlete manual/handbook. -A clearly identified section in the official employee manual. -Ongoing reminders (e.g., 2-3 times per year) to both student-athletes and employees.	Total: 1 1 1 1 1 1 1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision.

-Create and distribute/post visual handouts and graphics explain how to report, where to report, when to report, and what to report regarding grievances, (mis)conduct, or insensitivities.		
Consider adding a centralized system of reporting, evaluating, and investigating all complaints/issues, which includes the ability to anonymously report and track their grievance(s) throughout the entire process(es).	2	Achieving this recommendation involves two approaches: 1) purchasing a responsive and anonymous software program (e.g., Real Response), or 2) integrating WSU Report It into all processes, protocols, and materials. The "2" rating is due to the philosophical differences in the previously mentioned bullet points.
Develop a formalized and external network, i.e., external to the athletic department, of faculty and staff that can engage and support student-athletes in a variety of capacities.	2	Who oversees developing, convening, and monitoring this group? The dynamics of political power can impact this group's ability to both empower and include individuals or units within the network.

APC Recommendation: Policies and statements	Implementation	Resources Needed
Add a clear and defined statement about student-athlete welfare (stand-alone and/or within purpose statement).	1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision.
Add a clear and defined "Whistleblower Policy." This policy should also define protecting the reporting individual(s) who make a good faith report (as defined below) from retaliatory academic or employment action including discharge, reassignment, demotion, suspension, harassment, or other discrimination.	1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision.
Add a clear and defined statement on "A Good Faith Report of Wrongful Conduct" for responding to complaints of reprisal or retaliation against any individual making a report.	1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision.
Coaching misconduct should be clearly defined and stated both in the "Code of Sportsmanship" and the "WSU's policies and procedures manual," including athletic department policy and procedure manuals.	1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision.
A "Conduct of Personnel" statement should be clearly defined and stated that all coaches and staff are also expected to abide by the policies and procedures described in the University Handbook as well as athletic policies and procedures.	1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could

		create and execute once given the exact wording/ideas/vision.
Add a clear and defined "Ethical Conduct" policy or statement noting all individuals employed by, or associated with, WSU Athletics are expected to abide by all ethical policies and procedures as outlined by the University and WSU Athletics. The statement or policy should be equally applied to employees regardless of title, status, or rank, and reviewed and updated annually.	1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision.
Update and evaluate current "Grievance Policy." Consider the following: -Expanding the amount of time student-athletes have to file grievance(s) -Clarify how a student-athletes initiate any and all appropriate processes -Reviewing the participation, and inclusion of, student-athletes on the committee	Total: 1 1 1 1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision.

APC Recommendation: Additional resources, trainings, and/or organizational best-practices:	**Implementation**	**Resources Needed**
In regard to student-athletes, consider the following: -Add a comprehensive list of additional resources to the WSU Student-athlete manual/handbook. -Create survey protocols ensuring trust, anonymity, and honesty while ensuring mandatory participation. -Expanding, integrating, and/or systematizing holistic student-athlete developmental trainings. The outcomes assessment-oriented trainings should be focused on salient structural and interpersonal topics that are required for all student-athletes on all sports teams/programs. Topics should include: -appropriate reporting procedures/processes -microaggressions -leadership development -importance of social/personal identity & DEI (diversity, equity, and inclusion) -interpersonal skills: communication and conflict resolution -importance of addressing mental health issues without stigma	Total: 2 1 2 2	The most needed resources to successfully implement this recommendation involve a coordinated effort to systematize the holistic student-athlete training system. You need topics (who chooses the topics?); you need trainers (recommend using campus departments, units, or individual faculty); you need to expand the Shocker Life program (or similar) to house these additional programs. Tracking student-athlete participation, scheduling of programs, and day-to-day logistical management can be done by a graduate assistant. Consider partnering with an academic department/college to co-fund a position.
In regard to athletics staff (e.g., coaches, support staff, graduate assistants, etc.), develop and mandate a training program for all staff (including coaches, graduate assistants, office staff, athletic administrators, etc.) focused on salient structural and interpersonal topics. The training system should be outcomes-based and sustained as evaluation measures bring to light additional areas for improvement. Topics should include: -leadership development -professional dispositions -importance of social/personal identity & DEI (diversity, equity, and inclusion) -microaggressions	1	The university already has a robust set of trainings that benefit all personnel, including athletics staff. Would recommend all athletics staff, including coaches, complete the Diversity in Action training program. Program must be completed in one calendar year.

-interpersonal skills, such as communication and conflict resolution -appropriate reporting procedures/processes, including expectations for proper documentation, systematizing processes and protocols, and ever-evolving industry best-practices or systems.		
Develop a culture of professional development and education. This system can be flexible, with areas for development including new technical skills (e.g., learning new software programs), interpersonal skills (e.g., intergenerational mentoring), and/or securing additional educational credentials (e.g., certificates, graduate degrees, or badges). System should apply to all athletics staff, regardless of title or position. Individual development goals should be identified as part of the annual review process.	3	Needs to be a model that is not only instituted, but also role modeled by athletic department leadership. This philosophical shift is not an easy one because it mandates education and professional development be co-priorities to support staff and student well-being. This is, arguably, the most important recommendation in regard to shifting current organizational culture practices and paradigms.
Conduct mandatory annual performance reviews of all employees using industry best-practices for consistency of application, evaluation, implementation, and feedback. Reviews must be completed using university or athletic department-developed system(s). Professionalism and collegiality should be a required dimension of all reviews.	1	Adopt annual review policies, instruments, and protocols from the larger university environment. This could involve HR or academic colleges' processes, depending on the athletic department's needs.
Evaluate the athletic department organizational structure to ensure it is set up to successfully elevate issues/concerns to the appropriate personnel. -Consider adding staff to ensure compliance, communication, timely and appropriate follow up, and resolutions are accomplished. -Create an athletic department staff member onboarding process, which explains policies, expectations, and options for reporting. - Clearly articulate and formalize the working relationship between the Office of Institutional Equity and Compliance (OIEC) and the Athletic Department.	Total: 2 3 2 1	Resources needed include time and collaborations with HR (on campus) to systematically create a fully integrated onboarding system that aligns with annual evaluations and unit expectations. Formalized partnership with OIEC does not require financial resources, but the consideration of adding staff is difficult in this constrained economic climate.

Require (and encourage) all athletics staff, including coaches, to participate in some form of university service, e.g., serving on university, college committees, engaging with faculty/USS/UP senates, working with faculty (while maintaining appropriate NCAA compliance), working with administrators, etc. Such an approach would decrease perceptions of the athletic department as a closed network or separate institution and further integrate athletics staff into the larger university environment.	2	This recommendation could be created immediately. It is rated a "2" due to the tracking nature of this system. That is, annual reviews that mandate and allow staff to report service must be created and adopted prior to the successful implementation of this recommendation.
Prioritize holistic student-athlete development and ensure that all athletic staff are aware of key student-athlete development initiatives, such as Shocker Life and the Athletics Diversity and Inclusion Council, as well as support services, such as mental health counseling.	2	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision. Must be role-modeled by leadership at all levels to be successfully implemented
Consider professionalizing the Faculty Athletics Representative (FAR) position and/or office to include: -Making the FAR role part of an employee's professional responsibilities and duties. -Providing the FAR with support staff and/or other resources -Instituting the FAR as a form of exogenous oversight ensuring fairness and appropriateness of grievance reporting and/or investigation(s).	3	Resources needed here include financial buy-in from academic colleges/departments and the creation of a FAR support staff. Would recommend working with an academic college to create a center or program that engages the FAR, athletic department data collection/administration, and creates promotional communications for student-athletes and staff.
Develop and articulate an external accountability system that not only contributes to the implementation of recommendations in a timely manner, but also ensures annual oversight of continuing efforts.	1	No financial resources required. Could involve current body-collectives, such as Faculty/USS/UP Senate(s), ICAA Board, or another established working group. Could develop a new, permanent committee using pre-established guidelines.

APC Recommendation: American Athletic Conference	Implementation	Resources Needed
Review, update and centralize the policy on coaching misconduct within the AAC Policy Manual	1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision. Needs to engage athletics leadership and the FAR. This is a courtesy to the AAC and not a mandated recommendation.
Add statement about student-athlete welfare to official manuals, promotional materials, and/or other forms of communications.	1	No financial resources required. Internal and external group working to solve this theoretical issue. Graduate Assistants or student interns could create and execute once given the exact wording/ideas/vision. Needs to engage athletics leadership and the FAR. This is a courtesy to the AAC and not a mandated recommendation.

Athletics Policy & Culture (APC) Task Force

{PLAYBOOK}

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University Vision

To be one of the nation's MOST INNOVATIVE PUBLIC RESEARCH universities, known for providing IMPACTFUL STUDENT EXPERIENCES and DRIVING PROSPERITY for the people and communities we serve.

University Mission

The mission of Wichita State University is to be an essential **EDUCATIONAL, CULTURAL** and **ECONOMIC DRIVER** for Kansas and the greater public good.

University Core Values

Integrity, transparency, personal responsibility, collaboration, access and equity are core values that have always underlined the culture at Wichita State; however, to accomplish the goals set forth by the strategic plan, the following distinctive values have been identified as integral to its ultimate success.

- Seizing opportunities
- Adaptive approaches
- Positive risk-taking
- Innovation and creativity
- Knowledge creation and dynamic educational opportunities

*University vision, mission, and core values may be located HERE.

University Goals

Student Centeredness

Promote holistic student success through a supportive learning environment in which all of our students—past, present and future—continually thrive and grow.

Partnerships and Engagement

Advance industry and community partnerships to provide quality educational opportunities and collaborations to satisfy rapidly evolving community and workforce needs.

Research and Scholarship

Accelerate the discovery, creation and transfer of new knowledge.

Campus Culture

Empower students, faculty, staff and the greater Wichita community to create a culture and experience that meets their ever-changing needs.

Inclusive Excellence

Be a campus that reflects and promotes—in all community members—the evolving diversity of society.

*University vision, mission, and core values may be located HERE.

APC Task Force Charge

The following multifaceted charge was given to the APC task force chair by Interim President Muma. APC task force's charge is as follows:

1. Review existing ICAA policies, procedures, and practices governing the reporting, investigation, and response to allegations of coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations (e.g., NCAA or AAC), and identify strengths and gaps in how these policies, procedures, and practices ensure the Athletics Department identifies, investigates, and responds to such concerns.

2. Review relevant ICAA policies and procedures and:

    a. Compare those to the policies, procedures, and practices of other comparable D-1 AAC and non-AAC schools (i.e., does not have a football program, size of school, etc.) and provide that comparison; and

    b. Identify strengths and areas for improvement and make recommendations for any changes.

3. Build on recently acquired environmental assessment and survey information and continue to assess and report on the current environment among the student-athletes and Athletics staff, specifically whether they feel properly supported and whether there is an understood mechanism for reporting allegations of abuse or other policy violations.

4. Based on the assessment and policy review, identify any initiatives, structural improvements, or efforts that the Athletics Department could adopt to promote a supportive environment and foster a culture where student-athletes and Athletics staff feel comfortable reporting allegations of abuse or other policy violations.

APC Research Questions

The APC task force was given a multifaceted charge, which is outlined on page 4. In order to engage and complete the work, the APC chair divided the multifaceted charge into separate Research Questions (RQs), which were addressed by sub-working groups within the APC task force.

The RQs are listed in the following pages and include prompt questions, potential sources of data to address the questions, and opportunities for the sub-working groups to make recommendations, based upon their evaluation, to the larger group in regard to strengths, gaps, and other observations noted.

RQ1

Research Question #1: Review existing ICAA policies, procedures, and practices governing the reporting, investigation, and response to allegations of coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations (e.g., NCAA or AAC), and identify strengths and gaps in how these policies, procedures, and practices ensure the Athletics Department identifies, investigates, and responds to such concerns.

Data: WSU and ICAA policies and procedures; WSU student-athlete handbook; Goschockers.com information; and as may arise

Breaking this RQ down into component parts, this RQ asks you to examine:

> **Reporting** policies, procedures, and practices regarding coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations
>
> **Investigative** policies, procedures, and practices regarding coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations
>
> **Identify strengths** in the policies, procedures, and practices regarding coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations
>
> **Identify gaps** in the policies, procedures, and practices regarding coaching misconduct, student-athlete welfare, policy or regulatory violations, and compliance violations

Questions and/or recommendations:

1) What are some strong policies, procedures, or practices that you discovered?

2) What gaps did you identify; that is, what policies, topics, statements, procedures, or practices are missing?

3) What are your overall recommendations?

RQ2

Research Question #2: Review relevant ICAA policies and procedures (RQ #1) and: (1) Compare those to the policies, procedures, and practices of other comparable D-1 AAC and non-AAC schools (i.e., does not have a football program, size of school, etc.) (2) and identify strengths and areas for improvement and make recommendations for any changes.

Data: policies and procedures from other Division I (non-conference) schools; policies and procedures from Conference schools; and as may arise

Questions and/or recommendations:

1) Compare WSU's policies and procedures to the policies, procedures, and practices of other comparable D-1 AAC schools

a. Identify strengths

b. Identify areas for improvement

c. Recommendations for any changes?

2) Compare WSU's policies and procedures to the policies, procedures, and practices of other comparable D-1 NCAA schools

a. Identify strengths

b. Identify areas for improvement

c. Recommendations for any changes?

RQ3

Research Question #3: Build on recently acquired environmental assessment and survey information and continue to assess and report on the current environment among the student-athletes and Athletics staff, specifically whether they feel properly supported and whether there is an understood mechanism for reporting allegations of abuse or other policy violations.

Data: Athletic Department Student-athlete Climate Survey; Athletic Department Staff Climate Survey

Questions and/or recommendations:

1) What patterns/trends do we see among student-athletes, based upon race/ethnicity, gender, and/or sport?

2) What patterns/trends do we see among staff, based upon race/ethnicity, gender, and/or position?

3) What recommendations can be made in regard to the aforementioned information?

RQ4

Research Question #4: Based on the assessment and policy review, identify any initiatives, structural improvements, or efforts that the Athletics Department could adopt to promote a supportive environment and foster a culture where student-athletes and Athletics staff feel comfortable reporting allegations of abuse or other policy violations.

Data: Stakeholder groups presentations

Questions and/or recommendations:

1) What can be done to create/promote a more supportive environment?

2) What can be done to foster a culture of safety, security, and trust (to report violations and allegations)?

WICHITA STATE UNIVERSITY

APC Roster

Member	Title	Role &/or Stakeholder Representative
Bredbenner, Kristi	Interim Senior Woman Administrator and Head Coach of Softball	Current Athletic Department Coach and Administrator
Buckner, Angela	Director of Lynette Woodard Recreation Center, City of Wichita Parks and Recreation.	Former WSU Student-athlete
Dennis, Dexter	Men's Basketball Student-athlete	Current WSU Student-athlete
Jasso, Kayla	Assistant Director Undergraduate Admissions	Unclassified Professional
Mathews, Sarah	Director of Compliance	Current Athletic Department Administrator
Paintin, McKenna	Track and Field Student-athlete	Current WSU Student-athlete and president of Student Athletic Advisory Committee (SAAC)
Sanchez, Alicia	Director Office of Diversity and Inclusion	Unclassified Professional
Small, Shirlene	Associate Teaching Educator, Department of Sociology	Faculty Senate Executive Committee
Stoldt, G. Clayton	Interim Dean, College of Applied Studies	WSU Faculty Athletic Representative (FAR)
Torgerson, Korey	Associate Athletic Director of Student Services/Compliance	Current Athletic Department Administrator
Torline, Gretchen	Director of Athletic Academic Services	ICAA Staff member
Vermillion, Mark	Interim Associate Dean, College of Applied Studies; Chair/Professor, Sport Management	Chair
Ward, Brianna	Staff Psychologist, Counseling and Prevention Services (CAPS)	Athlete Mental Health Coordinator

SWOT Analysis Prompts

Strengths: internal positive factors

- What initiatives, programs, policies, or practices are done well? What are some examples?
- What separates us from other universities?
- What assets or resources do we have to address {insert issue here}?

Weaknesses: internal factors likely to inhibit

- What do we need? What are we lacking?
- What gaps do we see? What needs to be added?
- What is holding us back from moving forward?

Opportunities: external positive factors

- What resources or assets are there to support {insert issue, practice here}?
- What in the political environment supports {insert issue, practice here}?
- What in the social environment supports {insert issue, practice here}?
- What in the economic environment supports {insert issue, practice here}?

Threats: external factors likely to inhibit

- What resources or assets could detract or not support {insert issue, practice here}?
- What in the political environment erodes support for {insert issue, practice here}?
- What in the social environment erodes support for {insert issue, practice here}?
- What in the economic environment erodes support for {insert issue, practice here}?