Final Report

Review of the University of Guelph Department of Athletics

A McLaren Global Sport Solutions Inc. (MGSS) Project

Led by Professor Richard H. McLaren, OC, MGSS is a specialized sport consulting firm with deep experience in sport governance, sport strategic planning, policy reviews, legal analysis, investigations, risk management, research, and education. Organizations who have trusted MGSS to provide solutions include: Sport Canada, Canadian Centre for Ethics in Sport, Own The Podium, the Canadian Olympic Committee, the Canadian Football League, USPORTS, IRONMAN Triathlon, The European Tour, The Ultimate Fighting Championship (UFC), Fédération Internationale de Basketball (FIBA), the International Weightlifting Federation (IWF), ZWIFT, Josoor Institute (Qatar), Conference of Independent Schools of Ontario, among other public and private organizations.

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1.0 Executive Summary

McLaren Global Sport Solutions Inc. ("MGSS") was contracted to review and analyze the University of Guelph Department of Athletics (the "Department") policies and the relationship between same and the overarching University of Guelph (the "University") policies that govern staff and student conduct. Additionally, MGSS was requested to assess the baseline awareness of current integrity policies and resources amongst student-athletes and coaches, and to review evaluation methods for coaches (together, the "Review").

The catalyst for the University arranging for the Review was the deeply disturbing situation surrounding Dave Scott-Thomas which resulted in his termination in late 2019 from the position of head of the University’s track and field and cross-country programs and the cessation of operations of the Speed River Track and Field Club.

That situation arose, and the Review was conducted, in the context of the evolving “Me Too” movement which has resulted in widespread awareness, discussion, and media coverage of sexual harassment and sexual abuse in a variety of social settings. The “Me Too” movement has prompted a broader discussion about ways to mitigate the risk of harassment and abuse, particularly in organizations, institutions and industries where such misconduct is more common due to underlying power imbalances. It is now generally recognized that consent may be compromised, and there may be a greater risk of abuse, where individuals are in a position of power, trust or authority over the person whose consent is required.

During the preparation of the Review, the sports world in particular witnessed the exposure of widespread harassment and abuse allegations, including serious allegations of sexual misconduct on the part of coaches and other individuals in positions of trust and power within the Canadian sports system. For example, in June 2020, two former players from the Canadian Hockey League commenced a class action lawsuit, in which allegations of sexual and physical assault were made against the Canadian Hockey League and its member leagues. And in early October 2020, Canada Artistic Swimming closed its Montreal training centre pending the completion of an external investigation into serious allegations of abuse and harassment on the part of a coach.

In recent months, efforts have been made throughout the sports world to update policies and practices in order to provide further protection for athletes against harassment and abuse. The conduct of the Review underscores the continued importance of these efforts, in both the sports world and other settings. This is the context in which the Review was conducted as described below.

The Project Review Team ("PRT"), comprised of experts in sport law and university athletics in Canada, completed a comprehensive review and analysis of more than 30 Department and University policies, protocols, and engagement agreements. Specific emphasis was placed on certain core policies including the
Coaches Code of Conduct and Student-Athlete Code of Conduct, Policy 1.6: “Policy on Non-Academic Misconduct”, camp policies, medical policies and protocols, reporting and complaint resolution procedures, and coaching agreements. An environmental scan of related polices and protocols of other athletic departments and universities in Canada was completed as part of the PRT’s research.

A hallmark of the Review was the extensive consultation with staff, coaches, university administrators, and student-athletes. Despite the impediments related to the COVID-19 pandemic, interviews were conducted with 20 coaches and 18 Department staff members and senior University administrators. Furthermore, surveys conducted by the PRT were completed by 90 coaches and 289 student-athletes. This allowed the PRT to quantify a baseline awareness and understanding of current integrity policies amongst these stakeholders. Moreover, these stakeholders provided tremendous insights about policies and processes within the Department that were relied upon to inform the PRT’s recommendations. The high response rates suggest that the findings are generalizable to the entire population of coaches and student-athletes at the University.

The level of participation and buy-in from the aforementioned stakeholder groups was exceptional, led by the Director of Athletics Scott McRoberts and the Associate Director, Intercollegiate Programs Wally Gabler. Their transparency and leadership in marshalling the participation of stakeholders in the Department was of assistance to the PRT throughout this exercise. The current Department leadership's proactive efforts to advance the Department are strongly supported by staff. Coaches and staff are highly motivated, hardworking, and passionate about student success. There is a strong sense of optimism amongst staff that the Department is moving in the right direction.

A large majority of student-athletes (N=267, 93%) described a positive student-athlete experience and pride in representing the University. A very small percentage of students (N=11, 4%) had a negative experience. Specific negative experiences included concerns related to inappropriate coaching styles, negative team dynamics, rules and policies which should be reconsidered, and failures to follow or enforce certain existing rules. These experiences were the exception rather than the norm and in some cases involved coaches who are no longer with the University.

The stakeholder consultation process together with our Canada-wide comparative analysis of policies existing at other universities clearly demonstrated that the Department has built a strong policy framework for its coaches and student-athletes. The Department has made good faith efforts to enact policies over the last few years and has demonstrated noteworthy progress. However, the Review has identified certain gaps in policies, education and training, and performance evaluation of coaches. The PRT has outlined several recommendations and suggestions to improve and redress these gaps.

These recommendations look to build upon the existing robust University policy framework. The recommendations offered by the PRT will serve to clarify and strengthen the Department’s current policy
environment while reducing risk for student-athletes, coaches, and the University. Amongst these recommendations, the PRT has identified the following priorities (Annex 13):

**Priority Recommendations:**

P1  A thorough integration of the Student-Athlete Code of Conduct should be carried out with Policy 1.6: “Policy on Non-Academic Misconduct”, including the relationship between the disciplinary processes as set forth in these two documents; Consider integrating the two procedures into a single adjudication process.

P2  Develop a new Coaches Codes of Conduct that is more comprehensive and integrated with University policies.

P3  Develop a clearly defined and accessible process for student-athletes and coaches to report complaints confidentially, including a clear outline of the reporting process and the ensuing investigative and disciplinary processes. Every complaint should be investigated to the extent required and no student-athlete or coach should fear censure or recrimination. Identify where in the process confidentiality ceases — i.e. this could be at the adjudicative phase or earlier or could be maintained throughout the procedures.

P4  Implement a structured performance evaluation process for all coaches, irrespective of engagement status with the University.

P5  Develop written policies and protocols for: (1) strength and conditioning, including training guidance for student-athletes and coaches; (2) athletic therapy, including guidance for student athletic therapists, coaches, and student-athletes; and, (3) return to play decisions in cooperation with the Clinical and Academic lead of the Health and Performance Centre.

P6  Expand the content and application of agreements with community clubs, donors and donor organizations that involve a multivariate relationship with the Department.

P7  Provide mandatory sexual violence and bystander intervention training for all student-athletes, coaches, and other athlete support personnel.

P8  Conduct an external review of the Department every 5 to 7 years.

For the reader’s convenience, all recommendations that are provided throughout this document are numbered in sequence and consolidated in a listing provided in Annex 13.
2.0 Terms of Reference

McLaren Global Sport Solutions was retained to provide an independent review of various polices and processes concerning the Department. The Terms of Reference for the Review included the following:

1. Review and assess current policies and processes that govern the conduct of coaches, staff, and student-athletes, including but not limited to:
   - Coach and Staff Code of Conduct
   - Student-athlete Code of Conduct
   - Departmental expectations and role of student-athlete leadership and training
   - Other disciplinary policies, contracts, and agreements
   - Travel policies (Department, and team policies that may exist)
   - Reporting protocols and opportunities to document behavioral issues that may be alleged
   - Policies involving the supervision of minors (e.g. camps, clinics)
   - External accreditation and associated membership requirements (e.g. National Coaching Certification Program (NCCP), Coaches of Canada membership, etc.)

2. Assess the relationship between Department policies and University policies governing staff and student-athlete conduct.

3. Review content and frequency of education/orientation of coaches, teams, and student-athletes regarding aforementioned policies.

4. Engage student-athletes and coaches in the process subject to additional discussion in order to identify specific areas of inquiry. Assess baseline awareness and understanding of current integrity policies and resources amongst coaches and student-athletes, through survey methods or through structured interviews and focus groups.

5. Review evaluation methods for coaches.

6. Review internal/external relationships and policies with sport and community groups including any cross-affiliation of coaches and student-athletes.

7. Identify any policy and education gaps that may exist.
3.0 **Consultation Process**

Consultation with key stakeholder groups and University officials included the following:

- Interviews with 20 University coaches
- Interviews with 18 Department staff members and University administrators
- Survey of 90 University coaches
- Survey of 289 University student-athletes

This highly consultative process allowed the PRT to identify key themes and areas of consensus beyond simply a static technical review of policies. Equally important to a technical policy review is understanding the level of awareness, comprehension, and operationalization of these policies within the Department and the University. The PRT was able to quantify these variables to inform and support recommendations to strengthen the Department’s existing policy environment.

The level of cooperation from the Department and other stakeholders was exceptional. Feedback was highly constructive. While a review can be an intimidating process for some, the PRT was impressed with the candor, transparency, and thoughtfulness of feedback provided.

There was a high survey response rate. This indicates that the findings are representative of the total population of University coaches and student-athletes. Indeed, every team was represented in providing feedback to this Review.

The policy analysis was very much an interactive process between the PRT and University officials who were consulted throughout the Review. In many instances when policy questions and gaps were identified by the PRT, additional feedback was sought to discuss and test potential solutions with University officials, who were very receptive to the PRT’s questions and discussion.

4.0 **Staff Interviews – Key Observations and Themes**

Interviews were conducted with the following staff positions in the Department and the University:

- Director of Athletics
- Associate Director, Programming, Facilities, Fitness and Recreation
- Associate Director, Intercollegiate Programs
- Intercollegiate Manager, Athlete Services
- Intercollegiate Coordinator
- Intercollegiate Coordinator, Compliance and Sport Operations
- Manager, Marketing and Communications
- Facility and Business Development Manager
• Athletics Advancement Manager
• Head Athletic Therapist
• Head Strength and Conditioning Coach
• Vice-Provost, Student Affairs
• Director of Human Resources
• Human Resources Consultant
• Director, Learning & Development and Consulting Services
• Clinical and Academic Lead, Health and Performance Centre
• Director, Student Wellness Services
• Sexual Violence Support and Education Coordinator

Through a structured interview guide, Department staff were asked to provide comment in the following areas:

• Working environment
• Policies within the Department
• Perceived areas of risk
• Education, training, and evaluation

All interviews were highly cooperative, insightful, and constructive. This is epitomized by the following comment:

“I truly value this as an opportunity to better our department long-term, to position ourselves as leaders within sport in Canada (and globally) and ultimately to serve our student-athletes at the highest degree possible.”

A summary of key observations and theme areas is provided below. Theme areas were identified based on similar recurring comments from multiple staff members interviewed. Each theme includes corollary staff comments supporting the theme.

4.1 Policy documents are poorly organized and difficult to access

Staff Comments:

• “Policies are not accessible to all staff.”
• “Some policies are not written.”
• “I want our policy documents well itemized, consistency in look and feel.”
• “We do not have a central depot for policies and operating procedures.”
• “Standard operating procedures are not communicated or not known.”
• “Creating a centralized location for policies needs to be a greater part of onboarding.”
• “The coaches’ handbook is all over the place.”
• “We do a poor job with University policies. We don’t use them or refer to them as much as we should.”
PRT Analysis:

The Department has identified current policy shortcomings as noted above and is in the process of itemizing all Department policies for staff and coaches.

Recommendations:

1. Policies should be housed on a web portal accessible to staff and coaches, similar to the student-athlete portal.

   Note: The Department advised that they are working towards implementing such a portal, including an online registration process for coaches that includes verification of training and development requirements (e.g. concussion education, sexual violence, CCES PEDs, etc.). This will also assist with onboarding processes.

4.2 Rule of Two

Staff Comments:

- “People are struggling with the Rule of Two.”

PRT Analysis:

The Rule of Two was implemented on 11 January 2020. This rule was communicated via email (and other staff meetings) but has not been formalized as a policy. The Rule of Two is intended to reduce risks and avoid potentially compromising situations between staff/coaches and student-athletes. However, many staff and coaches presented specific scenarios where they were unclear of the application of the rule. Although all coaches appear well-informed about this rule and have undertaken good faith efforts to comply with it, some coaches are applying the rule inconsistently. This included some confusion as to whether the Rule of Two applied only to interactions between a male coach and a female athlete as compared with interactions between a male coach and a male athlete.

Recommendations:

2. Formalize the Rule of Two as a policy within the Department and include in all Codes of Conduct.

3. Provide additional training in group sessions with coaches, staff, and student-athletes so that all stakeholders understand the application of this policy.

   • Refer to Annex 7.5A for additional comments.
4.3 Player Dismissal Protocols

Staff Comments:

- “What is the current process and policy for player dismissal?”
- “Cutting a player can create issues for a coach, particularly with today’s student-athletes.”

PRT Comments:

Many Canadian universities have faced issues related to player dismissal. Policies and protocols have thus been developed to provide clarity for both coaches and student-athletes, as well as the rights and responsibilities of coaches and student-athletes related to player dismissal.

The issue of player dismissal is discussed in the context of a roster being selected and a player later being removed from a team. Some staff/coaches described scenarios about removing a player from their team for various reasons. One example included a coach who informed a player of their dismissal from the team on a road trip.

The Department has enacted some informal rules related to player dismissal such as not removing a player on a road trip (in response to the aforementioned example). However, since these rules are not formalized in any policy it creates significant gaps in process, application, and understanding. Two key areas that a formalized policy would address are: (i) athletes understanding of why they were dismissed and (ii) a process for a student-athlete to challenge or appeal a dismissal. In terms of dispute resolution, disciplinary actions that include player dismissal can be addressed through dispute resolution processes provided in the Student-Athlete Code of Conduct, however, the applicable dispute resolution process to justify a player’s dismissal from a team is unclear and may vary from team to team.

Given many prevalent issues in society related to discrimination including gender and race, it is important to avoid the appearance of any bias in these regards as it relates to player dismissal.

Recommendations:

4. Develop a player dismissal policy for the Department.

4.4 Lack of enforcement of policies within sport camps

Staff Comments:

- “We need to do better with enforcing policies at sport camps (as opposed to activity camps).”
- “There is a lack of supervision of children in change rooms. Policy says 100% supervised, and campers are never to be left alone.”
“Two-Deep Rule” is being implemented inconsistently, or not at all.

“There is a lack of accountability of coaches related to their sport camp responsibilities.”

PRT Analysis:

A distinction was drawn between the operation of activity camps versus sport camps, the latter involving coaches and student-athlete staff responsible for front-line operation of sport camps. More controls and accountabilities appear to be in place for activity camps versus sport camps.

Recommendations:

5. Review training for coaches and staff involved in running sport camps and reinforce aforementioned policy requirements including coach and staff accountability to the same.

6. Review staffing supervision roles related to sport camps, including the Sport Camp Director (a part-time position), the Coordinator Active Kids and Camps, and the Associate Director, Intercollegiate Programs (as it relates to coaching accountabilities).

7. Examine staff responsibilities and accountabilities in summer months when camps are running. For example, what are accountabilities of travel coordinator in summer?
   • Refer to Annex 7.11 for additional comments.

5.0 Coach Survey Key Findings

A total of 90 coaches responded to the coach survey, including 22 Head Coaches, 54 Assistant Coaches, and 14 categorized as “Other Coaches”. Additionally, 20 coaches completed personal interviews with the PRT. The Department is highly reliant on part-time and volunteer coaches who comprise almost two-thirds of all coaches at the University. A total of 20% of coaches are employed on a full-time basis. This distinction is important. The feedback highlighted the significant differences in training and performance evaluation that full-time and part-time coaches may experience. They also are retained pursuant to different agreements.

The following is a summary of Key Findings:

5.1 Coaching Certification and Accreditation

A majority of coaches (74%, N=68) have completed some level of coaching certification and accreditation.
• This should be required of coaches who are working in a high-performance university environment.

Recommendations:

8. Consideration should be given to requiring all coaches (full and part time) to complete a basic level of coaching certification as part of their professional development.

9. University coaches are required to follow the National Coaching Certification Program (NCCP) Code of Ethics, as contained within the Coaches Code of Conduct. Consideration should be given to registering all University coaches as members of the Coaching Association of Canada (a practice at some other Canadian universities).

5.2 Coaching Code of Conduct

While there is a strong awareness of the Coaches Code of Conduct, 18% of coaches do not recall signing the document.

Almost 90% (N=81) of coaches fully understand their obligations and responsibilities as outlined in the Code. However, a small minority of coaches are unclear of their obligations related to posting on social media, and one coach commented that: “There is no guidance in the code of conduct on how to report a breach of the Code by another coach, staff member, etc. and to whom that should be reported to.” This uncertainty should be addressed in the next version of the Code that is published, as well as more clarity concerning reporting obligations as recommended by the PRT (See Annexes 7.5A and 7.5B).

Several suggestions are provided by coaches to improve the effectiveness of the Coaches Code of Conduct, including the following:

• “Similar to what happens with the Health and Safety green book, create a 1-page summary of any major updates from year-to-year.”
• “A refresher each year, perhaps similar to what we have to complete for CCES Drug course might be helpful.”
• “Explicitly outline the ‘Rule of Two’...or link to a separate document.”
• “I think it could be better presented such as through a presentation from a representative.”
• “I think most coaches are unaware of what is outlined...Having been hired by the University as a full time Assistant, it’s surprising that it wasn’t part of my training.”

Refer to Section 7.3 and Annexes 7.3A and 7.3B and 7.3C regarding the Coaches Code of Conduct.
## 5.3 Student-Athlete Code of Conduct

Over 20% (N=18) of coaches have not read the Student-Athlete Code of Conduct. The PRT recommends that all coaches should be required to verify they have read the Student-Athlete Code of Conduct.

About 56% (N=49) of coaches “fully understand” the expectations of student-athletes as provided in the Student-Athlete Code of Conduct, and 24% have “a general grasp” of student expectations but might be unclear about some specific obligations and responsibilities.

A majority of coaches understand their obligations to report any violations of the Student-Athlete Code of Conduct, including hazing. In fact, 95% (N=81) of coaches strongly agreed with this understanding.

Most coaches (N=64, 73%) describe the Student-Athlete Code of Conduct as “very effective” or “effective”. Not a single coach characterized the Student-Athlete Code of Conduct as being ineffective in any way.

### Effectiveness of Student-Athlete Code of Conduct (Coach Perceptions)

![Effectiveness of Student-Athlete Code of Conduct (Coach Perceptions)](image)

Several suggestions were made to make the Student-Athlete Code of Conduct more effective, including:

- “*Continue to get feedback from the student-athletes and monitor as well as learn from any issues that arise.*”
- “*Have coaches in part of the meeting when all athletes are ‘read’ the Code of Conduct by the Assistant Athletic Director. Why are we left out of this, particularly when we are asked to enforce it?*”
- “*I think me as a coach may need to remind athletes of the code of conduct more often.*”
- “*Can we put together a concise document in plain English that represents the concepts we need to abide by and where we can find the specifics?*”

Refer to Section 7.3 and Annexes 7.3A, 7.3B and 7.3C regarding the Student-Athlete Code of Conduct.
5.4 **Student-Athlete Behaviours of Concern**

Very few coaches indicated being “extremely concerned” or “very concerned” about student-athletes potentially engaging in the following behaviors: alcohol abuse; vulgar language; verbal harassment/bullying; physical harassment/bullying; sexual harassment; hazing; inappropriate use of social media; and use of performance enhancing drugs. The behavior of greatest concern is alcohol abuse with 76% of coaches indicating some level of concern.

5.5 **Team Rules and Policies**

Refer to Section 7.8 for a review of team rules and policies.

5.6 **Coach Training and Education**

Refer to Section 11.2 for a review of coach training and education practices.

5.7 **Coach Performance Evaluation**

Refer to Section 12.0 for a review of coach performance evaluation.

5.8 **Team Environment**

According to the coaches surveyed by the PRT, a scaled assessment of several topics related to team environment (culture) strongly suggest that teams have:

- A shared set of values;
- A strong sense of mission and purpose;
- An environment where players treat each other with respect; and,
- An environment where the team has a strong focus on positive relationships.

6.0 **Student-Athlete Survey Key Findings**

A total of 289 student-athletes responded to the survey representing a response rate of approximately 41%. The largest percentage of respondents by team were: (1-tie) Track & Field (N=28, 9.7%), (1-tie) M-Lacrosse (N=28, 9.7%), (3) Swimming (N=23, 8%), (4) Football (N=22, 7.6%), and (5) M-Rugby (N=20, 6.9%). The gender breakdown of respondents was close to equal at 52% female and 48% male. Every University sport was represented.

The following is a summary of Key Findings:
6.1 Student-Athlete Experience

The overall student-athlete experience as described by respondents is positive. A total of 93% (N=267) of student-athletes described an experience as extremely good, good, or slightly good and only 4% (N=11) described their experience as slightly bad, bad, or extremely bad.

Common themes reported through open-ended responses include:

- “All of the coaches, staff, and athletes were supportive and helpful.”
- “After completing my first year as a student-athlete at the university, my experience thus far has been amazing...”
- “All of the older teammates were not only welcoming, but they went above and beyond when it came to easing the transition into post-secondary education.”
- “Amazing facilities, coaches that care, teammates that want to do better, motivated environment.”
- “Everything you could ever ask for. From therapy to pools. No complaints.”
- “Being a part of a varsity sport has allowed me to stay active, helped me cope with stress from school, and allowed me to meet new people. The amount of support offered to athletes is incredible.”

Although most student-athletes described very positive experiences, some student-athletes recounted negative experiences. Most of these experiences related to coaching or program resources. Some of these experiences relate to coaches that are no longer with the University. However, there are some examples that involve current coaches. These certainly are the exception rather than the norm.

6.2 Team Environment

Student-athletes were asked to assess several measures related to team environment. These were the same measures that coaches were asked to assess. A strong correlation exists between coaches and student-athlete responses pertaining to team environment as measured on a 7-point Likert scale. A value of 1.0 would
indicate, for example, strong disagreement with each statement and a value of 7.0 would indicate strong agreement. According to student-athletes, strong agreement was indicated for each of the following:

- A shared set of values (Coach $M=6.21$; S-A $M=6.14$)
- A strong sense of mission and purpose (Coach $M=6.32$; S-A $M=6.30$)
- An environment where players treat each other with respect (Coach $M=6.29$; S-A $M=6.08$)
- An environment where the team has a strong focus on positive relationships (Coach $M=6.24$; S-A $M=6.12$).

### 6.3 Student-Athlete Feedback Mechanisms

Student-athletes were asked to describe current processes that exist with their team or the Department that could allow them to provide feedback about their experiences, good or bad, as student-athletes. More than 70% ($N=185$) of student-athletes described these processes as good or excellent. Approximately 22% ($N=58$) described these processes as average, and 7% ($N=16$) described these processes as poor or terrible.

#### Processes to Provide Feedback

<table>
<thead>
<tr>
<th>Excellent (22%)</th>
<th>Good (49%)</th>
<th>Average (22%)</th>
<th>Poor (5%)</th>
<th>Terrible (2%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
<td>49%</td>
<td>22%</td>
<td></td>
<td></td>
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</tbody>
</table>

Examples of suggestions offered by student-athletes to improve feedback mechanisms include:

- “More anonymous opportunities.”
- “Work on making the leadership of athletics more accessible.”
- “A survey during the year or a check-in with an athletic director...”
- “Option to submit feedback throughout the year as we think of things. Opportunity for coach to attend feedback sessions.”

One important theme identified from some athletes’ open-ended comments is the feeling that their feedback is not heard or acted upon.

### 6.4 Student-Athlete Behaviors of Concern

Student-athletes were asked how concerned they were about a list of 10 behaviors taking place within their team. The vast majority of student-athletes expressed little concern about team members engaging in the
following behaviors: alcohol abuse; vulgar language; verbal harassment/bullying; physical harassment/bullying; sexual harassment; hazing; inappropriate use of social media; use of performance enhancing drugs; recreational drug use; and discrimination of any kind. Of these, the top 3 behaviors of concern were: verbal harassment/bullying; recreational drug use; and alcohol abuse – and among all of these 3, over 77% of respondents indicated not being concerned at all. There were no significant differences between male and female athletes with respect to behaviors of concern. However, some athletes did indicate several behaviors of concern through open-ended responses.

When coaches were asked similar questions in relation to these behaviors, they expressed greater concern than student-athletes with respect to alcohol abuse, inappropriate/vulgar language, and inappropriate use of social media. Although coaches expressed greater concern in these areas, their overall level of concern was low.

### 6.5 Student-Athlete Orientation

Most, but not all, student-athletes (84%, N=212) reported attending an in-person student-athlete orientation session. More than 56% (N=171) reported attending a first-year student-athlete orientation session provided by the Department and 49% (N=149) reported attending a team-based orientation session.

Student-athletes are generally satisfied with the orientation sessions attended, with almost 75% (N=154) indicating they are satisfied or extremely satisfied. Only 3 student-athletes expressed any form of dissatisfaction.

#### Satisfaction with Student-Athlete Orientation Sessions

![Bar chart showing satisfaction levels](chart)

<table>
<thead>
<tr>
<th>Satisfaction Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>19%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>54%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>17%</td>
</tr>
<tr>
<td>Neither satisfied nor dissatisfied</td>
<td>8%</td>
</tr>
</tbody>
</table>

#### 6.6 Awareness of Policies

Awareness of various policies of the Department and the University is mixed. Most student-athletes (83%, N=251) are aware of the Student-Athlete Code of Conduct. Only one student-athlete indicated they were not aware of the Student-Athlete Code of Conduct and 51 (17%) did not answer the question. Awareness of other policies is noted below:
Most students (74%) indicated they have read the Student-Athlete Code of Conduct. Although students are required to verify that they have read the Student-Athlete Code of Conduct, it is clear that not all students have. Most other policies are not widely read by student-athletes, as noted below:

- Coaches’ Code of Conduct – 74% have read
- Sexual Violence and Harassment Policy – 48% have read
- Human Rights Policy – 22% have read
- Freedom of Expression Policy Statement – 20% have read
- Safe Disclosure Policy – 22% have read
- Non-Academic Misconduct Policy – 38% have read
- Non-Athletics Codes of Conduct (e.g. housing) – 37% have read

A majority of students (61%, N=147) “Fully understand the expectations of student-athletes provided in the S-A Code of Conduct.” However, 37% (N=90) indicated that “they have a general grasp of what is expected of student-athletes but might be unclear about some specific obligations and responsibilities.” Less than 2% (N=4) “have a poor grasp of what is included in the S-A Code of Conduct.”

- Student-athletes are most unclear about rules related to travel, social media policy, cannabis, and alcohol. Some (6%, N=8) are unclear about the hazing policy.

**Areas of Student-Athlete Code of Conduct that are Unclear**
Most students (85%, N=214) consider the Student-Athlete Code of Conduct to be effective. However, student-athletes did indicate some suggestions to make the Student-Athlete Code of Conduct more effective, which include:

- “Codes of Conduct can often be pretty boring to read through, so it could be beneficial to find a way that is more engaging.”
- “Continual communication of expectations by coach/leaders on team.”
- “Enforcement, they tell us hazing is not allowed and will not happen. Then you show up to one of your teammate’s houses and they haze you. The worst part is all the coaches know that it is still a thing and do nothing to stop it.”
- “Have it reinforced more.”
- “I don’t think communication is the issue, it’s simple to understand, the issue is when the athletes just ignore the rules and feign understanding.”

In terms of the Department communicating the conduct expectations of student-athletes, most student-athletes indicated they are reminded about their conduct expectations by the Department yearly (35%), or every few months (31%). More than 8% are reminded weekly, and about 14% indicated they are rarely or never reminded.

Student-athletes are however reminded about their conduct expectations more frequently by their coaches, with more than 77% indicating they are reminded weekly, monthly, or every few months.

A large majority of student-athletes (85%, N=213) think it is important that they are informed about what is in the Coaches Code of Conduct.

6.7 Student-Athlete Education

Refer to Section 11.1 for a review of the Student-athlete education and training.

6.8 Reporting and Complaint Resolution

Most student-athletes are not aware (38%, N=92) or unsure (29%, N=72) of processes to make a complaint or raise a concern about any behaviors or issues they might wish to report. Furthermore, females are less familiar with these processes compared to males.

In terms of to whom a complaint is generally made, student-athletes would most commonly make a complaint or raise a concern through their coach, or a team captain. However, the levels of satisfaction with current reporting processes to make a complaint or raise a concern are mixed. About half of student-athletes (N=121) are satisfied with current processes, compared with 38% (N=92) who are neutral, and 12% (N=29) who are dissatisfied.
The lack of clarity around reporting procedures is exemplified by the following responses including suggestions to improve the current process:

- “I don’t know what the current reporting process is. I think providing athletes with more knowledge on the reporting process would be an improvement.”
- “I have no idea, I don’t have the slightest idea of who to contact. I could tell the coach but they could dismiss it. If I needed to report the coach I don’t know who to go to.”
- “Clear, safe, and trusted protocols in place. Must be communicated how and who to contact for specific concerns, and what the follow-up action that is taken would look like for each type of concern.”

Few student-athletes (17%, N=41) are aware of processes regarding how an athlete might appeal a disciplinary decision. Refer to Section 10.0 and Annexes 10.1A and 10.1B for additional analysis by the PRT.

### 6.9 Team Policies & Captains

Refer to Section 7.8 for a review of team rules and policies.

### 6.10 Recommending the University to a Potential Recruit

This survey methodology used a Net Promoter® Score (NPS®) which is a measure of customer experience used by many Fortune 500 companies around the world. Student-athletes were asked to rank on a scale from 0 (never) to 10 (absolutely) if they would recommend the University to a potential recruit. This is used as a surrogate of their own personal experience.

According to the NPS methodology, those who indicate a score of 9 to 10 are called Promoters. Those who respond with a score of 0 to 6 are known as Detractors. Responses of 7 and 8 are labeled Passives. The Net Promoter Score is calculated by subtracting the percentage of respondents who are Detractors from the percentage of customers who are Promoters. This score can range from -100 to +100. Scores higher than 0 are typically considered to be good and scores above 50 are considered excellent.

According to the NPS analysis for student-athletes, 64% (N=154) responded 9 or 10 making them promoters, versus 8% (N=12) categorized as detractors, and 27% (N=65) categorized as passives.
The University’s overall NPS is 56.2 which is considered excellent.

7.0 Department of Policies and Protocols

7.1 Introduction

The Department has developed and implements policies and protocols that are specific to its activities. However, these policies and protocols are not stand-alone documents and often refer to University-wide policies and protocols that are also applicable to its athletes, staff, etc.

Although the development of all these documents is commendable, they are inconsistent in both form and substance. This results in the understanding of their contents, scope and application, and their correct implementation being difficult to achieve. The following is a general overview of the PRT’s findings in this regard with specific comments included where relevant for each reviewed policy/protocol.

Form:

**Recommendations:**

10. To facilitate the reader’s understanding of each document, prevent confusion, and allow for a streamlined and consistent application of all regulatory documents, the PRT suggests that all regulatory documents follow a standardized outline and form.

11. The PRT recommends the Department determine whether its policies and protocols may be developed in accordance with or housed under the University Secretariat’s *Policy 1.1. Policy on Establishing University Policies and Procedures*. 
Substance:

There has clearly been a lot of work put into developing these documents, policies, and protocols.

A comment that applies generally to both the Department documents and the University documents is that Policies and Protocols seem to be confounded (both in title and practical application).

Recommendations:

12. It is desirable for a distinction to be acknowledged between policies and protocols so that some may be consolidated into one document and others renamed to reflect their true regulatory purpose.

13. For Department policies, there is also no clear indication of when the document was created, if it has been reviewed or ratified, and when. It is desirable for all documents to be dated and reviewed periodically through a systematically applied process.

14. Use the same font, numbering format, and paragraph spacing.

15. Ensure consistent formatting of documents with titles, subtitles, etc.

16. Use similar terminology and language, notably terms that carry over in various documents.

17. Identify the scope and application of each policy at the onset of the document.
   o E.g. To whom the policy applies to, which activities, from what period of time, etc.

18. Terms that apply to many policies should be consistent and clearly defined.
   o E.g. Athlete, Employee, Volunteer.

19. Paragraph and subparagraphs should follow a logical order, delineate a specific topic for each heading and stick to that topic so as to not confuse the reader.

20. Provide hyperlinks to all policies referenced to facilitate access to documents (Note: all hyperlinks should be tested).

21. Once all foregoing recommendations are considered, and where appropriate, implemented, then any newly developed or revised University policy or procedure documents should have an automatic step to coordinate with Department policy or procedure documents; and vice versa for any newly developed or revised Athletics documents that are linked to University policies or procedures.
7.2 Student-Athlete Handbook (“Gryphon Playbook”)

The 2018-19 Gryphon Student-Athlete Playbook is a comprehensive reference guide that is publicly accessible on the Department’s website. It includes a wide variety of information concerning administrative processes, services, policies, and contact information. For the purposes of this Review, the following sections of the Student-Athlete Playbook were reviewed:

- Student-Athlete Code of Conduct
- Student-Athlete Services (Therapy, Concussions)
- Social Media Rules, Guide
- Gryphon Leadership Academy

Review of these subject areas is provided in following sections. The following general observations are made in reference to the Student-Athlete Handbook.

- The Student-Athlete Code of Conduct references a “Student Code of Conduct”. The PRT is informed that this document does not exist any longer and that this reference should be to the University’s current “Policy 1.6: “Policy on Non-Academic Misconduct.”
- There is no social media policy, only guidelines.
- There is no link to Policy 1.6 or to the Policy on Sexual Violence in the sexual violence section.
- The process for referrals is unclear. For example, if a referral to a professional advisor (such as a doctor) is determined to be appropriate, questions arise as to who makes such a referral. It is also unclear what level of involvement certain professional advisors (such as doctors) may have in the department.
- Mentorship program: There are 18 athletes providing mentorship to student-athletes and “supportive study space”.
  - Peer-to-peer mentorship can be a highly effective approach to engage and support students; however, it is not clear on how they are selected, and how they are trained.
  - Mentors may be exposed to potential sensitive information and difficult interpersonal situations shared by students. For example:
    - “My mentor has been incredibly helpful to me. He is very kind and easy to talk to without ever being judgmental or condescending. He treats me like a capable adult and just creates an open space for me to share. He has made me feel empowered and supported when I was having problems with my coach and gave me some very helpful advice. He has even made me want to join the SAM program.”
**Recommendations:**

22. Mentors should have education on reporting, should have access to reporting procedures, and what to do when athletes bring concerns to them.

23. Confidentiality provisions between mentors and students should be developed.

24. A process for feedback from mentors should be established, including any potential coaching issues/information they may be privy to.

7.3 **Student-Athlete Code of Conduct**

The PRT’s key findings of its review of the Student-Athlete Code of Conduct are provided in Annex 7.3A. While many policies, including the Student-Athlete Code of Conduct refer to a "Student Code of Conduct", the PRT is informed that this document does not exist any longer and that this reference is to the University’s current Policy 1.6: “Policy on Non-Academic Misconduct” ("Policy 1.6"), further discussed below.

The PRT also reviewed the University document entitled “Student Rights and Responsibilities” which also addresses some of the same issues as the Student-Athlete Code of Conduct and Policy 1.6. While the “Student Rights and Responsibilities” document is no longer an official University policy, it is instructive to compare the three (3) documents as each overlaps with the others, each conflicts with the others in some respects, and each is lacking in some regards.

➢ See Annex 7.3B which provides a comparison between the content of the Student-Athlete Code of Conduct, Policy 1.6 on Academic Misconduct and the Student Rights and Responsibilities documents.

The PRT’s view of the Student-Athlete Code of Conduct is that, while it covers many issues, it merits careful review as the core document that outlines both proper student-athlete conduct, and any disciplinary actions that may arise out of a breach of some of these. The Student-Athlete Code of Conduct also lacks clarity with regards to the different procedures and processes that may arise and/or apply as a result of a breach of the Student-Athlete Code of Conduct.

**Recommendations:**

25. Update the Student-Athlete Code of Conduct according to the proposed template recommended by the PRT (Annex 7.3C). Note additional recommendations provided within the proposed template.
26. A thorough integration of the Student-Athlete Code of Conduct should be carried out with Policy 1.6 on Non-Academic Misconduct, including the relationship between the disciplinary processes as set forth in these two documents; Consider integrating the two procedures into a single adjudication process.

Note: The jurisdiction/scope of Policy 1.6 includes specific exceptions including Guelph-Humber, University Housing Services, Ridgetown campus, Students-At-Risk, and the Sexual Violence Policy. However, there is no reference to the Department and circumstances when the Student-Athlete Code of Conduct applies.

7.4 Events Staff Employment Agreement

The PRT’s review of the Events Staff Employment Agreement is provided in Annex 7.4. Annex 7.4 provides a comparison between the Student-Athlete Code of Conduct and the Events Staff Employment Agreement as there are some basic principles that are not inherent to both.

There are already some particularly good elements that are captured in both documents. But, where there are gaps identified by the PRT, the suggestion is that they be filled with corresponding information and language available in the other document (or that of another relevant University policy or protocol or engagement agreement).

Recommendation:

27. When the Events Staff Employment Agreement and Student-Athlete Code of Conduct are reviewed by policy drafters, the better elements of each document should be incorporated across the two documents to provide consistency in format and application.

7.5 Coaches Code of Conduct

The PRT’s review of the Coaches Code of Conduct is provided in Annex 7.5A.

This is already a respectable stand-alone document that seems to be well regarded by coaches in general. Further to the results obtained by the survey of coaches conducted by the PRT, the PRT recommends that the Coaches Code of Conduct be modified to give additional attention to addressing:

- Mental health issues
- Basic safeguarding practices such as the Rule of Two, Travel Policies, and Social Media Policies
- Reporting safeguarding issues and the process related to the same
- Confidentiality with regards to the reporting processes
**Recommendation:**

28. Update the Coaches Code of Conduct according to the proposed template recommended by the PRT (Annex 7.5B). Note additional recommendations provided within the proposed template.

This will provide a more comprehensive document that includes appropriate elements which the PRT views should be included in such a document. Furthermore, it would also provide a consistent reference that athletes and coaches will be able to understand and follow.

### 7.6 Coaching Agreements

The PRT’s full review of all Coaching Agreements is provided in Annex 7.6.

### 7.7 Medical Policies and Protocols

The PRT reviewed several medical policies and protocols referenced below.

The role of the Health and Performance Centre and its relationship to the medical policies and protocols of the Department was also reviewed. Staff identified concerns and risks related to athletic therapy, strength and conditioning, return to play protocols, and team endorsed use of external health care providers to treat student-athletes.

The PRT review’s comments and recommendations are available in corresponding Annexes.

- Strength and Conditioning – Annex 7.7.1
- Athletic Therapy – Annex 7.7.2
- Concussion Policies – Annex 7.7.3
- Use of External Health Care Providers – Annex 7.7.4
- Return to Play Policy – Annex 7.7.5

### 7.8 Team Rules and Policies

The PRT’s succinct review of Team Rules and Policies is offered at Annex 7.8.

### 7.9 Travel Policies

See Annex 7.9 for the PRT’s findings on the various applicable Travel Policies.
7.10 Social Media Policies

See Annex 7.10 for some of the PRT’s findings on the apparent need for a Social Media Policy.

7.11 Camps

The PRT reviewed all Camps Policies and relevant related documents. A comparison was also made to other camp policies to identify and shortcomings that may need to be addressed and redressed.

➢ See Annex 7.11 for an outline of some key missing documents/areas of concerns and for the PRT’s succinct analysis of the documents reviewed.

8.0 Policies and Protocols Analysis

The PRT conducted an analysis of various policies and protocols of the University in reference to their relationship to Department policies. These included:

- Policy on Establishing University Policies and Procedures
- Procedure for Policy 1.1 on Establishing University Policies and Procedures
- Safe Disclosure Policy (Whistleblower Policy)
- Procedure for Safe Disclosure Policy
- Sexual Violence Policy
- Sexual Violence Policy Procedures for Faculty and Staff
- Sexual Violence Policy Procedures for Students
- Human Rights Policy
- Policy on Non-Academic Misconduct
- University Risk Management Policy
- Workplace Harassment Prevention Program
- Workplace Violence Prevention Policy
- Anti-Hazing Protocol
- Protocols for Responding to Student at Risk
- Community Standards Protocol
- Controversial Student Events Protocol
- Grievances All Staff

The analysis identifies the strengths and weaknesses of the University’s approach to policy/protocol creation and implementation and delivers key findings on each area of concern and recommendations for improving policies and protocols at the University.
Form:

Several errors were detected in incorrect labelling, links that do not function and documents that are not up-to-date nor (apparently) reviewed by an appropriate body.

While the "Student Code of Conduct" is frequently mentioned, the PRT is informed that this document does not exist any longer and that this reference is to the University's current "Policy 1.6: “Policy on Non-Academic Misconduct””.

Substance:

The PRT work consisted of the following (which includes some general findings).

First, a distinction between documents that are policies versus documents that are protocols was imperative to guide the policy review process.

- Some documents have elements of both policy and protocol, while others do not fit into either category.
- For example, the Student-Athlete and Coaches Codes of Conduct cannot be accurately categorized as either a policy or protocol.
- This creates issues of validity and enforceability, as well as confusion over how they are to be utilized if a breach of the code is to occur.

Second, attention was given to frequently used terms to identify definitional inconsistencies.

- The terms “Employee,” “Worker,” and “Staff” are used repeatedly with different definitions.
- It is unclear whether the term “University Community Member” covers students enrolled at affiliate schools.

Third, the applicability and scope (audience) of the documents were examined to identify the circumstances under which they are meant to be used.

- The Off-Campus Community Standards Protocol is unclear as to whether it applies to athletes on away-games.
- The Anti-Hazing Protocol references a number of potentially applicable procedures to be followed upon a violation, yet it provides little guidance as to which procedure should be applied and when.

Finally, an overall review of each document also identifies positive attributes or other areas for improvement. For example:

- The Safe Disclosure Policy has a clear reporting procedure that includes detailed guidance regarding what to include in a report and how the complaint will be managed.
• *The Human Rights Policy and Procedures* and the *Sexual Violence Policy and Procedures* include comprehensive measures for use and are examples of thoughtful document creation.

• The *Gift Acceptance Policy* does not address the potential issue of “gifts” being offered or given to athletes, including detail of what constitutes a gift in that context or how the unknowing acceptance of a gift is to be dealt with as it relates to both University policies as well as compliance with OUA and USPORTS policies.

### 9.0 Agreements with External Organizations and Affiliated Members

The PRT has learned that the Department has six ways by which it formally and informally holds relationships with community sports organizations/clubs or individual members of those organizations/clubs.

#### 9.1 “Shared Use Agreements”

- These cover the participation of youth club members who train with University coaches and staff, both on and off campus. Moreover, some University student-athletes may also be members of local community clubs including participation in club activities and events throughout the year.

- These relationships are governed by Shared Use Agreements between a local club and the Department. E.g. Currently Guelph Minor Soccer and the Guelph Marlins Swim Club.

#### 9.2 “Rental of Facilities Agreements”

- The Department rents its facilities to several other organizations as a normal course of business including, for example, Guelph Minor Football, Rugby Ontario, and the Guelph Wrestling Club among others.

- For those, the protocol is to require a signed facility rental agreement which outlines several requirements including proof of insurance.

#### 9.3 “Junior Gryphons Partnership Agreements”

- The Department has agreements with organizations designated as “Junior Gryphons” which agreements address use of the University’s “Gryphons” branding and other cross-promotional benefits between the University and the local organization. These include:
o Guelph Minor Hockey Association
o Guelph Girls Hockey Association
o Guelph Youth Basketball Association
o Guelph Youth Volleyball Association
o Guelph Minor Rugby
o Guelph Soccer Association
o Guelph Special Olympics
o Guelph Minor Football Association

9.4 “Affiliated Community Memberships”

- Multiple individuals associated with a local club purchase a community membership through the Department. These Community Members can then train with a specified team, subject to signing a waiver in order to access University facilities notwithstanding the absence of a local club or local club agreement.

- These memberships are initiated at the invitation of the coach of the University varsity team who determines the criteria for membership.

- An example of such an arrangement is the following: community members of the Guelph Wrestling Club who also participate with the University varsity wrestling program.

9.5 “Memorandum of Understanding with Athletics Canada”

**Recommendations:**

29. There should be recognition that Codes of Conduct for Coaches employed by Athletics Canada and the University may both apply in certain situations. Reference to all relevant documents from both Athletics Canada and the University is suggested.

30. Knowledge of the Student-Athlete Code of Conduct is also important so that coaching staff fully understand their responsibilities of guiding University athletes according to Department and University policies that may differ from Athletics Canada policies. For example: Concussion Protocol and Return to Play Strategies which are universal but may be slightly different in terms of activities and sport specific protocols as well as student/coach involvement in the same.
9.6 Donor Supports

As with all universities, the University has established relationships with donors, either as individuals or as associated with an organization. Feedback from staff surveys and interviews conducted by the PRT have highlighted the benefits of such relationships for the University as well as a number of issues which can accompany such support.

Benefits of such relationships range from: the crystallization of community support; the engagement of volunteers and the ability to leverage volunteerism into action; and enhanced opportunities for philanthropic individuals and business to donate to the University and, in particular, its sports programs.

Issues which can arise with such relationships, which have arisen in the University context, and which merit attention by the University include: managing expectations of donors; avoiding over-reliance on donations for the operation of any program; formalizing community support structures in cooperation with donors; normalizing donation and procurement protocols with donors; implementing systems such that that donor support does not lead to potential violations of rules or policies of sport organizations of which the University is a part (such as the Ontario University Athletics (OUA) and USPORTS).

Key Observations

The current practice of Affiliated Community Membership agreements is problematic given the absence of written procedures and rules between the affiliated community member and the University. Too much discretion is left with the coach to determine the criteria and rules that governs the relationship between affiliated community members and the University.

To continue with the current informal arrangements of the types referred to above may pose a variety of possible risks. The use of consistent and formalized agreements will provide more rigour and offer more protections for the University, coaches and all relevant clubs/organizations and their members. Normalizing such relationships may also serve to manage expectations of external stakeholders and to lessen concern or confusion within the University and the Department about appropriate norms and boundaries; it would also facilitate compliance of club/donor/organization activities with relevant University policies and protocols.

Recommendations:

31. The PRT recommends that the "depth of the relationship" used as a criterion for Shared Use Agreements with certain organizations (such as Guelph Minor Soccer or the Guelph Marlins Swim Club) should also extend to any relationship with other organisations or existing "Facility Rental Agreement" or "Community Membership" or "Junior Gryphons Partnership" that involves the following:
• Any form of ongoing shared use of facilities.
• Shared use of coaching resources whereby a University coach is instructing, training, or overseeing community members while also acting as a coach or representative of the local club.
• Joint training programs between club members and University varsity programs.
• Shared use of technical resources and equipment.

32. The PRT recommends that a Template Shared Use Agreement be drafted and that the University consistently enter into formal agreements regardless of the relationship. Affiliated Community Memberships would thus become Shared Use Agreements and all would follow the same form and content outline but be adapted to address the specificity of each relationship. Such an approach will facilitate the consistent use of basic contractual provisions related to obligations and responsibilities irrespective of the specific operational and other details of individual agreements.

33. Structure and formalize relationships with current and potential donors and donor organizations by implementing relevant policies and entering into written agreements where appropriate.

34. Consistent with the preceding, expand the content and application of agreements with community clubs, donors and donor organizations that involve a multivariate relationship with the Department.

10.0 Addressing Complaints and Reports

The extensive review of all University policies and procedures, in particular those related to the Department, revealed that two (2) major issues require specific and immediate attention: (i) a possible risk arising from apparent gaps in complaints and reporting procedures and (ii) inconsistent or non-communicated reporting and complaint options to University stakeholders.

In this regard, repeated gaps in addressing complaints and reporting procedures in many documents should be addressed in order to prevent the University from potential risk in the future. Addressing these gaps will also importantly establish appropriate reporting procedures for all individuals to whom the policies apply, with the result that: all complaint and reporting channels will be clearly outlined and easy to understand; all relevant dispute resolution mechanisms are canvassed; and consistent baseline confidentiality parameters, which are paramount to the success and legitimacy of these policies and protocols that flow from them, are respected.
Based on a review of documents and comparative analysis with other organizational and university policies, the PRT has developed recommendations to facilitate any complaint and/or report made by a coach, athlete or other stakeholder being dealt with appropriately, with such processes being clearly established and available for all to review and implement.

The PRT's key finding in this respect is that there is a lack of clarity, consistency, and delimitation between all applicable protocols. They are either redundant, overlapping, lacking, or contradictory in terms of processes. Attention must be given to each protocol's processes to avoid anyone shying away or being discouraged from filing complaints or reporting maltreatment of any kind. This is supported by the responses provided by student-athletes and coaches throughout the PRT's consultation process.

Notably, our comments and recommendations relate to: (i) Complaints/Reporting Process; (ii) Receipt of report and investigative processes; (iii) Dispute Resolution Processes; (iv) Disciplinary procedures and (v) Confidentiality.

10.1 Complaint/Reporting process

Key Findings:

More clarity is required to understand which policy and/or protocol governs a complaint and its subsequent reporting and investigative processes. For example, a concrete example is found in Policy 1.3 – Safe Disclosure Policy:

- “1.3. A concerned University Community Member is encouraged to first disclose the behavior to the person to whom they report, or to their Dean, division head, or a representative in Human Resources, Faculty and Academic Staff Relations, Office of Research, Diversity and Human Rights, Secretariat, or Finance, as appropriate.”

The PRT was unable to ascertain whether a student-athlete could make a complaint through this policy, or whether they would first go to (for example) a coach, an assistant coach, other personnel, an employee, or a volunteer.

Further questions arose regarding safety of disclosure for student-athletes. What is the safest avenue of disclosure for them? Is reporting to an assistant coach or to other athletic personnel appropriate or encouraged? Are there possible issues of confidentiality or bias in relation to the student-athlete?
Recommendations:

35. More detail should be added to the complaint/reporting process with respect to describing to whom and how a complaint is made.

36. The PRT recommends creating a reporting and/or complaint form to allow for the inclusion of both the relevant information regarding an incident and proper detailed contact information. Please see proposed Reporting/Complaint Flowchart and Processes template at Annex 10.1A.

37. The PRT recommends that the complaint/reporting and dispute resolution process be rationalized with a view to creating one description to fit all aspects of University dispute resolution.

Questions Raised by the PRT

- Which hearing procedure applies if an athlete violates more than one policy?
- If a student has a violation in athletics but is also “at-risk,” which procedure do they go through?
- Does off campus conduct at away games concern the Community Standards Protocol and if so, how does that policy interact with the Student-Athlete’s Code of Conduct disciplinary procedure and Policy 1.6: “Policy on Non-Academic Misconduct”?

➢ See Annex 10.1B for notes, identified gaps and recommendations regarding the Student Wellness Reporting protocol.

10.2 Receipt of Report and Investigative process

The PRT’s general and critical recommendation is to bring greater clarity to the steps taken, and by whom, immediately after the complaint/report is made. The process for the most part does not impart confidence in student-athletes to report without the risk of censure, with a guarantee of confidentiality (as discussed below) but most importantly, does not specify the process by which the information will be processed, triaged, assessed, and eventually investigated.

The PRT notes the benefits of the “Safe Disclosure Policy” as a stand-alone document. It is meant to be a catch all/default policy for students/staff to have a reporting-disclosure process available to them when other policies don’t provide for such safe disclosure or reporting in the specific circumstances in which the athlete/student/staff or other may find themselves.

An example of a reasonably well defined process can be found in the Protocol for Responding to Students at Risk which outlines the information to be gathered and used, how it is going to be managed, privacy concerns, and who will be involved as well as the steps in the process. It also identifies different risk levels –
acknowledging that situations can be fluid. Therefore, while the process is always respected, it can be modified to better address each distinct and unique student situation.

Ultimately, it will be up to those who will update and amend the existing policies to bring clarity to the above. They should be consistent, simple to understand and to follow, and grant rights and responsibilities that are commensurate to the complaint that is being made.

Infractions should not fall through the cracks as a result of an individual not having faith in the process either as a result of it not providing mandatory safeguards or as a result of the reporting and investigative processes not being clearly and simply explained.

**Recommendations:**

38. Establish a clear receipt, triage, and investigation process document to allow for consistency throughout.

39. Create a document along the lines of the template Reporting/Complaint Flowchart and Processes that has been proposed by the PRT at Annex 10.1A.

10.3 Dispute resolution process

The PRT’s overview of its findings regarding the dispute resolution process at the University is at Annex 10.3.

**Recommendations:**

40. Consider developing and implementing informal measures or alternative dispute resolution measures available for athletes (and perhaps students at large).

   • Potential to classify incidents as major, minor, or repeat infractions and tailor the available resolution processes accordingly.

   • Consider implementing a focus on educating the student through “teachable moments” before moving to judicial processes.

41. Consider options such as mediation, negotiation, facilitation, conflict resolution conferences, restorative justice, healing circles, etc.

42. Thought should be given to including a dispute resolution process flow chart to guide the possible for dispute resolution options arising out of a filed complaint or reported offence.
10.4 Disciplinary Procedures

It is desirable to adopt and implement procedures that allow all individuals to be dealt with in a forum or via a process that is commensurate to the relevant conduct. It is also desirable that everyone involved in the process has a clear and well-defined understanding of the process, to whom it applies, how it will proceed, in which forum, with what kind of confidentiality safeguards, etc.

An example of issues in this regard can be found in the unclear disciplinary relationship between the Student-Athlete Code of Conduct and Policy 1.6: “Policy on Non-Academic Misconduct” ("Policy 1.6"). According to wording of the Student-Athlete Code of Conduct and Policy 1.6, the latter takes priority over the former if an athlete exhibits behaviour that violates both documents. Therefore, if a student-athlete breaches both policies, they will likely be subject to the public judicial hearing found in the procedure for Policy 1.6. This may not always be appropriate or proportionate for those violations. Also in this regard, the PRT notes that, in the event of a breach of both these policies, complying consistently with their rules and their priority is important so that inconsistent treatment of the same violation by different students can be avoided.

Recommendations:

43. Athletics should develop a formalized process whereby the level of control and oversight the Department has over student-athlete violations will be established. This process should consider how much responsibility would be appropriate.

10.5 Confidentiality

Key Findings:

The PRT’s general finding is that confidentiality or protection of privacy clauses are often absent from documents in which they might usefully be included because of the nature of the information involved and the applicability of the Freedom of Information and Protection of Privacy Act (Ontario) to the University as an educational institution. Examples include the Procedure for Safe Disclosure Policy and the Workplace Harassment Prevention Program.

If the complaint and resolution process does not address the confidentiality of private information shared by complainants (including identity, personal details, disclosure of incidents, etc.), that process may lose credibility and may be open to scrutiny in relation to applicable privacy regulation.

➢ See Annex 10.5 for more detail regarding the PRT’s findings and recommendations in this regard.
11.0 Education and Training

11.1 Student-Athlete Education & Training

Primary sources of education and training provided to student-athletes include:

- Student-Athlete Handbook
- First-year student-athlete orientation
- Team based student-athlete orientation
- Gryphon Leadership Academy
- Student-Athlete Mentorship Program (SAM)
- “Can I Kiss You”
- Performance enhancing drug education by the Canadian Centre for Ethics in Sport (CCES)

The Department uses an online student-athlete portal that allows for the efficient collection of personal information and tracking of eligibility and compulsory education requirements. For example, verifying that the Student-Athlete Code of Conduct has been read. However, even though a student-athlete is required to verify that the Code has been read, it is apparent through responses from the survey of student-athletes conducted by the PRT that not all student-athletes actually read the Student-Athlete Code of Conduct. This underlines the importance of in-person orientation sessions, and ongoing education from coaches and peers as it relates Student-Athlete Code of Conduct. Fortunately, student-athletes report ongoing education through information provided by both the Department and their coaches. Other resources provided through the on-line portal includes concussion education, and various medical policies.

Student-athletes provided the following feedback pertaining to education and training:

- Student-athletes are generally satisfied with the orientation sessions attended, with almost 75% (N=154) indicating they are satisfied or extremely satisfied. Only 3 student-athletes expressed any form of dissatisfaction.

- Most student-athletes (76%, N=187) described the current amount of education received as “about right”. However, almost 12% (N=29) of student-athletes described current education as “not enough” or “too little”.

- Student-athletes are most satisfied with current levels of training and education related to performance enhancing drugs (57%, N=173), and alcohol (55%, N=167).

- Student-athletes expressed a desire for more information about: (1) Nutrition (51%, N=153), (2) Dealing with mental health issues (42%, N=127), (3) Reporting and complaint resolution processes (32%, N=98), and (5) Conduct expectations of staff and coaches (31%, N=94).

- Although a majority of students (61%, N=147) “fully understand the expectations of student-
athletes provided in the Student-Athlete Code of Conduct”, 37% (N=90) indicated that they might be “unclear about some specific obligations and responsibilities.” Areas that this subset of student-athletes are unclear about include: (1) Travel policy, (2) Social media policy, (3) Cannabis policy, (4) Alcohol policy, (5) Hazing policy, and (6) Harassment policy.

The Student-Athlete Handbook is a core reference document that is provided in a professional digital magazine style format with references to myriad information including policies, services, and registration requirements. The Student-Athlete Handbook also includes a short-form summary of the Student-Athlete Code of Conduct. The official link from the Department website is to the 2018-19 version of the Handbook, although a newer 2019-20 version exists. Overall, the Handbook is professional in its appearance, easy to read, with “one stop shopping” for most information of importance to student-athletes.

First-year student orientation includes a general overview of several topics including sexual violence training, bystander training, Student-Athlete Code of Conduct, eligibility and compliance related to sport participation, as well as various teambuilding activities. This is delivered in a group setting over a half-day with various speakers from the Department and other units from across campus. This format of orientation is quite typical of other university athletic programs in Canada.

In addition to first-year orientation programs, each team has an orientation session led by either the Associate Director, Intercollegiate Athletics or the Intercollegiate Manager, Athlete Services. A core component of these orientation sessions includes a review of the Student-Athlete Code of Conduct.

The Department provides two innovative leadership and athlete support programs in the Gryphon Leadership Academy and the Student-Athlete Mentorship Program. The Gryphon Leadership Academy follows a progressive framework developed by the Janssen Sports Leadership Centre. This includes “Emerging Leaders”, “Leadership 360”, and “Veteran Leaders.” Examples of topics include: (1) Vocal Leadership, (2) Commitment, (3) Time Management, (4) Team Building, (5) Composure, and (6) Conflict Management.

Both of these initiatives provide learning opportunities that equip student-athlete leaders with important peer-to-peer conversations with their fellow athletes. Moreover, these programs are referenced positively through feedback to survey of student-athletes conducted by the PRT.

**Recommendations:**

44. The PRT recommends that the current student-athlete orientation sessions be maintained including first-year group orientation programs, and annual team-based orientation sessions led by the Associate Director, Intercollegiate Athletics or the Intercollegiate Manager, Athlete Services.
45. The PRT recommends continuation of the Gryphon Leadership Academy and the Student-Athlete Mentorship Program, both of which represent best practices amongst Canadian universities.

46. Bystander intervention training should be a mandatory educational component for all student-athletes.

Note: The University, under the leadership of the Sexual Violence Support and Education Coordinator, plans to make such bystander training compulsory for student-athletes through both on-line and in-person delivery.

47. Formalize a process so that Gryphon Leadership Academy members can share their experiences with their respective teams. This is happening organically with some teams but should be formalized to allow for transfer of knowledge in a peer-to-peer environment supported by coaches.

48. More extensive training and documentation of reporting procedures should be provided to student-athletes.

49. A Terms of Reference document that outlines the roles and responsibilities of team captains should be developed by each team and communicated to all team members. Consider forming a working group of coaches and Department staff to develop a Terms of Reference template that can be tailored to specific requirements of each team. It is interesting to note that student-athletes nominated to the Gryphon Leadership Academy are not always team captains, thus the role of team captains versus Leadership Academy student-athletes should be clarified.

11.2 Coach Education & Training

University coaches include full-time employees classified as “Professional Managerial”, as well as part-time and volunteer coaches. All coaches are required to sign the Coaches Code of Conduct and some education programs are mandatory for full-time university employees including: (1) Health and safety training (e.g. AODO, WHMIS), and (2) Sexual violence harassment prevention. Both of these programs are delivered centrally by the University, not by the Department.

Some gaps are evident in respect to the mandatory University education and onboarding requirements (for full-time staff) from which part-time and volunteer staff appear to be excluded. The number of hours that many part-time and volunteer coaches work can rival that of full-time coaches. Moreover, the athletics environment is subject to heightened health and safety risks and very close relationships between coaches.
and student-athletes where a power imbalance exists. This applies to full-time, part-time, and volunteer coaches equally. Given the fact that most University coaches are engaged on a part-time or volunteer basis, this could represent a significant gap.

**Engagement Status of University of Guelph Coaches**

- 21% I am a full-time coach employed by UofG
- 26% I am a part-time coach employed by UofG
- 14% Other. Please specify:
- 38% I am a volunteer coach (non-paid)

Although all full-time employees are required to complete the aforementioned training, some who were interviewed identified gaps in the delivery of this training over the past few years.

Other issues to be addressed include: centralized tracking of training and of student support; and consideration of an on-line portal and tracking system for coaches similar to what is currently provided for student-athletes in the Department. As noted in Section 5.0, a common theme expressed amongst staff and coaches is not knowing what policies exist and an easy way to find them.

The PRT understands that the University is in the process of reviewing all of its education and training including methods of delivery, audiences, and mandatory requirements. This includes new sexual violence and harassment training under the auspices of a new Sexual Violence Support and Education Coordinator. It is understood that this will include mandatory sexual violence and harassment training for all University coaches, irrespective of engagement status, and that the planned content will include subjects such as:

- How sexual violence is defined at the University
- Survivor experiences and populations at risk
- Understanding perpetrators and tactics
- Power imbalances
- How to respond (reporting)
- Support mechanisms

The method of delivery being considered is first an on-line component, followed by an in-person group education session. Group sessions specifically for coaches will be developed including bespoke elements of delivery that address specific situations unique to the athletics environment. In addition, the University has offered bystander intervention training, which is also being reviewed, including an online component and a separate in-person bystander intervention training program.
The PRT is confident that the proposed roll-out of mandatory sexual violence and harassment training for all University coaches will fill gaps that may currently exist. However, there are other areas of training and education that the Department might consider. For example:

“I think most coaches are unaware what is outlined (in the coaches’ Code of Conduct). I was introduced to it a year or two ago when it became mandatory to sign it as a part time coach. Having been hired by the university as a full-time Assistant, it’s surprising that it wasn’t part of my training. I don’t know that I would know where to go to look up the info in it and if/how I would do that if I had a question. I believe that it’s common sense for most character coaches, but with my teaching background, this system has been loose and I don’t think people put much stock into the piece of paper.”

While most coaches (73%, N=62) described the amount of education they have received about the Coaches Code of Conduct as “about right” almost 19% (N=16) of coaches described it as “not enough” or “far too little” as evidenced by the previous quote. Furthermore, about 18% (N=15) of coaches described the amount of education and training they have received about the Student-Athlete Code of Conduct as “not enough” or “far too little”. Specific topic areas identified by coaches that “would be helpful to me as a coach in supporting my team” include the following:

- Dealing with mental health issues (identified by 67% of coaches)
- Reporting and complaint resolution processes (identified by 49% of coaches)
- Social media conduct (identified by 40% of coaches)
- Injury, return to play guidelines (identified by 33% of coaches)
- Conduct expectations of coaches (identified by 27% of coaches)

Many student-athletes also identified several of these topic areas where they would benefit from more education and training. Although gaps have been identified, the thirst for more education and training as expressed by the cohort of 90 University coaches surveyed and interviewed by the PRT is noteworthy. The capacity of the Department to resource the additional demands of delivering a much-expanded education program for both student-athletes and coaches requires examination within its current structure.

A process of onboarding new employees is provided at the University level as well as at the Department level. The Department’s onboarding process for coaches is described as insufficient by several staff and coaches. A more extensive onboarding process for all coaches, irrespective of engagement status should help to rectify some current gaps in knowledge that exist. The Department’s current onboarding process is not required for part-time and volunteer staff. Additionally, while full-time coaches are included in the University's onboarding process, part-time and volunteer coaches are not.

A robust onboarding process would also provide an opportunity to engage key units across the Department (e.g. facilities, communications, therapy, strength and conditioning, camps, etc.), all of whom have expressed a desire for more cross-functional opportunities to contribute to such a process.
Coaches in the Department are subject to myriad of Department and University policies. Some coaches indicated they were unsure of specific policies and obligations applied to various situations. This shortcoming could be rectified by way of a more all-encompassing and thorough Coaches Code of Conduct that references these policies, enhanced onboarding, and a centralized web portal to house this information.

One of the policies which may be misunderstood by some is an agreement entitled: *Compact between the Professional Staff Association and the University* ("Compact"). This document includes information such as professional rights and responsibilities, reporting obligations, performance assessment and development, problem resolution, and other University policy information. According to Human Resources, this policy applies to all University professional staff, including part-time employees, and does not require membership in the Professional Staff Association. Yet, as evidenced by several staff interviews, many coaches are unaware of this policy.

**Recommendations:**

50. Develop and implement a more robust onboarding process for all staff and coaches in the Department.

51. All coaches irrespective of engagement status (full-time, part-time, volunteer) should be required to complete mandatory health and safety training, and sexual violence harassment prevention training.

52. Completion of mandatory coach education requirements should be verified and tracked by the Department.

53. Bystander intervention training should be mandatory for all University coaches, irrespective of engagement status.

54. More extensive training and documentation of reporting procedures should be provided to coaches.
12.0 Coach Performance Evaluation

The method of performance evaluation differs markedly between full-time head coaches and those engaged on a part-time or volunteer basis. Full-time coaches are subject to both the University performance evaluation process, as well as additional methods of evaluation within the Department. With respect to coach performance evaluation, there appears to be inconsistency in process and inadequacy in record-keeping and, in some cases, limited or no performance evaluation for part-time and volunteer coaches. Consider the following statistics from the survey of coaches conducted by the PRT:

- A majority of coaches (57%, N=49) indicated they did not receive any form of performance evaluation in the last two years in respect to their coaching role.

- Amongst coaches who indicated they received performance evaluation, 69% (N=25) indicated this feedback was provided verbally and only 30% (N=11) indicated any form of written evaluation.

- Amongst all coaches surveyed by the PRT, very few coaches (18%, N=17) indicated that they received feedback from student-athletes.

- More than one quarter of coaches (26%, N=22) described their current amount of performance evaluation as “not enough” and 7% (N=6) indicated “far too little.”

This situation could result in possible risk to the University.

Some coaches who were surveyed by the PRT, having been asked to provide feedback about additional performance evaluation that would be helpful, offered comments including the following:

- “A written report from the Head Coach and some written feedback from student-athletes I work with.”

- “Any (feedback) at all. Have not received any results from the student-athlete evaluations in over 3 years. I used to receive it annually and found it very helpful and insightful.”

- “Having check-ins more often would be beneficial – informal or formal coaching opportunities.”

- “I do not see any written assessments...only hearsay from the head coach.”

- “I have never had a formal evaluation...That said, there is plenty of informal evaluation/feedback through coaching meetings, coaching strategy sessions, and pre/post-practice discussions.”

- “I would like a distillation of the student evaluations so I know what aspects of team
management, coaching, operations need attention. As a volunteer Head Coach, I would also appreciate a somewhat more structured evaluation of my performance as a Head Coach...”

- “It would be good to hear more feedback from athletes.”

- “Sometimes, when you don’t receive performance feedback, you can assume that your role/team is not relevant. It seems that time and energy is spent on higher profile teams.”

One component of the evaluation process for full-time coaches in the Department is called “Stop.Start.Continue”. Several head coaches who were interviewed indicated a preference for this process versus a previous form of evaluation that involved an anonymous survey completed on-line by students. The Stop.Start.Continue process involves a team meeting facilitated by the Associate Director, Intercollegiate Programs or the Intercollegiate Manager, Athlete Services who provide students the opportunity to put pen to paper on this document and return to the facilitator anonymously. This is followed by an in-person discussion between the facilitator and the team. Following this process, the staff facilitator meets with the coach, and others as required, to provide feedback verbally and in writing. The in-person discussion session is an improvement over previous methods of gathering information and allows the facilitator to probe further, evaluate context, and better understand the nature of written feedback.

The Stop.Start.Continue evaluation form only specifically asks questions about full-time assistants and selected positional coaches. Student-athletes are not precluded from providing any comment related to other assistant coaches or athlete services such as athletic therapy and strength and conditioning. However, it appears from the coach response data that very few coaches are getting this feedback. While the simplicity of the current evaluation form offers advantages, the process would benefit from more structure to elicit feedback about assistant coaches and other athlete support services.

Most student-athletes are satisfied with current processes to provide feedback about their experiences with their team as evidenced by the following:

**Student-Athlete Satisfaction with Processes to Provide Feedback**

- 22% Excellent
- 49% Good
- 22% Average
- 5% Poor
- 2% Terrible
Suggestions from student-athletes to improve these processes include:

- “I would ask more open-ended questions to athletes to provide more accurate feedback. I would also ask questions about team coaches and/or staff members in particular.”

- “Move from the stop, start, continue format to a format which is more specific and can identify more serious issues prevalent within the team. Also, offering follow up meetings with counselors, dieticians, or athletic department staff to address issues.”

- “The format of collecting information is limiting and kind of directs athletes into a certain way of thinking instead of hearing their thoughts...”

- “A survey during the year or a check-in with an athletic director would have been great as we did have issues with our head coach (who has previously stepped down) but we didn’t know who to talk to about the issue and no one asked us how everything is going.”

- “Anonymous surveys would be good. Option to submit feedback throughout the year as we think of things. Opportunity for coach to athlete feedback sessions.”

Another theme identified by several student-athletes is their perception of lack of follow-up related to concerns that might be raised through the evaluation process. For example:

- “I think that over my four years at Guelph and filling out the evaluations at the end of the year the same things have constantly been asked or requested. However, none of these changed. I think that makes the athletes feel as if they are not being heard and their evaluations will not make a change. I believe this could be a reason why less athletes are filling out the evaluations.”

- “There is never a follow-up or some type of effort to truly hear what players are saying and experiencing.” The pavilion is pretty distance (sic) from the rest of the school core so some of us players feel helpless.”

- “Please check on how the evaluations are being applied to the programs maybe with a mid-season evaluation. It’s clear [coach name removed for confidentiality] that [our coach’s] evaluations are very cut-throat on how he/she is as a coach, yet it seems he/she is allowed to carry on with his/her unproductive methods.

- “There have been multiple complaints from athletes on this team to coaches and elevated beyond coaches that were never heard or dealt with. This has resulted in large problems for the members of the team on an interpersonal and performance basis. I just wish there was more transparency about the process of where complaints were, their status and what the process to forward a complaint or problem was and the potential solutions that may be arrived at.”

The PRT’s opinion is that the current efforts to elicit feedback through the Stop.Start.Continue process and in particular the in-person team meetings are genuine. However, this process would benefit from more
communication to student-athletes about the evaluation process, and follow-up on specific issues that are raised.

A limiting factor is capacity and the ability for one or two staff members to do this effectively. Another limiting factor related to mid-season review is the very short season in some sports (weeks) as compared to lengthy seasons (months, spanning two academic terms).

Several student-athletes raised issues related to discrepancies in team support and how varsity sports are structured at the University. This is a common issue faced by most, if not all, university athletic departments in Canada. These issues were in the process of being addressed through a structural review of the University’s sport offerings undertaken by the Department but was put on hold partly due to COVID-19. A review of the University’s sport model will help to provide the transparency and rationale for how teams are supported at the University.

**Recommendations:**

55. An improved performance evaluation system should be established and implemented for all coaches, including written documentation of appraisals in cases where this does not currently exist.

56. Form a small working group of student-athletes to provide input to the program/coach review process.

57. Be more prescriptive in the student-athlete program evaluation process to elicit feedback about assistant coaches and other support services provided for athletes.

58. Develop a written performance evaluation template for part-time and volunteer coaches.

59. Adopt a system to facilitate providing each assistant and volunteer coach with an annual, written performance evaluation by the Head Coach using the prescribed evaluation template.

60. Adopt a system to facilitate the annual submission to the Department of written performance evaluations for each assistant and volunteer coach.
Key Findings:
These should be read in consideration of the detailed findings in Annex 7.3B.

This a thorough document that covers many topics. The discipline and appeals procedures are clear and detailed.

The document falls short regarding applicable reporting procedures, enforceability of the document and its relationship to Policy 1.6 Policy on Non-Academic Misconduct.

Form:
• Visually unorganized and unappealing, bullets are off.

• Needs clarity in sections and consistent formation.

• Following policies are not hyperlinked properly: Student Rights and Responsibilities, Human Rights Policy, Anti-Hazing Policy, Safe Disclosure Policy, Community Standards Policy.

Gaps/Risks Identified:
• Cannot be accurately categorized as either a policy or protocol. As a result, it appears it is not subject to review.

• Not clear to whom the document applies to (scope). Are student-volunteers, medical staff, trainers, part time coaches etc. subject to this code?

• Important topics (e.g. Alcohol use, hazing, anti-doping) are included in one section. They are placed in no particular order and with no emphasis on relative importance. These topics are governed by separate policies that should be specifically referred to.

• Each topic should have its own section so as to not diminish the importance of each and not assimilate them. This will also allow for an easier reference to University Policies, when they apply, as well as applicable disclosure policies for each impugned action.

• The disclosure and reporting policies need to be better carved out and offer the safest options for a student to make a report. Disclosure/reporting of complaints about full time or part time coaches should not be made through the coach, as this would result in fear of censure or recrimination. An Investigations or Safeguarding Officer should be identified, who will be responsible for an independent, impartial and confidential oversight of the Reporting protocol.

• There are gaps in terms of defining “off campus” behaviour and any applicability of the Community Standards Protocol.
• There are some amorous relationships that are not included, that should be strictly prohibited (with staff, trainers, etc.)

Recommendations:

61. Consider including a prohibition on amorous relationships between student/coach or further, creating a stand-alone policy on this behaviour.

62. The Student-Athlete Code of Conduct does not capture the importance of this document or the fact that is a requirement to follow. Clearly define the scope and application of the Code of Conduct and make it a mandatory regulatory document that is subject to review.

63. Clarify the applicability of the document. E.g. are volunteers, trainers, and affiliate students included?

64. Clarify whether off-campus behaviour (i.e. away games outside of Guelph) by athletes is considered “off campus behaviour” under the Community Standards Protocol.

65. Clarify the relationship between this Student-Athlete Code of Conduct and Policy 1.6 Policy on Non-Academic Misconduct. E.g. which document takes precedence upon a violation of both codes? Would a breach of Policy 1.6 result in concurrent disciplinary action under the Student-Athlete Code?

66. The end provision should include both Policies (re: reference to all applicable University policies) and applicable Protocols (for disclosure, for discipline etc.).

67. Give thought to drafting a Code of Conduct that would apply universally to all Student-Athletes, Coaches, Employees etc.

68. Clarify under what Policy complaints must be made and what protocol should be followed. Consolidate these documents so everything can be found in one document. Consider creating a more detailed complaint and investigation process.
   o See Annex 10.1A for more information

69. Consider including Student-Athlete Rights and Responsibilities into the document.
   o See Student-Athlete Code of Conduct Template at Annex 7.3C for examples of above recommendations, as well as potential structure and organization.
## ANNEX 7.3B

### STUDENT-ATHLETE CODE OF CONDUCT v POLICY 1.6 v STUDENT RIGHTS AND RESPONSIBILITIES

#### Comparison Chart

<table>
<thead>
<tr>
<th>Student-Athlete Code of Conduct</th>
<th>Policy 1.6: Policy on Non-Academic Misconduct</th>
<th>Student Rights and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adheres to principles found in “Student Rights and Responsibilities”.</td>
<td>Applies to all student non-academic behaviour on campus and to students engaged in University programs off campus.</td>
<td>Housed in the academic calendar.</td>
</tr>
<tr>
<td>Hazing activities are a breach of this code, anti-hazing and policy 1.6.</td>
<td>Exceptions: breaches of policy which take place in residence, committed by students at risk, or include sexual violence.</td>
<td>Includes some novel information (offenses section, permits + identification).</td>
</tr>
<tr>
<td>Team-building activities must adhere to “student rights and responsibilities”.</td>
<td>Athlete code is not mentioned as an exception to the policy’s application; according to wording it applies to athlete violations.</td>
<td>No mention of Policy 1.6.</td>
</tr>
<tr>
<td>“Alleged violations of the...code, which do not fall under the student code of conduct” dealt with via the athletic code.</td>
<td>Judicial Committee has jurisdiction over hearing process and punishments.</td>
<td>“Judicial Committee at the main campus...has the authority to enforce these regulations if a breach of the regulations occurs off-campus, which affects the rights of members of the University community to use and enjoy U facilities”.</td>
</tr>
<tr>
<td>Students allowed to have advisors during hearing process (coach).</td>
<td>Complaints under this policy automatically go to judicial committee – no room for alternative resolution.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hearings are automatically public.</td>
<td></td>
</tr>
</tbody>
</table>

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The PRT has prepared the following template for the Student-Athlete Code of Conduct. The template is meant to provide inspiration as to potential content, structure and organization of the codes of conduct. Some information was pulled from existing documents while other material is recommended to fill identified shortcomings.

First, the PRT offers the following general comments in terms of the eventual preparation and modification to the current Student-Athlete Code of Conduct.

**Form:**

- The proposed template is modelled after the University’s policy template provided in Policy 1.1 – Policy on Establishing University Policies and Procedures.

- The PRT recommends the inclusion of related policies and procedures throughout the Code of Conduct and hyperlinking them appropriately.

- The proposed template includes the “Rights and Responsibilities” of student-athletes. Infringement on a right or violation of a responsibility may be subject to disciplinary action.

- The PRT recommends that the “Rights and Responsibilities” outlines conduct consistent with the goals and values of student-athletes and the athletics environment at the University.

**Substance:**

- The PRT recommends clarifying when the existing Athletic Disciplinary Procedure applies over other, University-wide policies and the inclusion of confidentiality and privacy clauses throughout.

- The PRT recommends clarifying the applicability of this Code of Conduct. Examples include its application to affiliate students and off-campus behaviour.

- The PRT recommends determining the jurisdiction of this Code of Conduct, as well as clarifying the relationship between the Student-Athlete Code of Conduct and Policy 1.6 Policy on Non-Academic Misconduct.

- The PRT recommends developing guidelines for the use of vaping and/or other legal drugs. These substances may be included under prohibited conduct, akin existing prohibitions of alcohol, tobacco and drug use.

- In addition to “Rights” pulled from existing documents, the proposed template includes two new possible “Rights” for student-athletes. They are having the right to be educated on the Coaches Code of Conduct and being free from pressure regarding medical or injury decisions.
Information highlighted in grey is pulled from existing policies and their origins are labelled accordingly. All other information is part of the recommended framework.

Legend

From Existing Policies = Grey Highlight

Policies

Student-Athlete Code of Conduct = SAC
Student Rights and Responsibilities = RAR
1.6 Policy on Non-Academic Misconduct = 1.6

Approving Authority
Responsible Office
Responsible Officer
Original Approval Date
Effective Date
Date of Most Recent Review
Previous Reviews

1. Preamble

• Membership is a privilege - not a right. (SAC)
• Expectation to conduct themselves responsibly, consistent with the values of the University, in competition, in practice, public forums, etc. (SAC)
• Outline the general principles guiding the code.

2. Purpose

3. Scope

- These are Rights and Responsibilities specific to student-athletes in the athletic environment. Student-athletes are also subject to and accountable for the Rights and Responsibilities outlined in Policy 1.6 Policy on Non-Academic Misconduct.
- This policy applies to all student-athletes.
- Include eligibility requirements, whether it applies to affiliate college students.
- Does it apply only on campus, or also off campus/on the road?
  - If so – include scope.
  - If not – link to Community Standards Protocol.
- Clarify whether breaches of the overall Student Code of Conduct (1.6 Policy) mean concurrent violation of the Student-Athlete Code, or if they are separate.
4. Rights & Responsibilities

4.1 Rights
- Educated on their rights, responsibilities and Coaches Code of Conduct.
- Environment is safe, positive, and respectful. (SAC)
- Environment free of harassment and/or discrimination. (SAC)
  - Harassment is defined as any attention or conduct (oral, written, virtual, graphic or physical) by an individual or group who knows, or ought reasonably to know, that such attention or conduct is unwelcome/unwanted, offensive or intimidating. (RAR)
  - Free of discrimination - To an environment where the inherent worth of all individuals is respected, regardless of race, sex, national or ethnic origin, religion, age, sexual orientation or mental or physical disability. (RAR)
- Free from sexual violence, coercion or harassment. (RAR)
- Participate in a program conducive to the pursuit of academic excellence. (SAC)
- Not to be put under pressure in regard to health/medical decisions, not to be pressured to play when injured (abide by instructions from medical doctors).

4.2 Responsibilities
- They must abide by all regulations of their sport as set out by the OUA, USPORTS, and the sport governing body. (SAC)
- A commitment to the treatment of others with the utmost respect and dignity. (SAC)
- Ambassador for the University, a commitment to behaviour’s that will enhance the image of the University. (SAC)
- Core values of sportsmanship and fair play. (SAC)
- Elimination of sexist, racist, and/or discriminatory behaviours. (SAC)
- Help create and uphold an environment that respects the diversity and differences of members of our campus, and allows all members to be treated with dignity, worth and respect. (1.6)
- Not to engage in activities likely to endanger the health or safety of yourself or another person, or to assault or threaten to assault another person or knowingly cause another person to fear bodily harm. (RAR)
- Ensure they have undergone bystander intervention and sexual violence training.
- Adhering to various University policies and protocols.
  - Student Code of Conduct https://www.uoguelph.ca/secretariat/policy/1.6
  - Anti-Hazing
  - Sexual Violence https://www.uoguelph.ca/secretariat/policy/1.4
  - Social Media
  - Rule of two
  - Travel policy

5. Prohibited Conduct
- Relations
  - No romantic or sexual relationships with coaches/staff.
Hazing
- Hazing activities of any type are not permitted. (SAC)
  
- Inflicts or intends to cause physical or mental harm or anxieties, which may demean, degrade, or disgrace any person, regardless of location, intent or consent of participants. Hazing is an initiation process involving harassment.

Alcohol, Tobacco & Drugs
- The use of tobacco is prohibited at any competition facility, team room, etc. (SAC)
- Good judgement should be exercised in the use of alcohol. Alcohol may not be consumed during travel (via bus, car, van, train or plane) to and/or from a game or competition or practice, in team rooms or competition facilities (home or away) at any time. (SAC)
- Vaping and legal drugs?

Fairness in Sport
- The use of illegal drugs or performance enhancing drugs, per USPORTS Regulations, is prohibited. (SAC)
- No match-fixing e.g., bribes.
- No cheating.
- Student-athlete cannot cover up another student’s violations in regard to fairness in sport.

Social Media
- Any behaviours displayed on social media that are deemed to be contrary to behaviours that will enhance the image of the University or demonstrate a lack of good judgement in the use of alcohol are not permitted. It is not relevant whether the individual(s) appear(s) wearing Gryphon apparel. (SAC)
- The Department’s Social Media Policy must be adhered to. (in existing SAC)
- Any postings on any social media including Facebook, twitter, Instagram, etc. are subject to the Code of Conduct expectations. (SAC)

6. Reporting
- Link to the Reporting Policy and Reporting Form the University creates for athletes in particular.

7. Disciplinary Procedure
- Make it clear when this athletic disciplinary procedure applies over other, University-wide policies.
  - Ex. Classifying the incident and then where it goes next.
    - Minor – first time, individual incident, athlete specific – this procedure.
    - Major – repeated or severe.
      - Ex. Sexual violence – to Sexual Violence procedure
      - Ex. Human rights – to Human Rights procedure
      - Ex. Hazing – to Judicial Process
- Include both formal, informal and alternative resolution measures.
  - Ex. First Step - Informal – educational session, conversation with athlete
  - Ex. Second Step - Alternative – mediation, conflict coaching, justice circle
  - Ex. Third Step - Formal – disciplinary/hearing process
- Insert disciplinary procedures from existing Student-Athlete Code of Conduct. (SAC)
8. Appeal Process

From existing Student-Athlete COC. (SAC)

IV. A decision reached by the Discipline Committee may be appealed by the accused individual(s) or complainant(s), in writing, to the Associate Vice-President (Student Affairs) within 10 calendar days of the written decision.

Except as required to explain the basis of new evidence, an appeal will be limited to review of the verbatim record of the initial Discipline Committee hearing and supporting documents for one or more of the following purposes:

a) To determine whether the original Discipline Committee hearing was conducted fairly considering the charges and evidence presented.

b) To determine whether the decision reached regarding the accused individual(s) was based on substantial evidence.

c) To determine whether the sanction(s) imposed was appropriate for the violation of the Department’s Student-Athlete Code of Conduct which the individual(s) was found to have committed.

d) To consider new evidence sufficient to alter a decision, or other relevant facts not brought out in the original Discipline Committee hearing, because such evidence and/or facts were not known to the person appealing at the time of the original Discipline Committee hearing.

9. Confidentiality

- Confidentiality clause - Make it clear who information will be shared with.
- Privacy of information clause.
- If a statistical report is being created on the basis of these incidents, the data clause.

10. External Links

- Community Standards Protocol https://www.uoguelph.ca/studentaffairs/community-standards-protocol
- Gift Acceptance Policy https://www.uoguelph.ca/secretariat/policy/4.1
- Protocols for Responding to Students at Risk https://www.uoguelph.ca/studentaffairs/protocol-responding-students-risk
- Return to Sport Plan? To create
- Safe Disclosure Policy https://www.uoguelph.ca/secretariat/policy/1.3/procedure
- Sexual Violence https://www.uoguelph.ca/secretariat/policy/1.4
ANNEX 7.4

EVENTS STAFF EMPLOYMENT AGREEMENT

The PRT offers the following notes and recommendations further to its review of the Events Staff Employment Agreement.

I. Notes
1. Consider including rights and privileges regarding the Ontario Health and Safety Act (participating in health and safety concerns, know about workplace hazards, right to refuse dangerous work) and Ontario Human Rights Code (equal treatment without discrimination), including hyperlinks, in the Coaches’ Code of Conduct.
2. The Agreement states “It is not relevant whether the individual(s) appear(s) in Gryphon apparel.” in regard to social media behaviour demonstrating a lack of good judgement in the use of alcohol. Consider including this language in the Student-Athlete Code or Social Media Policy.

II. Comparison between Student-Athlete Code of Conduct and Events Staff Employment Agreement

<table>
<thead>
<tr>
<th>Document Audience</th>
<th>Student-Athlete Code of Conduct</th>
<th>Guelph Gryphon Events Staff Employment Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Provides statements of intent, guidelines to be followed and the principles that inform those guidelines. Also, disciplinary process and appeals.</td>
<td>Articulate the expectations for all Events staff and outlines behavioural expectations.</td>
</tr>
<tr>
<td>Behavioural expectations</td>
<td>➔ A commitment to the treatment of others with the utmost respect and dignity, to behaviours that will enhance the image of the University, to the core values of sportsmanship and fair play and to the elimination of sexist, racist, and/or discriminatory behaviours.</td>
<td>➔ A commitment to the treatment of others with the utmost respect and dignity, to behaviours that will enhance the image of the University and to the elimination of sexist, racist, and/or discriminatory behaviours.</td>
</tr>
<tr>
<td>Rights</td>
<td>N/A</td>
<td>➔ Right to participate in health and safety concerns and processes, right to know about workplace hazards, right to refuse work they believe is dangerous. ➔ Inclusive environment ➔ Anti-harassment</td>
</tr>
</tbody>
</table>
### Failure to comply

<table>
<thead>
<tr>
<th>Complaints</th>
<th>A warning notice of infraction from a Game Day Manager, a meeting with the Event Supervisor and termination.</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>Complaints or allegations should be immediately reported to a supervisor or person of authority (Game Day Managers and Event Supervisors are considered authority).</td>
</tr>
</tbody>
</table>

### Discipline

1. **Upon receipt of information that there may have been a violation of the Director of Athletics will appoint an Investigating Officer to gather information.**
2. **If the Officer concludes that there is potentially a case of misconduct, the individual(s) will be informed in writing as to the nature of the violation and the sanctions that may be levied.**
3. **The individual(s) will be given the opportunity to respond in a formal hearing before a Discipline Committee.**

#### Sanctions
- Suspension from training, and/or competitions, or an entire season, or permanently
- Removal of funding from team
- Suspension of travel
- Probation
- Community service
- Reprimand letter
- Restitution
- Removal of privileges
- Behavioural contract

#### If situation escalates beyond reasonable control of Staff member(s), situations are to be brought to the immediate supervisor.
- Responsibility of the Game Day Manager to complete an evaluation at the end of each shift.
- If they or the Supervisor decide the staff member was not acting in accordance with this Agreement, the employee will be notified of their failure to comply and the level of discipline will be decided by the immediate supervisor.
- The discipline process is progressive and becomes more serious if inappropriate behaviour continues.
  - Written Warning – of infraction
  - Event Supervisor Meeting – for formal behaviour assessment
  - Termination – Upon the decision of the Event Supervisor under the Employment Standards Act, 2000

### Policy references

- Student Rights and Rights Responsibilities
- Human Rights Policy
- Social Media Policy
- Student-Athlete Code of Conduct
- Human Rights Policy
- “I am a Gryphon” Pledge
- Workplace Harassment Prevention Policy
- OHSA
- OHRC
ANNEX 7.5A

COACHES CODE OF CONDUCT KEY FINDINGS

The following are the PRT’s key findings:

**Key Findings**

- The Code needs to be improved in form i.e., consistency and terminology, as well as organization and structure.

- Very good to include the text from the NCCP Code for Prohibited Conduct
  - Don’t reinvent wheel where you don’t need to.
  - Base documents on established best practices (COC and CCES are also great examples).

- Reference to other University Policies and Protocols needs to be included.

**Gaps/Risks**

- Reference to Human Rights Policy
  - Explanation of the relationship to the Human Rights Policy might be helpful in addition to the hyperlink.
  - Add reference to “maltreatment”, a more all-encompassing word – which maintains consistency with other Universal Codes of Conduct (re UCCMS).

- Commitments of coaching staff
  - Recommend separating the bullet point regarding profane language and harassment. There is a need for different bullets as they are distinctly different behaviors.
  - Needs to include greater detail in reference to harassment (physical, sexual, behavioral etc.).
  - Need reference to other specific relevant Policies.
    - E.g., Coaches are responsible for adhering to the Anti-Hazing Policy.
    - Coaches should be familiar with Student-Athlete Code of Conduct.
  - Commitments of staff are too vague.

- Duty To Report
  - Although the PRT is informed by HR that the obligation to report is included in several existing polices, including the *Compact Between the Professional Staff Association and the University of Guelph*, the language used to illustrate this obligation in the Coaches Code of Conduct is ambiguous.
  - Stronger, unequivocal, and express terms should be included.
  - Consider taking the duty to report language found in the PSA Compact and add it to the Coaches Code of Conduct for greater clarification.
• Rule of two
  o This is the most basic and imperative rule that all coaching staff must follow.
  o The PRT is informed that the following information was circulated to all coaching staff Jan 11, 2020:

  **Rule of Two**
  *The coach is never alone or out of sight with an athlete or student volunteer.*

Two coaches (full-time or part-time/volunteer staff who have signed a Guelph Gryphons Code of Conduct) should always be present with an athlete or student volunteer, especially a minor athlete, when in a potentially vulnerable situation such as in a locker room or meeting room.

When meeting with an athlete or student volunteer, all one-on-one interactions must take place within earshot and in view of the second coach except for medical emergencies, i.e. no closed doors. When possible, one of the coaches must also be of the same gender as the athlete.

If the above is not possible (i.e. a second coach cannot be present), then all 1 on 1 interactions must take place in a public place, ex. student center, coffee shop, public lobby etc.

  o Strongly advise for this be included in all Coaching Agreements (Part time and volunteers included) and all Codes of Conduct.

• Various missing mandatory elements:

This non-exhaustive list of elements needs to be added into the Coaches Code of Conduct and there must be a method by which the Department ensures and verifies that each document has been read by the Coach prior to completion of their Employment Agreement. It may be useful to have the Coaches read the documents on-line and manually check a box confirming that they have read each document as a condition of employment similar to the current process used by student-athletes on the on-line portal.

  o Rule of Two (see above)
  o Reference to a Travel Policy
  o Reference to the Athlete Code of Conduct
  o Duty to Report (see above)
  o Etc.

**Recommendations:**

70. Obtain “pledge” and certification from various Coaching Association of Canada modules.

  o Available for download here:
    *https://safesport.coach.ca/* and *https://coach.ca/sport-safety-sport-organizations*
71. Provide link to the Universal Code of Conduct to Address and Prevent Maltreatment in Sport (As drafted by the Canadian Centre for Ethics in Sport.

72. Consider restructuring the document to be more consistent with the proposed Student-Athlete Code of Conduct offered as a template at Annex 8.3C.
   o Include a “Rights and Responsibilities” section.
   o Information from the PSA Compact can be included in the “Rights” section, i.e., a right to education on matters that affect their job, right to a work environment free from harassment and discrimination.
   o Information from the “commitments” section in existing Coaches Code of Conduct could be included in the responsibilities section, i.e., responsible for engaging in behaviour that enhances the image of the University.

73. Consider adding Rule of Two in all Agreement and Policies for all University Staff.

74. Clarify the reporting procedure for coaches.
   o E.g. To make a complaint follow the Problem Resolution process found in the PSA Compact.
   o If no complaint process exists, then complainants should be referred to the Safe Disclosure Policy (provide link).

75. Similar to the Student-Athlete Code of Conduct, important topics (e.g. Alcohol use, hazing, anti-doping) should be distinguished as clear provisions in the Coaches Code of Conduct. They are placed in no particular order and with no emphasis on relative importance.
   o Each topic should have its own section so as to not diminish the importance of each and not assimilate them. This will also allow for an easier reference to University Policies, when they apply, as well as applicable disclosure policies for each impugned action.

76. Consider adding a disciplinary procedure for Coaches into the Code that includes investigation process, potential sanctions, resolution measures etc.

77. Consider adding Confidentiality clause from the employee agreements into the Code itself so coaches are aware of this responsibility.
   o See Coaches Code of Conduct Template in Annex 7.5B for examples of above recommendations as well as potential structure and organization of document.
ANNEX 7.5B

Coaches Code of Conduct Template

The PRT has prepared the following template for the Coaches Code of Conduct. The template is meant to provide inspiration as to potential content, structure, and organization of the codes of conduct. Some information was pulled from existing documents while other material is recommended to fill identified shortcomings.

First, the PRT offers the following general comments in terms of the eventual preparation and modification to the current Coaches Code of Conduct.

Form:

• The proposed template is modelled after the University’s policy template provided in Policy 1.1 – Policy on Establishing University Policies and Procedures.

• The PRT recommends the inclusion of related policies and procedures throughout the code and hyperlinking them appropriately.

• The proposed template includes the “Rights and Responsibilities” of coaches. Infringement on a right or violation of a responsibility may be subject to disciplinary action.

• The PRT recommends that the “Rights and Responsibilities” outlines conduct consistent with the goals and values of coaches and the athletics environment at the University.

Substance:

• In addition to “Rights” pulled from existing documents, the proposed template includes two new possible “Rights” for coaches. They are receiving regular performance evaluations from supervisors and student-athletes and to be made aware of any updates to this Code other relevant documents at the University.

• The PRT recommends including a “Duty to Report” within the “Responsibilities” section. The language for this duty can be taken from section 5.04A of the PSA Compact.

• The PRT recommends identifying the appropriate avenues for reporting by coaches.

• The Coaches Code of Conduct requires confidentiality and privacy clauses.
**Coaches Code of Conduct**

Information highlighted in grey is pulled from existing policies and their origins are labelled accordingly. All other information is part of the recommended framework.

**Legend**

*From Existing Policies = Grey Highlight*

**Policies**

- Coaches Code of Conduct = CCC
- PSA Compact = PC
- Student Rights and Responsibilities = RAR
- Employee Agreements = EA

**Approving Authority**

**Responsible Office**

**Responsible Officers**

**Original Approval Date**

**Effective Date**

**Date of Most Recent Review**

**Previous Reviews**

1. **Preamble**
   - Coaching is a privilege not a right
   - Insert preamble from existing CCC
   - Outline principles guiding code

2. **Purpose**
   - Insert purpose from existing CCC

3. **Scope**
   - Applies to all full-time, part-time, volunteer coaching staff

3. **Rights & Responsibilities**

3.1 **Rights**

- Education on matters that affect their job. (PC)
- To a work environment free from harassment and discrimination. (PC)
  - Harassment is defined as any attention or conduct (oral, written, virtual, graphic or physical) by an individual or group who knows, or ought reasonably to know, that such attention or conduct is unwelcome/unwanted, offensive or intimidating. (RAR)
  - Free of discrimination – To an environment where the inherent worth of all
individuals is respected, regardless of race, sex, national or ethnic origin, religion, age, sexual orientation or mental or physical disability. (RAR)

- To address matters affecting the quality of the work environment. (PC)
- To receive regular performance evaluations from both supervisors and athletes.
- To be made aware of any updates to this Code or other relevant University policies, protocols, and codes.

3.2 Responsibilities

- Ensure others are treated with respect and dignity, and that athletes are treated according to the rights set out in the Student-Athlete Code of Conduct.
- Engage in behavior that enhances the image of the University. (CCC)
- Work to eliminate sexist, racist, and/or discriminatory behavior and language, both personally and within the team. (CCC)
- Not use profane, insulting, harassing and otherwise offensive behavior and work to promote a similar environment amongst the team. (CCC)
- Treat opponents and officials with due respect, both in victory and defeat and encourage athletes to act accordingly. (CCC)
- Not to put undue pressure on athlete’s especially in regard to nutrition and health, and/or to play when injured (abide by any order(s) given by medical professionals).
- To complete sexual violence and bystander intervention training.
- Ensure any medical practitioner working with the team has been properly vetted and approved by the medical center.
- Promote the academic excellence of athletes.
- Coaches are responsible for adhering to the various University policies and protocols, and ensuring athletes are doing the same.
  - Hazing: https://www.uoguelph.ca/studentaffairs/anti-hazing-protocol
  - Sexual violence: https://www.uoguelph.ca/secretariat/policy/1.4
  - Social media (academic calendar or athlete handbook)
  - Rule of two
  - Travel policy: https://www.uoguelph.ca/finance/travel-and-business-expense-reimbursement-policy-procedure
- Coaching staff have a responsibility to report the following (see section 5 for information on where to make a report):
  - Behaviour that is contrary to: i) the fundamental principles of the university; ii) legislative laws or regulations; iii) University established or recognized Codes of Conduct, policies, protocols or employee agreements.
  - Mental health concerns related to athletes.
4. Prohibited Conduct

4.1 Hazing (CCC)
- Hazing/initiation activities of any type are NOT permitted.
  - [https://www.uoguelph.ca/studentaffairs/anti-hazing-protocol](https://www.uoguelph.ca/studentaffairs/anti-hazing-protocol)

4.2 Relationships & Sexual Misconduct (CCC)
- No member of the coaching staff shall have sexual relations, or sexual intimacy of any description, with any athlete the coach is coaching or with any other sport participant the individual has access to in the sport environment.
- Age is not relevant to allegations of sexual misconduct.
- For the purposes of this Code, sexual misconduct shall include either or both of the following:
  - A) The use of power or authority in an attempt, successful or not, to coerce another person to engage in or tolerate sexual activity. Such abuses of power and authority include, but are not limited to, explicit or implicit threats of reprisals for non-compliance or promises of reward for compliance.
  - B) Engaging in deliberate or repeated unsolicited sexually oriented comments, anecdotes, gestures or touching, that: i. are offensive and unwelcome, or ii. create an offensive, hostile or intimidating environment, or iii. can reasonably be expected to be harmful to participants in the sport environment.

4.3 Workplace Harassment and Violence
- No member of the coaching staff shall conduct themselves in a manner that is in contravention of the Workplace Violence Prevention Policy:
  - [https://www.uoguelph.ca/hr/hr-services/environmental-health-safety-ehs/ehs-policies/violence-prevention-workplace-policy](https://www.uoguelph.ca/hr/hr-services/environmental-health-safety-ehs/ehs-policies/violence-prevention-workplace-policy), or the Workplace Harassment Prevention Policy: [https://www.uoguelph.ca/hr/hr-services/environmental-health-safety-ehs/ehs-policies/workplace-harassment-prevention-policy](https://www.uoguelph.ca/hr/hr-services/environmental-health-safety-ehs/ehs-policies/workplace-harassment-prevention-policy)
- Any member of the coaching staff who believes they have been treated in a manner that violates either of the above policies should consult Section 5 below.

4.4 Fairness in Sport (CCC)
- Members of the coaching staff shall not offer or receive any bribe and shall not offer or receive any similar benefit which is intended to manipulate the outcome of a competition.
- No member of the coaching staff shall attempt to cover up or conceal any conduct of any coaching staff member that is, or may be, in breach of this Code, or any athlete in violation of the Student-Athlete Code of Conduct.
- Members of the coaching staff shall not engage in deliberate cheating or breaching of OUA or USPORTS regulations which is intended to manipulate the outcome of a competition.
- The use of illegal drugs or performance enhancing drugs, per USPORTS regulations, is prohibited.
4.5 Alcohol, Tobacco, and Drugs (CCC)

- The consumption/use of alcohol or illegal/banned substances while on route to or from, or at the site of athletic events/contests, competitions or practices is NOT permitted. The consumption or possession of alcohol on Gryphon team transport is strictly prohibited. At Department of Athletics sanctioned events, or those events sanctioned by other OUA/USPORTS member institutions where alcohol may be available, student-athletes are required to adhere to all provincial and/or federal laws and conduct themselves responsibly.
- The purchase or consumption of alcohol for or with student-athletes is strictly prohibited
- The use of tobacco is prohibited during team transport and at any competition facility, team room, etc.
- The coach shall not use or possess illegal drugs or substances, as defined by the Criminal Code of Canada, while participating in the sport environment.
- When driving a vehicle anywhere with an athlete or other sport participant inside, the coach shall not: (i) consume alcohol; or (ii) have his or her license temporarily or permanently suspended due to an elevated blood alcohol level; or (iii) be under the influence of illegal drugs or substances, as defined by the Criminal Code of Canada.
- Insert guidance on the use of vaping and legal drugs.

4.6 Social Media (CCC)

- Any postings on any social media including Facebook, Twitter, Instagram, etc. are subject to the Code of Conduct expectations.
- Must abide by social media policy: (link to social media policy developed by University or link to student-athlete handbook section).

5. Reporting

- Insert reference to Problem Resolution process found in Compact OR include specific language from process in Code.
- If no complaint process exists, then members of the coaching staff should be referred to the process outlined in the Safe Disclosure Policy: https://www.uoguelph.ca/secretariat/policy/1.3
- For making reports involving potential students at risk go to (reporting procedure developed by University specific to athletics).
- For concerns involving workplace harassment, go to: https://www.uoguelph.ca/hr/hr-services/environmental-health-safety-ehs/ehs-policies/university-guelph-workplace-harassment-prevention-program
- For concerns involving workplace violence, go to: https://www.uoguelph.ca/hr/hr-services/environmental-health-safety-ehs/ehs-policies/workplace-violence-prevention-program

6. Disciplinary Procedure

- Outline disciplinary process for coaches.
  - Investigation process, possible sanctions, formal, informal and alternative resolution measures.
  - Clarify which procedure applies given the nature of the violation.
    - i.e., Human Rights violation dealt with via Human Rights procedure.
  - Clarify which procedure applies if more than one policy/procedure is violated.
• i.e., sexual relationship between coach and athlete dealt with via Sexual Violence Procedure or Athletics disciplinary procedure.

7. Appeal Process
- Insert appeal process for coaches (if applicable).

8. Confidentiality
I acknowledge that I may have access to confidential or proprietary information during the course of my Appointment as Coach. During and after my Appointment, I will hold all confidential information in trust and confidence, and I will not use, disclose, communicate or convey any such information, except as required in the performance of my role.

I will not allow any unauthorized person or persons to inspect or have access to any document that is of a confidential nature, regardless of media format, and I will report any unauthorized access to the Director, Athletics and Recreation or Associate Director, Intercollegiate (singly or collectively “Supervisor”) as soon as I become aware that such an incident has occurred.

I will not remove or retain any records containing confidential information, unless authorized to do so by Supervisor and I will return such records upon termination of my Appointment or as requested by Supervisor. (EA)

9. External Links
- Community Standards Protocol: https://www.uoguelph.ca/studentaffairs/community-standards-protocol
- Protocols for Responding to Students at Risk: https://www.uoguelph.ca/studentaffairs/protocol-responding-students-risk
- Safe Disclosure Policy: https://www.uoguelph.ca/secretariat/policy/1.3
ANNEX 7.6

COACHING AGREEMENTS

The following are the PRT’s findings with regards to the three documents referenced hereunder.

Key Findings:

I. COACHES AGREEMENT

- Direct hyperlink to all Policies referred to and clearly defined but purposes of clarity.
- Use consistent terminology Coach, Head Coach, “you” are used interchangeably.
- Notification of problems, issues, concerns of breach of University policy to Assistant Manager.
  - Might want to split 2.5 in two. “Problems, issues concerns”, (assumingly from breaches of conduct policies) should be kept separate from operations and weekly results.
- Add new bullet at 2.9. “Be aware of the USPORTS Anti-Doping Rules and not condone, aid, encourage or abet student-athletes to use prohibited substances”.
- Renumber 3.16 (typo) and add the mandatory courses.
- Where are number 3 and 4?
- Confidentiality agreement
  - Lacking liability clause.
  - Lacking definition of confidential information (scope).
  - Lack protection of sensitive information, personal information etc.
- Position Description
  - In specific Responsibilities:
    - Recommend adding a requirement of obtaining and maintaining Canadian coaching certification, safeguarding certification, anti-doping/CCES certification etc.
    - Recommend adding some elements in there about being responsible for becoming aware of and implementing safeguarding policies, travelling policies, rule of 2, etc.

II. PART TIME COACHES AGREEMENT

- Direct hyperlink to all Policies referred to and clearly identified for the purpose of clarity
- Requirement to follow a COC certification program.
- Nothing on safeguarding – or maltreatment.
  - Need to add some requirements about obtaining coaching certification, Safeguarding policy certification, anti-doping certification (Alpha and other CCES certification) etc.
- “Observe all safety standards as required or as may be outlined by the Department of Athletics and sport governing bodies.” Too vague. Need specifics.
- Confidentiality agreement
  - Lacking liability clause.
  - Lacking definition of confidential information.
  - Add provisions regarding protection of sensitive information, personal information etc.
III. VOLUNTEER COACHES AGREEMENT

- Expand and provide exhaustive list of University Policies available by hyperlink.
- See comments on Coaches Code of Conduct above.
- Expand confidentiality agreement as above.
- Need to include maltreatment, safeguarding policies, etc.
- All volunteers may need to subject to same expectations and standard of conduct as PT coach.

Gaps/Risks

In addition to the succinctly outlined findings above, the PRT notes that at present, no policy mandate as a requirement that coaches complete a vulnerable sector check as a condition of employment, excepting those circumstances where working with minors requires this. For example, when leading a Gryphon Sport Camp. Yet, the University does require certain employees of the University to complete a vulnerable sector check such as some employees in housing, among others.

Several universities in Canada have mandated vulnerable sector checks for coaches, and the lack of such a process presents a risk to the University. Moreover, the absence of such a policy may invite criticism of the Department and University.

Recommendation:

78. Given the close personal relationship between coaches and student-athletes, a power imbalance in the relationship, and other unique features such as overnight travel, the PRT recommends that all University coaches, irrespective of employment status (full time, part time, volunteer), be required to undergo a vulnerable sector check as condition of employment. This should be implemented immediately for any new hires and thought should be given as to how University can develop an acceptable process to implement this with current employees.

Reference documents and links to include in coaching agreements include:

- Links to other Codes of conduct:
  - Universal code of conduct to prevent and address maltreatment in Sport (UCCMS).

- Existing Useful University Policies and Protocols to refer to in all above documents:
  - Sexual Violence Policy (For faculty and Staff) – link/extend to Coaches, PT coaches and Volunteers, Sexual Violence Policy (for Students) – link to student-athletes.
ANNEX 7.7.1

STRENGTH AND CONDITIONING

Key Findings:

- There is no formalized policy addressing the provision of strength and conditioning or training for student-athletes.
  - The PRT notes that the Head Strength and Conditioning Coach is in the process of developing a management handbook and has advocated more protocols within the Strength and Conditioning unit.
- Policies related to training protocols are not provided.
  - For example, the role of non-certified staff providing instruction in strength training, including coaches. Such instruction should be left to the strength and conditioning staff employed by the Department, the same way medical advice should be left to contracted health care professionals. Otherwise, this presents a risk to student-athletes, coaches, and the University. A member of the PRT has experience with a lawsuit served on coaches related to their providing strength training advice to a university student-athlete. Another example relates to training in high heat environments where there are myriad examples of student-athlete deaths associated with heat stroke and underlying health conditions.
- The strength and conditioning unit employ various student positions including a Professional Intern (recent graduate), a Strength and Conditioning Assistant Work Study, and other volunteer positions. Like the athletic therapy students, these positions are required to read and sign-off on the Student-Athlete Code of Conduct. Other positions within the strength and conditioning unit including Lead Assistants and Assistant Strength & Conditioning Coaches are required to sign the Assistant Coaching Agreement.

Recommendations:

79. A strength and conditioning policy and protocol document should be developed, based on standards including:

  - The National Strength and Conditioning Association (NSCA) Professional Standards and Guidelines which includes “the legal responsibilities and professional scope of practice for Strength and Conditioning professionals.”
  - In developing this policy, it is strongly recommended to consult with: Dr. Margo Mountjoy, Clinical and Academic Lead, Health and Performance Centre; the Head Athletic Therapist; and the Head Strength and Conditioning Coach.
This policy should be referenced in the Coaches Code of Conduct, Student-Athlete Code of Conduct, and communicated to all strength and conditioning staff.

80. A volunteer agreement should be drafted between the student athletic therapist and the Department (similar to what is required of other volunteer coaches and instructors in the Department).

81. Thought should be given to drafting a Code of Conduct for student strength and conditioning staff, based on the template for the Student-Athlete Code of Conduct at Annex 7.3C.
ANNEX 7.7.2

ATHLETIC THERAPY

Key Findings:

- There is no written policy addressing the provision of athletic therapy services and no employment or volunteer agreements with student athletic therapists/trainers. However, several protocols are in practice, although not written.

- Concerns were expressed about female student athletic therapists travelling alone with male teams, especially when overnight accommodations are required. Also, concerns were expressed about alcohol on road trips in some instances and pressure/vulnerability related to female athletic therapists in such an environment.
  
  - One specific example was cited involving drinking on a team bus that was reported by a female student athletic therapist to a senior manager in the Department. Another example included male nudity on a team bus trip.

- Typically, one male student therapist will travel with a men’s team. Some teams have two student athletic therapists, but this can be problematic because of resources as well as student conflicts.

- The Department has an unwritten policy that a female student athletic therapist should not travel alone with a men’s team, although it is not clear if this is always consistently applied and under what circumstances (e.g. a day trip versus overnight trip). Either two female athletic therapists are assigned to a men’s team, or male student athletic therapists are assigned.

- Another unwritten protocol of the Department to mitigate the potential for issues on road trips is no private treatment in hotel rooms; however, some coaches who were interviewed indicated that athletic therapy sometimes takes place in a hotel room when no other facilities are available. In such cases, one coach indicated that “the door must be kept open”.

- Another unwritten policy involves romantic relationships between student athletic therapists and student-athletes. There are no policies that restrict such a relationship; however, should a romantic relationship be evident between a student athletic therapist and a team member, the practice is to re-assign the athletic therapist to another team.

- The PRT was informed that coaches often expect student athletic therapists “to do more than they are educated to do” which puts everyone at risk.

- There are no written volunteer agreements between volunteer student athletic therapists and the Department.

- There is no Code of Conduct for student athletic therapists; However, “a lot of student therapists sign the Student-Athlete Code of Conduct” according to one staff member interviewed.
**Recommendations:**

**82.** An Athletic Therapy policy should be drafted to specifically address the aforementioned issues. This policy should be referenced in the Coaches Code of Conduct, Student-Athlete Code of Conduct, and communicated to student athletic therapists. Key elements of this policy should include:

- A female student athletic therapist shall not travel alone with a male team.
- Two female student athletic therapists are permitted to travel with a male team.
- No trainer of any gender shall be permitted to treat in their hotel room.
- Application of the “Rule of Two.” No student athletic therapist either male or female shall be alone with another athlete in a training room, or in any other space for any pre-practice or pre-game therapy.
- Provisions related to romantic relationships between student athletic therapists and student-athletes need to be defined. Note: such activity is contrary to the professional standards of the Canadian Athletic Therapy Association (CATA). Students should be educated on professional responsibilities of CATA both in terms of their current roles, as well as for those who may wish to pursue a career in this profession.
- Resources, including reporting mechanisms available to student athletic therapists who may find themselves in uncomfortable situations with student-athletes, coaches, or any other staff.

**83.** A volunteer agreement should be drafted between the student athletic therapist and the Department (similar to what is required of other volunteer coaches and instructors in the Department).

**84.** Thought can be given to drafting a Code of Conduct for student athletic therapists, in a format similar to the template Student-Athlete Code of Conduct at Annex 7.3C.

- For example, it should include a definition of the role and responsibility of the student athletic therapists, rights and responsibilities, as well as behavioral expectations.
ANNEX 7.7.3

CONCUSSION POLICIES

The following is a succinct outline of the PRT’s findings:
While in general the substance of these documents was acceptable, in terms of form, they could all benefit from consistency, templating and greater formality.

I. Coaches Concussion Instructions

**Key Findings:**

Generally, a good document.

**Recommendations:**

85. Suggest adding that it is imperative to immediately remove the athlete from play or practice when there appears to have been a concussion sustained (re Scat test).

86. Expressly inform the Athlete of the Team’s Return to Play protocol and ideally provide the athlete with the link to the Concussion Policy so he or she is made aware of the same.

87. Suggest attaching the concussion incident form to this document or make it page 2 of the document.

II. Concussion Protocol

**Key Findings:**

Generally, a good document.

**Recommendations:**

88. Necessity for baseline testing should be emphasized.

89. Need to attach or refer to concussion incident form at no. 1 of this document.

90. Suggest providing clearer instructions and explanation of Return to Play protocol.

91. Suggest underlining the importance of going BACK steps if symptoms reoccur, as they have a
tendency to do so. (Perhaps insert at 3 d)vi.).

92. Underscore the importance of athletes reporting any new, recurring, or ongoing symptoms must be underlined. It is recommended to put at f) before obtention of green light and again after the obtention of g) green light at h) as concussion symptoms have a tendency to reoccur.

III. Concussion Policy 2018

Key Findings:

Generally a good document

Comments and Recommendations:

• Obtain clearance from a University Sports Physician.
  o Is there a form for this?
  o By what means is this done, email, text, phone?
    ▪ Specificity advised
  o To whom must the “clearance” be given?
    ▪ Specificity advised

93. Ensure that Physician has knowledge of the concussion policy and RTP protocol. Institute a common practice of forwarding a copy of the University Concussion Policy to Physician once appointed to the athlete’s file.

• “Recognize” section: excellent work with this section.

• Return to Sport Protocol
  “University of Guelph Gryphons require that all athletes adhere to the international and best practice protocol for Return to Sport.”

94. While it is true that concussion polices and return to sport protocol are international, offer hyperlink to relevant Canadian policies and best practices.
Suggest using or referring to:
  ▪ PARACHUTE: the Canadian Harmonized Sport Concussion Protocol checklist

• Concussion incident form is good.

95. Add to the Concussion Incident form the importance of respecting the Return to Play protocol as part of the athlete’s recovery and ensure this is explained to the athlete.
96. Ensure that athletes sign concussion protocol forms to confirm they are aware of protocol.
   o Parachute has pre-made template forms ready for download:
ANNEX 7.7.4

USE OF EXTERNAL HEALTH CARE PROVIDERS

Key Findings:

- Scenarios were provided where a friend, parent, or colleague associated with a team was involved in an unofficial capacity treating student-athletes on a team with the consent of a coach. This included specific examples involving chiropractors and athletic therapists providing treatment with teams categorized within The Department’s model as either “varsity” or “club” teams.
  - For example, one recent issue involved a men’s hockey team parent (chiropractor) treating athletes out of the arena. Although this practice is not condoned by senior officials in the Department, it has in the past been a common practice with some teams.

- Integrated medical support for teams (IST) is provided through the University of Guelph Health and Performance Centre located in the W.F. Mitchell Athletics Centre as well as through full-time employees of the Department (Athletic Therapy, Strength and Conditioning).

- The HPC includes independently contracted health care providers who are carefully vetted and managed through the HPC under the direction of Dr. Margo Mountjoy, a highly respected and credentialed leader in sport medicine in Canada. The HPC enjoys a close working relationship with the Department in servicing student-athletes and teams.

- Teams and student-athletes have access to these services on either a fee-for-service basis or a contracted relationship between the Department and the healthcare provider on behalf of some teams. For example, some teams are mandated to provide a team doctor at home games. In other cases, certain teams including those designated as clubs may source their own providers.

- The endorsement of non-affiliated medical professionals on behalf of University team officials (irrespective of internal classification as “varsity” or “club”) poses a risk to student-athletes and liability to the University. These health care providers are not subject to Department and University policies, education, training, and processes. Moreover, they are not part of the University’s integrated health record for such services provided on campus.

- It was further noted that: “tracking is a huge issue with health services practitioners.”

Recommendation:

97. Coaches and other team officials must be expressly instructed that the endorsement and use of health care providers for University teams outside the purview and vetting of the HPC or Department is prohibited. This should be clearly stated in Department policies including the Coaches Code of Conduct.
ANNEX 7.7.5

RETURN TO PLAY POLICY

Key Findings:

- Written protocols concerning a student-athlete’s return to play after injury do not exist, although written protocols exist for concussions.

- Furthermore, there is a process that is used in the assessment of return to play decisions based on a “Red, Yellow, Green” assessment framework. According to some staff, this process is not well understood across the Department.

- The Department is in the process of developing an Integrated Support Team policy, including the various roles and responsibilities of IST personnel.

- The Department, in consultation with Dr. Margo Mountjoy, Clinical and Academic Lead, Health and Performance Centre is in the process of developing a return to play protocol.

- The lack of a comprehensive written policy or protocol regarding return to play represents a risk to student-athletes, coaches, staff, and the University.

Recommendations:

98. A return to play policy and protocol document should be developed, based on standards including: Collegiate Strength and Conditioning Coaches Association (CSCCa) and National Strength and Conditioning Association (NSCA) Joint Consensus Guidelines for Transition Periods: Safe Return to Training Following Inactivity.

99. In developing this policy, it is strongly recommended to consult with Dr. Margo Mountjoy, Clinical and Academic Lead, Health and Performance Centre; the Head Athletic Therapist; and the Head Strength and Conditioning Coach.
ANNEX 7.8

TEAM RULES AND POLICIES

Key Findings:

• In addition to policies enacted at the University and Departmental level, many programs have their own team developed policies and protocols. More than 57% (N=51) of coaches and 56% (N=161) of student-athletes indicated “team-specific policies or rules related to behavioral conduct and team expectations in addition to the Student-Athlete Code of Conduct.” This finding is not unusual or unexpected and is commonplace across university athletics programs.

• The development of team policies has several inputs including coaching staff (41%), captains (37%), and student-athletes (25%). Broad-based input to team policies including student-athletes is positive as it engages them with the process and presumably develops greater understanding and buy-in.

• Both coaches and student-athletes characterized their team policies as being quite effective, although a minority of student-athletes (5%) describe them as ineffective in some way. Examples of team rules include the following:
  - Curfews on road trips
  - No social media posts during unofficial team events
  - Leave opposing team rooms better than you found them
  - Everyone helps with all jobs – not just rookies
  - Phones get left in phone holder once you enter team room
  - Most of the unwritten team rules or policies deal with tardiness, attendance, etc. The punishment is usually some sort of exercise – push-ups, sit-ups, etc.
  - Our rules pertain to practice, game, and travel behavior and comportment. We require respect for teammates, trainers and coaching...Be inclusive

• The PRT considers the vast majority of the team rules that were reviewed as positive and reinforcing the expectations in the Student-Athlete Code of Conduct. However, the majority of team policies (66%) are unwritten which is problematic. Moreover, there is no standardized process as it relates to Departmental review of team policies to ensure that rules are appropriate and aligned with the Student-Athlete Code of Conduct. A written policy that is vetted by the Department would ensure alignment with the Student-Athlete Code of Conduct. However, in doing so, it is important to allow teams flexibility and autonomy in the development of their team rules and not make the process prescriptive.

Recommendation:

100. Develop a standardized template for team policies/rules that must be reviewed by the Department.
ANNEX 7.9

TRAVEL POLICIES – UNIVERSITY POLICY AND ATHLETE HANDBOOK

Key Findings:

• Currently there is no travel policy that focuses on student safety, appropriate student-coach interaction on trips, who is to travel with whom, student-athlete curfews etc.
• Under “Taking Action” on the Department’s varsity website, they claim that they:
  • *Implemented Travel Policy for coaches and teams for example every student-athlete has their own bed.*
  • However, the policy being referred to could not be identified by the PRT.
• Sailing package for instructors is a good example of travel document composition; it includes information on rule of two, travel guidelines for keeping students safe and maintaining appropriate relationships with students during travel:
• University-wide travel policy recommends against using personal vehicles unless under certain circumstances (see below), however the travel policy in student handbook allows this and does not advise against doing so.

“Travel Policy” in Student Handbook:

• The University travel policy was included in 2018-2019 handbook.
• Focuses on transportation, safety protocols when driving, driving records and insurance, procedures for accidents and removal of liability, etc.
• No sections related to travelling to hotels, staying in rooms, or references to the “Rule of Two”.
• The policy states that the Trip Leader must approve any exceptions and liability form must be signed for drivers travelling alone.
• Allows for groups to use personal vehicles – *this was a concern in the athlete concerns: coaches shouldn’t travel alone with athletes.*
  • University travel policy recommends against this.
• Requires travel itinerary and travel roster form of everyone travelling, the trip leader, make and model of the car etc.

PRT Questions:

• Team members travelling without the group must be approved by the Director – does this actually happen?
• Are travel rosters and travel itinerary forms filled out for travelling to practice (i.e., rowing?).
• What is meant by “group contingent” in athlete travel policy? Does this include coaches?
**Team Specific Travel**

<table>
<thead>
<tr>
<th>Team Specific Rules</th>
<th>Notes on travel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s Basketball</td>
<td>&quot;No guests will be allowed to travel with the team unless approval is granted by Coach Walton. Players wishing to travel with their parent/guardian MUST have the travel waiver signed or permission to do so cannot be granted”</td>
</tr>
<tr>
<td></td>
<td>- Mentions a travel waiver, what does this look like and who must fill it out?</td>
</tr>
<tr>
<td>Gryphon Rowing</td>
<td>“Carpools”</td>
</tr>
<tr>
<td>Team Norms meeting</td>
<td>- Section shows that they do use personal vehicles, reminds players to pay the driver, focuses on lateness.</td>
</tr>
<tr>
<td>Unwritten Rules</td>
<td>- “Our rules pertain to practice, game, and travel behavior and comportment. We require respect for teammates, trainers and coaching. No cell phones on the field. Have two sticks and spare equipment on the go. Be inclusive.”</td>
</tr>
</tbody>
</table>

**Recommendations:**

101. Overall, the PRT finds there is little information regarding sport travel rules, and this places various persons, coaches, athletes, and staff in potentially precarious positions.

102. While there is some mention of unwritten curfews, these unwritten rules are in no way sufficient to amount to a mandatory rule, or even guideline to adhere to. These unwritten rules are certainly not sufficient to circumvent the real risks and possible liabilities arising therefrom, not to mention being insufficient to ensure the security and well-being of coaches, students and staff, notably women.

103. The PRT strongly recommends this shortcoming be addressed when revising all applicable policies and protocols considering the risks and potential liability involved.
**ANNEX 7.10**

**SOCIAL MEDIA POLICIES**

**Key Findings:**

- The Department does not have a social media policy. A list of six guidelines is provided in the 2019-2020 Student-Athlete Handbook embedded in the media section under the title “social networks”. Gryphon student-athletes are “responsible for representing yourself, your team, and UoG to the best of your ability.” The earlier 2018-2019 version of the Handbook (currently posted on the Athletics website), contains a more exhaustive treatment of social media including tips as well as social media rules and guidelines. The consequences of breaking the aforementioned rules is not provided in either document. As noted in Section 8.7, some teams have their own policies and rules that include social media further warranting a more comprehensive set of uniform standards across the Department.

- The potential for harm through the inappropriate use of social media is prevalent in society. The provision in the Student-Athlete Handbook which suggests that student-athletes conduct themselves “to the best of your ability” is insufficient. More information and situational examples should be provided about the breadth of social media conduct that is unacceptable at the University.
  
  - For example, clarifying how social media may be used in relation to official team accounts versus personal accounts use of social media to bully other students, acceptable and unacceptable social media interactions with coaches, and specific behaviors and posts that are unacceptable.

- In addition to the potential for individual harm, there is a risk of damage to the brand and reputation of the Department and the University through the inappropriate use of social media, and athletes have been told they are held to a higher standard that other students. More than 20% (N=58) of student-athletes and 40% (N=36) of coaches indicated that more information about social media conduct would be helpful to them.

- The PRT has reviewed the social media guidelines and policies of several Canadian university athletic departments many of which could serve a guide for the Department:
  
  - PRT refers for example to the policies of University of Toronto (Social Media Policy and Guidelines for Student-Athletes), Trent University, and St. Francis Xavier University.

**Recommendations:**

104. Given the ubiquitous nature of social media amongst students in particular, a clear and concise social media policy is strongly recommended.

105. Develop a social media policy for student-athletes including expanded guidelines, examples, rules, and consequences for non-compliance.
ANNEX 7.11

CAMPS POLICIES

The following provides an overview of the PRT’s review of all camps policies.

Key Findings:

• The Documents are generally acceptable and covered many topics of concern.

• In reading through the camps policies and comparing them to a variety of other community camps documents, the PRT identified several important documents/advisable policies that are missing from the current camps policies. These are listed below.

Comments and Recommendations:

106. Update and distribute a simple camps Code of Conduct for participants and their parents. This should encompass the following (points i.-iv.)

   i. Parent/Guardian Code of Conduct

   o Including importance of communicating regularly with staff.
   o Ensure child follows rules of camps and are on time.
   o Ensure disclosure of allergies and medication (see v. below).
   o Assist with disciplinary action.
   o All children are expected to act with courtesy, in a safe manner, adhere to policies, etc.

   ii. Zero tolerance for bullying/harassment

   o Including info on how camp will respond to bullying and harassment in any form.
   o Include consequences: Two or Three step process, warning first then removal or other.

   iii. “Hands off” policy

   o Including a short mission statement that looks to ensure safety of campers.
   o Including examples: No pushing, no shoving, no hitting, no unwanted touching (and explain in simple terms what that is), no biting.

   iv. Special needs and medication/allergies

   o Statement on commitment to special needs and inclusion.
   o Necessity to identify food allergies (e.g. peanut etc.) and other allergies (e.g. bees, need for epi-pen?).
   o Necessity to identify medication needs (link to a form that needs to be filled in).
107. Add necessity to obtain mandatory education and safe sport certification for camp counsellors.
   • E.g.: Commit to Kids program. Canadian Center for Child Protection.
   • Contact the Canadian Centre for Child Protection directly at 1-800-532-9135 or at contact@protectchildren.ca.

108. Include for all entities with whom a contract is being entered into the obligation of having safe sport policies in place, reporting mechanisms, oversight (from a Board or other), coaches who have taken the “the pledge” re: https://coach.ca/sport-safety-sport-organizations, etc.

109. Include a waiver of liability provision for all entities with whom a contract is being entered into.
   • This looks to displace responsibility and liability in the event of an incident occurring under the responsibility of these “community” organisations but on University property (e.g.: meaning that the University has some control over the situation).

110. Review the protocol that some overnight camps may be supervised by camp counsellors as young as 16.

111. Given the risks posed by overnight camping, and should the Department wish to accept these risks and continue with overnight camping, it is recommended to ensure that a minimum of two adult camp counsellors or athletic department staff are part of the supervision, and that they have additional safe sport training and vulnerable sector checks.

Welcome to Camp
This is an effective slide show.

112. Consider adding a few slides on appropriate behaviour, inappropriate behaviour to Camp Counsellor training slide show. Provide reference to a document which defines such behavior.

Camp Counsellor Employment Agreement
How can you be sure the employee has read Gryphon Camp policies and procedures?
What are the Standards of Excellence and how can you be sure employee has read them?

113. Include policies and Standards as Annex to the Camp Counsellor Employment Agreement or via direct reference and hyperlink.

114. Add content about inclusion to Section one of Camp Counsellor Employment Agreement.

115. Add Commit to Kids certification or similar training to Camp Counsellor Employment Agreement.
Pool Rules

116. Add hands off policy to Pool Rules (similar to recommendation made to Camps Code of Conduct).

Vulnerable Sector (Police) Check

This is a good practice.

117. Suggest to inform all parents that Camp Counsellors, as a matter of University practice, have undergone a vulnerable sector (police) background check.

Self-Declaration Form

This is a good practice.

Gryphon Experience and Policies

118. If Camp Counsellors get Commit to Kids certification it would be an advantage to add to the “your child’s safety” section of “Gryphon Experience and Policies.”

119. Underline lifeguards’ certification in “your child’s safety” section of “Gryphon Experience and Policies.”

120. Include paragraph about “hands off” policy, inclusion, and safe environment in “Gryphon Experience and Policies.”

“Camper readiness” section provides a great opportunity to refer to Parent/Guardian Code of conduct at (i) above. Importance of getting parents involved ensuring Kids adhere to the camp policies.

Sport Camp Interview Question

“Code of Conduct” at p. 3 is far too general.

121. Recommend additional questions are asked of sport camp positions based on the Commit to Kids certification program.

Camps Volunteer Manual

122. Code of Conduct in Camps Volunteer Manual should be a universal document, but until it is there should be a specific Code of Conduct referred to by name and hyperlinked.
“Expectations” at p. 3

123. Add a reference under sub-heading “Expectations” in Camps Volunteer Manual about ensuring the safety of kids and co-counsellors at all times and respecting applicable anti-harassment or safeguarding policies.

124. Add a reference regarding the Camp Counsellor’s duty to report any conduct that may be in breach of such anti-harassment and/or safeguarding policies.

“Safety and Procedures” at p. 4

125. Add the following to the “Safety and Procedures” section in the Camps Volunteer Manual: (1) Hands Off Policy, (2) Anti-Bullying Policy, (3) Anti-Harassment Policy and, (4) Duty to report.

Communication

This is a good section generally.

126. Add the following to the “Communication” section in the Camps Volunteer Manual: (1) The importance of not communicating with kids outside of works hours, (2) No texting, sending pictures and, (3) No social media outside of work hours with campers and no posting of kids’ pictures on personal social media accounts – at any time.
ANNEX 10.1A
COMPLAINT/REPORTING FLOWCHART AND PROCESSES

Policy Measures suggested in athlete specific complaint/reporting document:

- **Purpose of the procedure** - intended to provide a complaint mechanism for athletes
- We want to protect health/safety, prevent sexual harassment, action words, prevent, respond, etc.
- Overall resource/contact for help (possibly) - ex. Sexual Violence Procedures for Students has the contact of a coordinator who will walk you through the process, could find similar authority in Athletics
- **Definitions and Terms**

- **Examples of reasons/situations to be reporting**
  - Are you or the person in distress? Is it someone else? Deterioration in quality of attendance, chances in behaviour, mood, etc.
  - Based off the Student Wellness Reporting Guide, include options such as:
    - When the report cannot wait/need immediate response/help - contact student wellness, campus police
    - When report is not immediate - student well, accessibility, etc. Formal reporting procedure below

- **TO WHOM** - Include contact information, email, department (ex. athletic director, sexual violence coordinator)
  - Department can decide if they think everything should go to the athletic director or implement a classification system such as teammate disputes to Coach, issues about roster selection to the Coach/Athletic Director, sexual violence to the SV coordinator, issues with the coach to the Athletic Director
  - Send to appropriate protocol if a different one applies (i.e. Safe Disclosure, Residence Community)
- **HOW/METHOD** - Include reporting form if applicable, state if you report in person, if reports are created over email how to create a subject line and give enough information about the complaint (Examples in Procedure for Safe Disclosure)

- **Beginning the Investigation**:
  - Is there an initial committee created that triages the situation? Or does one Investigating Officer do this with the option of creating a committee?
  - **Privacy/Confidentiality/Reporting Clauses** - must be underlined here, but clauses could be included elsewhere in policy
  - **TRIAGE THE REPORT**
    - Classifying the severity of the incident by risk levels, severity, whether it is repeat incident, etc. (how does it need to be handled)
    - Is it prior to the event/during the event/after the event (in hazing or team event complaints) (Controversial Student Event Protocol)
  - Can it be resolved through alternative dispute resolution measures? (Human Rights Policy)
**Recommendation:**

1. For all complaints and reporting a flow chart should be referred to and consistently followed so that both students and staff understand the process that will apply.
ANNEX 10.1B

STUDENT WELLNESS REPORTING

The PRT reviewed the Student Wellness Reporting document and refers to the flowchart it prepared at Annex 10.1A as a template that may serve as a guide.

Overall comments on Student Wellness Reporting document:

Form:

- Practical guide that is easy to follow and provides numerous avenues for reporting and detailed contact information for various resources.

Substance:

- The University could provide examples/reasons/situations that necessitate making a report.
- Clarify if the person making the complaint/report is the person in distress or if they wish to report someone else.
- Include varying options based on whether an immediate response is required vs. not an immediate concern (go through formal reporting procedure).
- University has urgent walk-in service for mental health concerns that could be included in reporting procedure.
- Confidentiality needs to be emphasized more in this process.

Gaps/Risks:

- Should this procedure be available to students as well or just for staff and coaches?
- Are other coaching staff or Department staff informed when a student is referred to the available resources? Or do they keep it private until resolution?
- How do we speak to the parents’ concerns where they are aware that their student is being mistreated, but are unable to say anything on their child’s behalf? Is there a place for this?

Recommendations:

128. Empower athletes to report inappropriate behaviour of coaches; educate them on their rights and the control they have.

- A lot of situations where teammates knew or know of maltreatment and said/say nothing for fear of consequences.
129. Sport staff should consider ways and means to encourage students to come forward to report inappropriate behavior – for their health and the health and safety of others.

130. More female coaching staff, especially for female teams.

131. Education for coaches and athletes on proper nutrition – emphasis on weight loss is inappropriate, unnecessary and has the potential to lead to eating disorders.
ANNEX 10.3

Review of Dispute Resolution Process at University

- The PRT first identified to whom each Policy/Protocol applies to and what types of allegations are covered by which Policy/Protocol.
- The PRT then identified some apparent gaps that it recommends be addressed when revising each individual policy.

I. To whom and to what does each policy/protocol apply or cover

- All athletes → Student-Athlete Code of Conduct.
- All non-academic behaviour → Policy on Non-Academic Misconduct.
- Alleged breaches committed by students identified as “At Risk” → Protocol for Responding to Student’s at Risk.
  - At Risk = actions/statements that suggest the Student may be, or has become, a threat to themselves or others; a significant change in Student behaviour; or a belief that the Student’s personal problems are impacting significantly on their academic success.
- Allegations regarding off campus conduct → Off-Campus Community Standards Protocol.
- Alleged incidents of sexual violence → Sexual Violence Policy and Procedures.
- Hazing issues → Anti-Hazing Protocol → Policy chosen by the Vice Provost (Student Affairs).
  - Could include: Residence Community Living Standards, Student Organization Policy, Non-Academic Misconduct, Student-Athlete Code of Conduct.

II. Gaps/Recommendations

Of note are the PRT’s observations made with reference to the applicable resolution process, or lacking alternative dispute resolution measures.

- Student-Athlete Code of Conduct
  - If there is a case of misconduct, the individual will be informed in writing of the nature of the violation and potential sanctions. The individual will be given an opportunity to respond in a formal hearing before a Discipline Committee established by the Director of Athletics.
  - No suggestion to deal with the matter informally or in a way that does not include a discipline hearing.
  - No alternative resolution measures to be used (i.e. mediation, conflict coaching, etc.).
o Could some athlete specific behaviour be dealt with without a discipline hearing?

**Recommendation:**

132. Consider forms of informal resolution where appropriate including alternative dispute resolution measures (i.e. mediation, conflict coaching, etc.) within Student-Athlete Code of Conduct.

- **Policy on Non-Academic Misconduct**
  o The hearing process under the policy is carried out by Judicial Committee.
    - These hearings are open to the public – Why?
  o Judicial Committee can impose penalties such as: warning, probation forbidden entry, removal of objects, fine, community service or educational program, etc.
  o No alternative resolution measures.
  o No suggestion to deal with the matter informally.

**Recommendation:**

133. Consider forms of informal resolution where appropriate including alternative dispute resolution measures within Policy on Non-Academic Misconduct.

- **Protocol for Responding to SAR**
  o Provides a process for voluntary resolution of concerns without resorting to the judicial process if possible.
    - Included voluntary measures of behavioural contracts, reduced course load, voluntary withdrawal, referral for care.
  o No alternative resolution measures.

**Recommendation:**

134. Consider alternative dispute resolution measures within Protocol for Responding to Students at Risk.
• **Off-Campus Community Standards Protocol**
  o Once the designation of the incident (Severity, risk, repeat offence, etc.) is made, different avenues of resolution available.
  o Includes an “Option Continuum” for options a student may decide to engage in:
    ▪ Campus session relevant to off-campus misconduct.
    ▪ Participate in mediation with the person(s) affected.
    ▪ Receive information and counselling.
    ▪ Participate in a community service project.
  o For students who do not want to voluntarily engage with the above → Judicial Process.
  o Includes informal measures (educational campus session, counselling, community service project) and one form of alternate resolution (mediation).

• **Sexual Violence Policy**
  o Includes resolution processes of both alternate resolution and a formal complaint process.
    o A survivor can elect to pursue the allegation through either process.
    o Alternate Resolution = a form of early resolution and may include facilitation, mediation, coaching, or any other AR method if appropriate.
  o Includes informal measures and one form of alternative dispute resolution.

• **Anti-Hazing Protocol**
  o Alleged breaches of this protocol may be addressed through the following related policies: the Policy on Non-Academic Misconduct; the Student Organization Policy; Residence Community Living Standards; and/or the Department Student-Athlete Code of Conduct. This decision is made by the Vice-Provost (Student Affairs).
    o How is this determined?
  o This policy just defines hazing and harassment, does not set out any protocol.

**Recommendation:**

135. The Anti-Hazing Protocol should not be named a protocol if it offers no procedural steps; consider merging with, or creating, another document as a policy.
• **Residence Community Living Standards**
  
  o In most cases, behaviour adjusted after conversation with Residence Life Staff.
    
    o Informal/voluntary/low risk situation.
  
  o May create a “Community Resolution” - defines this as a resolution you create with the residence life staff that is summarized and sent to your email.
  
  o Includes possible outcomes: behavioural contract, loss of privileges, monetary sanctions, suspension, transfer, written apology, probation, no notice, confiscation of property.
    
    o Is this policy just an add-on that if you participate in hazing you will also be subject to punishment in your residence?
  
    o No alternative measures (e.g. Mediation).

**Recommendation:**

136. Consider alternative dispute resolution measures within Residence Community Living Standards.

• **Student Organization Policy**
  
  o For clubs/student organizations.
  
  o Level 1 and 2 violations/noncompliance are dealt with through Student Life, Level 3 is referred to the Associate Vice President Student affairs who determines a method for resolution.
  
  o Penalties can include loss of privileges, loss of status as a recognized student organization, a downgrading to a limited status, re-direction of student fees to a purpose consistent with the original purpose as approved.

• **Human Rights**
  
  o **Informal resolution**
    
    o Discussion of the concern between the parties.
  
    o Inform the respondent of the concern and of the policy/procedures.
  
    o Provide third party assistance.
  
    o Conduct an informal inquiry into the concern.
  
    o At any point during the informal process, parties may agree to participate in mediation or proceed directly to a formal complaint.
  
    o Notes that it may not be appropriate in cases where there is a significant power imbalance (i.e., coach v student-athlete).
○ **Formal resolution**
  ○ Department will establish a fact-finding team, may impose interim measures.
  ○ The respondent has an opportunity to submit a written response, and the complainant a response to that document.
  ○ May result in a settlement, or mediation or move forward with disciplinary action.

○ **Mediation/ alternative resolution**
  ○ Voluntary mediation, no fact-finding and the mediator makes no decision about the resolution of the complaint – the parties reach a resolution.
ANNEX 10.5

CONFIDENTIALITY/PRIVACY

The PRT offers the following with regards to existing confidentiality and privacy clauses reviewed.

As a preliminary observation, it may be that Privacy and Confidentiality are not sufficiently distinguished or distinguishable in existing policy and processes. Privacy is the Right to keep info private and the right to access information or to determine how information is disclosed or used. FIPPA says personal information include correspondence of a confidential nature. Confidentiality is the duty to keep information private and to keep such information private until person the info belongs to expressly consents to its disclosure.

Key Findings:

There are three varying types of “privacy” clauses that exist in the University policies.

1. Confidentiality

   - The parties involved in addressing the matter have a responsibility to maintain confidentiality. Confidentiality is preferred and leads to the best outcome.
     - Ex. any breaches of confidentiality will be reported to AVP DHR (Human Rights Policy).

2. Privacy

   - Freedom of Information and Protection of Privacy Act (FIPPA), provincial legislation.
     - Right to access information under the control of institutions.
     - Protect the privacy of individuals with respect to personal information.
     - Includes confidential information.
   - The University will attempt to respect the privacy of personal information in carrying out these procedures.
   - FIPPA allows for disclosure in compelling or emergency circumstances, reasonable grounds, compassionate circumstances etc.

3. Use of Information for Statistical Purposes

   - The complaints will be compiled, and statistics may be derived from confidential records but will be reported so as to maintain the anonymity of persons named/involved in proceedings

Recommendations:

137. Create privacy/confidentiality clauses with links to their own privacy policies.

138. Insert respective clauses into the appropriate policies, with a focus on those with reporting procedures.

139. The University should identify which policies have statistical reports compiled about them in order to insert the statistical purpose clause.
ANNEX 13

List of Recommendations

The following is a list of all recommendations that appear in the Report with corresponding page references.

A. Priority Recommendations (p.6)

P1 A thorough integration of the Student-Athlete Code of Conduct should be carried out with Policy 1.6: “Policy on Non-Academic Misconduct”, including the relationship between the disciplinary processes as set forth in these two documents; Consider integrating the two procedures into a single adjudication process.

P2 Develop a new Coaches Codes of Conduct that is more comprehensive and integrated with University policies.

P3 Develop a clearly defined and accessible process for student-athletes and coaches to report complaints confidentially, including a clear outline of the reporting process and the ensuing investigative and disciplinary processes. Every complaint should be investigated to the extent required and no student-athlete or coach should fear censure or recrimination. Identify where in the process confidentiality ceases — i.e. this could be at the adjudicative phase or earlier or could be maintained throughout the procedures.

P4 Implement a structured performance evaluation process for all coaches, irrespective of engagement status with the University.

P5 Develop written policies and protocols for: (1) strength and conditioning, including training guidance for student-athletes and coaches; (2) athletic therapy, including guidance for student athletic therapists, coaches, and student-athletes; and, (3) return to play decisions in cooperation with the Clinical and Academic lead of the Health and Performance Centre.

P6 Expand the content and application of agreements with community clubs, donors and donor organizations that involve a multivariate relationship with the Department.

P7 Provide mandatory sexual violence and bystander intervention training for all student-athletes, coaches, and other athlete support personnel.

P8 Conduct an external review of the Department every 5 to 7 years.
B. All Recommendations

Recommendations Arising from Staff Interviews:

1. Policies should be housed on a web portal accessible to staff and coaches, similar to the student-athlete portal. (p.10)

2. Formalize the Rule of Two as a policy within the Department and include in all Codes of Conduct. (p.10)

3. Provide additional training in group sessions with coaches, staff, and student-athletes so that all stakeholders understand the application of this (Rule of Two) policy. (p.10)

4. Develop a player dismissal policy for the Department. (p.11)

5. Review training for coaches and staff involved in running sport camps and reinforce aforementioned policy requirements including coach and staff accountability to the same. (p.12)

6. Review staffing supervision roles related to sport camps, including the Sport Camp Director (a part-time position), the Coordinator Active Kids and Camps, and the Associate Director, Intercollegiate Programs (as it relates to coaching accountabilities). (p.12)

7. Examine staff responsibilities and accountabilities in summer months when camps are running. For example, what are accountabilities of travel coordinator in summer? (p.12)

Coaching Certification and Accreditation

8. Consideration should be given to requiring all coaches (full and part time) to complete a basic level of coaching certification as part of their professional development. (p.13)

9. University coaches are required to follow the National Coaching Certification Program (NCCP) Code of Ethics, as contained within the Coaches Code of Conduct. Consideration should be given to registering all University coaches as members of the Coaching Association of Canada (a practice at some other Canadian universities). (p.13)
Department Policies and Protocols:

10. To facilitate the reader’s understanding of each document, prevent confusion, and allow for a streamlined and consistent application of all regulatory documents, the PRT suggests that all regulatory documents follow a standardized outline and form. (p.22)

11. The PRT recommends the Department determine whether its policies and protocols may be developed in accordance with or housed under the University Secretariat’s *Policy 1.1. Policy on Establishing University Policies and Procedures.* (p.22)

12. It is desirable for a distinction to be acknowledged between policies and protocols so that some may be consolidated into one document and others renamed to reflect their true regulatory purpose. (p.23)

13. For Department policies, there is also no clear indication of when the document was created, if it has been reviewed or ratified, and when. It is desirable for all documents to be dated and reviewed periodically through a systematically applied process. (p.23)

14. Use the same font, numbering format, and paragraph spacing. (p.23)

15. Ensure consistent formatting of documents with titles, subtitles, etc. (p.23)

16. Use similar terminology and language, notably terms that carry over in various documents. (p.23)

17. Identify the scope and application of each policy at the onset of the document. (p.23)
   - E.g. To whom the policy applies to, which activities, from what period of time, etc.

18. Terms that apply to many policies should be consistent and clearly defined. (p.23)
   - E.g. Athlete, Employee, Volunteer.

19. Paragraph and subparagraphs should follow a logical order, delineate a specific topic for each heading and stick to that topic so as to not confuse the reader. (p.23)

20. Provide hyperlinks to all policies referenced to facilitate access to documents (Note: all hyperlinks should be tested). (p.23)

21. Once all foregoing recommendations are considered, and where appropriate, implemented, then any newly developed or revised University policy or procedure documents should have an automatic step to coordinate with Department policy or procedure documents; and vice versa for any newly developed or revised Athletics documents that are linked to University policies or procedures. (p.23)
**Student-Athlete Handbook ("Gryphon Playbook")**

22. Mentors should have education on reporting, should have access to reporting procedures, and what to do when athletes bring concerns to them. (p.25)

23. Confidentiality provisions between mentors and students should be developed. (p.25)

24. A process for feedback from mentors should be established, including any potential coaching issues/information they may be privy to. (p.25)

**Student-Athlete Code of Conduct**

25. Update the Student-Athlete Code of Conduct according to the proposed template recommended by the PRT (Annex 7.3C). Note additional recommendations provided within the proposed template. (p.25)

26. A thorough integration of the Student-Athlete Code of Conduct should be carried out with Policy 1.6 on Non-Academic Misconduct, including the relationship between the disciplinary processes as set forth in these two documents; Consider integrating the two procedures into a single adjudication process. (p.26)

**Events Staff Employment Agreement**

27. When the Events Staff Employment Agreement and Student-Athlete Code of Conduct are reviewed by policy drafters, the better elements of each document should be incorporated across the two documents to provide consistency in format and application. (p.26)

**Coaches Code of Conduct**

28. Update the Coaches Code of Conduct according to the proposed template recommended by the PRT (Annex 7.5B). Note additional recommendations provided within the proposed template. (p.27)

**Memorandum of Understanding with Athletics Canada**

29. There should be recognition that Codes of Conduct for Coaches employed by Athletics Canada and the University may both apply in certain situations. Reference to all relevant documents from both Athletics Canada and the University is suggested. (P.31)
30. Knowledge of the Student-Athlete Code of Conduct is also important so that coaching staff fully understand their responsibilities of guiding University athletes according to Department and University policies that may differ from Athletics Canada policies. For example: Concussion Protocol and Return to Play Strategies which are universal but may be slightly different in terms of activities and sport specific protocols as well as student/coach involvement in the same. (p.31)

Donor Supports

31. The PRT recommends that the "depth of the relationship" used as a criterion for Shared Use Agreements with certain organizations (such as Guelph Minor Soccer or the Guelph Marlins Swim Club) should also extend to any relationship with other organisations or existing "Facility Rental Agreement" or "Community Membership" or "Junior Gryphons Partnership" that involves the following:

- Any form of ongoing shared use of facilities.
- Shared use of coaching resources whereby a University coach is instructing, training, or overseeing community members while also acting as a coach or representative of the local club.
- Joint training programs between club members and University varsity programs.
- Shared use of technical resources and equipment. (p.32)

32. The PRT recommends that a Template Shared Use Agreement be drafted and that the University consistently enter into formal agreements regardless of the relationship. Affiliated Community Memberships would thus become Shared Use Agreements and all would follow the same form and content outline but be adapted to address the specificity of each relationship. Such an approach will facilitate the consistent use of basic contractual provisions related to obligations and responsibilities irrespective of the specific operational and other details of individual agreements. (p.33)

33. Structure and formalize relationships with current and potential donors and donor organizations by implementing relevant policies and entering into written agreements where appropriate. (p.33)

34. Consistent with the preceding, expand the content and application of agreements with community clubs, donors and donor organizations that involve a multivariate relationship with the Department. (p.33)
Complaint/Reporting Process

35. More detail should be added to the complaint/reporting process with respect to describing to whom and how a complaint is made. (p.35)

36. The PRT recommends creating a reporting and/or complaint form to allow for the inclusion of both the relevant information regarding an incident and proper detailed contact information. Please see proposed Reporting/Complaint Flowchart and Processes template at Annex 10.1A. (p.35)

37. The PRT recommends that the complaint/reporting and dispute resolution process be rationalized with a view to creating one description to fit all aspects of University dispute resolution. (p.35)

Receipt of Report and Investigative Process

38. Establish a clear receipt, triage, and investigation process document to allow for consistency throughout. (p.36)

39. Create a document along the lines of the template Reporting/Complaint Flowchart and Processes that has been proposed by the PRT at Annex 10.1A. (p.36)

Dispute Resolution Process

40. Consider developing and implementing informal measures or alternative dispute resolution measures available for athletes (and perhaps students at large). (P.36)

- Potential to classify incidents as major, minor, or repeat infractions and tailor the available resolution processes accordingly.
- Consider implementing a focus on educating the student through “teachable moments” before moving to judicial processes.

41. Consider options such as mediation, negotiation, facilitation, conflict resolution conferences, restorative justice, healing circles, etc. (P.36)

42. Thought should be given to including a dispute resolution process flowchart to guide the possible for dispute resolution options arising out of a filed complaint or reported offence. (P.36)
Disciplinary Procedures

43. Athletics should develop a formalized process whereby the level of control and oversight the Department has over student-athlete violations will be established. This process should consider how much responsibility would be appropriate. (p.37)

Student-Athlete Education and Training

44. The PRT recommends that the current student-athlete orientation sessions be maintained including first-year group orientation programs, and annual team-based orientation sessions led by the Associate Director, Intercollegiate Athletics or the Intercollegiate Manager, Athlete Services. (p.39)

45. The PRT recommends continuation of the Gryphon Leadership Academy and the Student-Athlete Mentorship Program, both of which represent best practices amongst Canadian universities. (p.40)

46. Bystander intervention training should be a mandatory educational component for all student-athletes. (p.40)

Note: The University, under the leadership of the Sexual Violence Support and Education Coordinator, plans to make such bystander training compulsory for student-athletes through both on-line and in-person delivery.

47. Formalize a process so that Gryphon Leadership Academy members can share their experiences with their respective teams. This is happening organically with some teams but should be formalized to allow for transfer of knowledge in a peer-to-peer environment supported by coaches. (p.40)

48. More extensive training and documentation of reporting procedures should be provided to student-athletes. (p.40)

49. A Terms of Reference document that outlines the roles and responsibilities of team captains should be developed by each team and communicated to all team members. Consider forming a working group of coaches and Department staff to develop a Terms of Reference template that can be tailored to specific requirements of each team. It is interesting to note that student-athletes nominated to the Gryphon Leadership Academy are not always team captains, thus the role of team captains versus Leadership Academy student-athletes should be clarified. (p.40)
Coach Education and Training

50. Develop and implement a more robust onboarding process for all staff and coaches in the Department. (p.43)

51. All coaches irrespective of engagement status (full-time, part-time, volunteer) should be required to complete mandatory health and safety training, and sexual violence harassment prevention training. (p.43)

52. Completion of mandatory coach education requirements should be verified and tracked by the Department. (p.43)

53. Bystander intervention training should be mandatory for all University coaches, irrespective of engagement status. (p.43)

54. More extensive training and documentation of reporting procedures should be provided to coaches. (p.43)

Coach Performance Evaluation

55. An improved performance evaluation system should be established and implemented for all coaches, including written documentation of appraisals in cases where this does not currently exist. (p.47)

56. Form a small working group of student-athletes to provide input to the program/coach review process. (p.47)

57. Be more prescriptive in the student-athlete program evaluation process to elicit feedback about assistant coaches and other support services provided for athletes. (p.47)

58. Develop a written performance evaluation template for part-time and volunteer coaches. (p.47)

59. Adopt a system to facilitate providing each assistant and volunteer coach with an annual, written performance evaluation by the Head Coach using the prescribed evaluation template. (p.47)

60. Adopt a system to facilitate the annual submission to the Department of written performance evaluations for each assistant and volunteer coach. (p.47)
Annex 7.3A Student-Athlete Code of Conduct

61. Consider including a prohibition on amorous relationships between student/coach or further, creating a stand-alone policy on this behaviour. (p.49)

62. The Student-Athlete Code of Conduct does not capture the importance of this document or the fact that it is a requirement to follow. Clearly define the scope and application of the Code of Conduct and make it a mandatory regulatory document that is subject to review. (p.49)

63. Clarify the applicability of the document. E.g. are volunteers, trainers, and affiliate students included? (p.49)

64. Clarify whether off-campus behaviour (i.e. away games outside of Guelph) by athletes is considered “off campus behaviour” under the Community Standards Protocol. (p.49)

65. Clarify the relationship between this Student-Athlete Code of Conduct and Policy 1.6 Policy on Non-Academic Misconduct. E.g. Which document takes precedence upon a violation of both codes? Would a breach of Policy 1.6 result in concurrent disciplinary action under the Student-Athlete Code? (p.49)

66. The end provision should include both Policies (re: reference to all applicable University policies) and applicable Protocols (for disclosure, for discipline etc.). (p.49)

67. Give thought to drafting a Code of Conduct that would apply universally to all Student-Athletes, Coaches, Employees etc. (p.49)

68. Clarify under what Policy complaints must be made and what protocol should be followed. Consolidate these documents so everything can be found in one document. Consider creating a more detailed complaint and investigation process. (p.49)

69. Consider including Student-Athlete Rights and Responsibilities into the document. (p.49)

Annex 7.5A Coaches Code of Conduct

70. Obtain “pledge” and certification from various Coaching Association of Canada modules. (p.59)
   Available for download here:
71. Provide link to the Universal Code of Conduct to Address and Prevent Maltreatment in Sport (As drafted by the Canadian Centre for Ethics in Sport. (p.60)

72. Consider restructuring the document to be more consistent with the proposed Student-Athlete Code of Conduct offered as a template at Annex 8.3C. (p.60)
   • Include a “Rights and Responsibilities” section.
   • Information from the PSA Compact can be included in the “Rights” section, i.e., a right to education on matters that affect their job, right to a work environment free from harassment and discrimination.
   • Information from the “commitments” section in existing Coaches Code of Conduct could be included in the responsibilities section, i.e., responsible for engaging in behaviour that enhances the image of the University.

73. Consider adding Rule of Two in all Agreement and Policies for all University Staff. (p.60)

74. Clarify the reporting procedure for coaches. (p.60)
   • E.g. To make a complaint follow the Problem Resolution process found in the PSA Compact.
   • If no complaint process exists, then complainants should be referred to the Safe Disclosure Policy (provide link).

75. Similar to the Student-Athlete Code of Conduct, important topics (e.g. Alcohol use, hazing, anti-doping) should be distinguished as clear provisions in the Coaches Code of Conduct. They are placed in no particular order and with no emphasis on relative importance. (p.60)

76. Consider adding a disciplinary procedure for Coaches into the Code that includes investigation process, potential sanctions, resolution measures etc. (p.60)

77. Consider adding Confidentiality clause from the employee agreements into the Code itself so coaches are aware of this responsibility. (p.60)

Annex 7.6 Coaching Agreements

78. Given the close personal relationship between coaches and student-athletes, a power imbalance in the relationship, and other unique features such as overnight travel, the PRT recommends that all University coaches, irrespective of employment status (full time, part time, volunteer), be required to undergo a vulnerable sector check as condition of employment. This should be
implemented immediately for any new hires and thought should be given as to how University can develop an acceptable process to implement this with current employees. (p.68)

Annex 7.7.1 Strength and Conditioning

79. A strength and conditioning policy and protocol document should be developed, based on standards including:
   - The National Strength and Conditioning Association (NSCA) Professional Standards and Guidelines which includes “the legal responsibilities and professional scope of practice for Strength and Conditioning professionals.”
   - In developing this policy, it is strongly recommended to consult with: Dr. Margo Mountjoy, Clinical and Academic Lead, Health and Performance Centre; the Head Athletic Therapist; and the Head Strength and Conditioning Coach.
   - This policy should be referenced in the Coaches Code of Conduct, Student-Athlete Code of Conduct, and communicated to all strength and conditioning staff. (p.69)

80. A volunteer agreement should be drafted between the student athletic therapist and the Department (similar to what is required of other volunteer coaches and instructors in the Department). (p.70)

81. Thought should be given to drafting a Code of Conduct for student strength and conditioning staff, based on the template for the Student-Athlete Code of Conduct at Annex 7.3C. (p.70)

Annex 7.7.2 Athletic Therapy

82. An Athletic Therapy policy should be drafted to specifically address the aforementioned issues. This policy should be referenced in the Coaches Code of Conduct, Student-Athlete Code of Conduct, and communicated to student athletic therapists. Key elements of this policy should include:
   - A female student athletic therapist shall not travel alone with a male team.
   - Two female student athletic therapists are permitted to travel with a male team.
   - No trainer of any gender shall be permitted to treat in their hotel room.
   - Application of the “Rule of Two.” No student athletic therapist either male or female shall be alone with another athlete in a training room, or in any other space for any pre-practice or pre-game therapy.
• Provisions related to romantic relationships between student athletic therapists and student-athletes need to be defined. Note: such activity is contrary to the professional standards of the Canadian Athletic Therapy Association (CATA). Students should be educated on professional responsibilities of CATA both in terms of their current roles, as well as for those who may wish to pursue a career in this profession.

• Resources, including reporting mechanisms available to student athletic therapists who may find themselves in uncomfortable situations with student-athletes, coaches, or any other staff. (p.72)

83. A volunteer agreement should be drafted between the student athletic therapist and the Department (similar to what is required of other volunteer coaches and instructors in the Department). (p.72)

84. Thought can be given to drafting a Code of Conduct for student athletic therapists, in a format similar to the template Student-Athlete Code of Conduct at Annex 7.3C. (p.72)

• For example, it should include a definition of the role and responsibility of the student athletic therapists, rights and responsibilities, as well as behavioral expectations.

Annex 7.7.3 Concussion Protocols

Coaches Concussion Instructions

85. Suggest adding that it is imperative to immediately remove the athlete from play or practice when there appears to have been a concussion sustained (re Scat test). (p.73)

86. Expressly inform the Athlete of the Team’s Return to Play protocol and ideally provide the athlete with the link to the Concussion Policy so he or she is made aware of the same. (p.73)

87. Suggest attaching the concussion incident form to this document or make it page 2 of the document. (p.73)

Concussion Protocol

88. Necessity for baseline testing should be emphasized. (p.73)

89. Need to attach or refer to concussion incident form at no. 1 of this document. (p.73)

90. Suggest providing clearer instructions and explanation of Return to Play protocol. (p.73)
91. Suggest underlining the importance of going BACK steps if symptoms reoccur, as they have a tendency to do so. (Perhaps insert at 3 d)vi.). (p.73)

92. Underscore the importance of athletes reporting any new, recurring, or ongoing symptoms must be underlined. It is recommended to put at f) before obtention of green light and again after the obtention of g) green light at h) as concussion symptoms have a tendency to reoccur. (p.74)

**Concussion Policy 2018**

93. Ensure that Physician has knowledge of the concussion policy and RTP protocol. Institute a common practice of forwarding a copy of the University Concussion Policy to Physician once appointed to the athlete’s file. (p.74)

94. While it is true that concussion polices and return to sport protocol are international, offer hyperlink to relevant Canadian policies and best practices. (p.74)

Suggest using or referring to:
- PARACHUTE: the Canadian Harmonized Sport Concussion Protocol checklist

95. Add to the Concussion Incident form the importance of respecting the Return to Play protocol as part of the athlete’s recovery and ensure this is explained to the athlete. (p.74)

96. Ensure that athletes sign concussion protocol forms to confirm they are aware of protocol. (p.75)

**Annex 7.7.4 Use of External Health Care Providers**

97. Coaches and other team officials must be expressly instructed that the endorsement and use of health care providers for University teams outside the purview and vetting of the HPC or Department is prohibited. This should be clearly stated in Department policies including the Coaches Code of Conduct. (p.76)

**Annex 7.7.5 Return to Play Policy**

98. A return to play policy and protocol document should be developed, based on standards including: Collegiate Strength and Conditioning Coaches Association (CSCCa) and National Strength and Conditioning Association (NSCA) Joint Consensus Guidelines for Transition Periods: Safe Return to Training Following Inactivity. (p.77)
99. In developing this policy, it is strongly recommended to consult with Dr. Margo Mountjoy, Clinical and Academic Lead, Health and Performance Centre; the Head Athletic Therapist; and the Head Strength and Conditioning Coach. (p.77)

Annex 7.8 Team Rules and Policies

100. Develop a standardized template for team policies/rules that must be reviewed by the Department. (p.78)

Annex 7.9 Travel Policies

101. Overall, the PRT finds there is little information regarding sport travel rules, and this places various persons, coaches, athletes, and staff in potentially precarious positions. (p.80)

102. While there is some mention of unwritten curfews, these unwritten rules are in no way sufficient to amount to a mandatory rule, or even guideline to adhere to. These unwritten rules are certainly not sufficient to circumvent the real risks and possible liabilities arising therefrom, not to mention being insufficient to ensure the security and well-being of coaches, students and staff, notably women. (p.80)

103. The PRT strongly recommends this shortcoming be addressed when revising all applicable policies and protocols considering the risks and potential liability involved. (p.80)

Annex 7.10 Social Media Policies

104. Given the ubiquitous nature of social media amongst students in particular, a clear and concise social media policy is strongly recommended. (p.81)

105. Develop a social media policy for student-athletes including expanded guidelines, examples, rules, and consequences for non-compliance. (p.81)

Camps Policies

106. Update and distribute a simple camps Code of Conduct for participants and their parents. (p.82)

107. Add necessity to obtain mandatory education and safe sport certification for camp counsellors. (p.83)

108. Include for all entities with whom a contract is being entered into the obligation of having safe sport policies in place, reporting mechanisms, oversight (from a Board or other), coaches who
have taken the “the pledge” re: https://coach.ca/sport-safety-sport-organizations, etc. (p.83)

109. Include a waiver of liability provision for all entities with whom a contract is being entered into. (p.83)

110. Review the protocol that some overnight camps may be supervised by camp counsellors as young as 16. (p.83)

111. Given the risks posed by overnight camping, and should the Department wish to accept these risks and continue with overnight camping, it is recommended to ensure that a minimum of two adult camp counsellors or athletic department staff are part of the supervision, and that they have additional safe sport training and vulnerable sector checks. (p.83)

112. Consider adding a few slides on appropriate behaviour, inappropriate behaviour to Camp Counsellor training slide show. Provide reference to a document which defines such behavior. (p.83)

113. Include policies and Standards as Annex to the Camp Counsellor Employment Agreement or via direct reference and hyperlink. (p.83)

114. Add content about inclusion to Section one of Camp Counsellor Employment Agreement. (p.83)

115. Add Commit to Kids certification or similar training to Camp Counsellor Employment Agreement. (p.83)

116. Add hands off policy to Pool Rules (similar to recommendation made to Camps Code of Conduct). (p.84)

117. Suggest to inform all parents that Camp Counsellors, as a matter of University practice, have undergone a vulnerable sector (police) background check. (p.84)

118. If Camp Counsellors get Commit to Kids certification it would be an advantage to add to the “your child’s safety” section of “Gryphon Experience and Policies.” (p.84)

119. Underline lifeguards’ certification in “your child’s safety” section of “Gryphon Experience and Policies.” (p.84)

120. Include paragraph about “hands off” policy, inclusion, and safe environment in “Gryphon Experience and Policies.” (p.84)
121. Recommend additional questions are asked of sport camp positions based on the Commit to Kids certification program. (p.84)

122. Code of Conduct in Camps Volunteer Manual should be a universal document, but until it is there should be a specific Code of Conduct referred to by name and hyperlinked. (p.84)

123. Add a reference under sub-heading “Expectations” in Camps Volunteer Manual about ensuring the safety of kids and co-counsellors at all times and respecting applicable anti-harassment or safeguarding policies. (p.85)

124. Add a reference regarding the Camp Counsellor’s duty to report any conduct that may be in breach of such anti-harassment and/or safeguarding policies. (p.85)

125. Add the following to the “Safety and Procedures” section in the Camps Volunteer Manual: (1) Hands Off Policy, (2) Anti-Bullying Policy, (3) Anti-Harassment Policy and, (4) Duty to report. (p.85)

126. Add the following to the “Communication” section in the Camps Volunteer Manual: (1) The importance of not communicating with kids outside of works hours, (2) No texting, sending pictures and, (3) No social media outside of work hours with campers and no posting of kids’ pictures on personal social media accounts – at any time. (p.85)

Annex 10.1B Student Wellness Reporting

127. For all complaints and reporting a flow chart should be referred to and consistently followed so that both students and staff understand the process that will apply. (p.87)

128. Empower athletes to report inappropriate behaviour of coaches; educate them on their rights and the control they have. (p.88)

129. Sport staff should consider ways and means to encourage students to come forward to report inappropriate behavior – for their health and the health and safety of others. (p.89)

130. More female coaching staff, especially for female teams. (p.89)

131. Education for coaches and athletes on proper nutrition – emphasis on weight loss is inappropriate, unnecessary and has the potential to lead to eating disorders. (p.89)
Review of Dispute Resolution Process at University

132. Consider forms of informal resolution where appropriate including alternative dispute resolution measures (i.e. mediation, conflict coaching, etc.) within Student-Athlete Code of Conduct. (p.91)

133. Consider forms of informal resolution where appropriate including alternative dispute resolution measures within Policy on Non-Academic Misconduct. (p.91)

134. Consider alternative dispute resolution measures within Protocol for Responding to Students at Risk. (p.91)

135. The Anti-Hazing Protocol should not be named a protocol if it offers no procedural steps; consider merging with, or creating, another document as a policy. (p.92)

136. Consider alternative dispute resolution measures within Residence Community Living Standards. (p.93)

Annex 11.5A Confidentiality/Privacy

137. Create privacy/confidentiality clauses with links to their own privacy policies. (p.95)

138. Insert respective clauses into the appropriate policies, with a focus on those with reporting procedures. (p.95)

139. The University should identify which policies have statistical reports compiled about them in order to insert the statistical purpose clause. (p.95)