



INVESTIGATIVE REPORT

UNIVERSITY OF ILLINOIS WOMEN'S BASKETBALL TEAM

July 31, 2015

*Prepared by Pugh, Jones & Johnson, P.C. under
the Direction of the Office of University Counsel*

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I. INTRODUCTION

Recently, several complaints from current and former student-athletes in the University of Illinois Urbana-Champaign Women's Basketball Program and their parents have arisen regarding abusive coaching, racism, and the management of student-athlete injuries. This Report analyzes all those complaints, and the evidence, with the exception of the management of student-athlete injuries. The complaints primarily focus on the actions of Coaches Matt Bollant and John "Mike" Divilbiss. Those two coaches acknowledged that the tone of their coaching at times was too negative, especially when the team did not succeed. However, the evidence shows their actions did not constitute racial discrimination or harassment. The Women's Basketball Program has no doubt faced its share of challenges over the last several years, including consecutive seasons with a losing record, which has greatly contributed to discord and dissatisfaction. The University's standards seek to prohibit coaching abuse and racism, and based on the evidence, it did not depart from those standards here.

This Report sets forth several recommendations. Foremost among them, it recommends that the Division of Intercollegiate Athletics ("DIA") formally implement its draft standards that outline its expectations for its coaches' conduct, and offer specific examples and training on the types of coaching conduct that the University finds appropriate and inappropriate. In addition, this Report recommends that the University include as part of its compliance training of its student-athletes instruction about the importance of raising complaints about abuse and discrimination when they occur or are perceived to have occurred. This Report also recommends that the University adopt a policy to address relationships between coaches and parents, or others who act on behalf of players, to alleviate misunderstandings and unmet expectations. Effective implementation of these recommendations will help all coaches and DIA staff meet the University's expectations, and will help the University address the root cause of problems before they become worse. To that end, the University has already implemented some reforms, and is well on its way to making other needed improvements.

II. EXECUTIVE SUMMARY

Over a six week period, we interviewed thirty-three (33) coaches, players, DIA administrators and team supporters and reviewed 18,000 documents, including the written statements of eight players provided by their counsel and conducted additional evidentiary review. We explain in greater detail in the succeeding sections the evidentiary support for the factual findings summarized here. Our findings address each of the coaches as well as those who directed the DIA and responded to the parents' and players' criticisms when they became more specific after the close of the 2014-15 season. As indicated in the Table of Contents, our findings are followed by specific recommendations.

At the outset, the Pugh, Jones & Johnson investigation found that no player raised a complaint of any racist behavior until nearly the end of the 2014-15 season. Complaints followed a seven-game losing streak and escalated after the team lost by nearly 30 points against Rutgers University in February 2015. Players and coaches alike described the latter game as dispiriting, and complaints focused on Associate Head Coach Divilbiss' coaching technique. After the season ended, during exit interviews of six out of the eight players who graduated or transferred, only one player described "racial tension" and a division within the team between players recruited by prior and current coaches. Parents first complained of racism after the season ended and their daughters had left the Program.

Seven players became most "vocal" in written statements they provided through the counsel that has filed litigation on their behalf. They declined several requests for us to interview them and hear their stories firsthand. Most of their complaints were conclusory statements that described how the players felt, rather than what exactly coaches or others said or did in particular circumstances; but we do not question their feelings or perceptions. Our investigation revealed many deep and strong feelings running both ways about difficult, evolving issues coming from players, parents, coaches and DIA staff, as well as fans. These concerns understandably reflect current and rightful sensitivity to more subtle but certainly important shifts in both public interactions around race and coaching techniques.

Complaints frequently conflated allegations of racism with claims that Coaches Bollant and Divilbiss literally "played favorites" – they gave more playing time to athletes they recruited than to those recruited by Former Head Coach Jollette Law (African American), Coach Bollant's predecessor. We concluded that there is no evidence of overt racism in language or other actions taken by either coach or DIA as a whole. The coaches did give more time to players they had recruited; and they recruited a more diverse group than former Coach Law, who primarily recruited African American players. Together, these two facts made it likely that more minutes would be played by Caucasian players under the new coaches, and that did happen.

Nonetheless, performance data as well as statistical analysis supports the coaches' choice of players. Some athletes and their parents obviously disagreed with the coaches' judgments about which players most effectively executed their new style of play, but there is no evidence that the coaches did not honestly believe they put the best team on the floor, without consideration of players' race.

Coach Divilbiss treated players harshly in a number of incidents, and more harshly overall than other coaches. But we found no evidence that he criticized players differently or more frequently because of their race.

Although then-Assistant Coach LaKale Malone,¹ an African American woman, ran practices for players who had not played significant minutes in the prior game, those who complained saw this as dividing the team largely by race; but those "Dog Pound" practices included both African Americans and Caucasians. We concluded that the practice is typical for collegiate basketball programs and served the purpose of conditioning those non-starting players, and thus was not in and of itself punitive or derogatory. We also concluded that urging the team not to act like "crabs" had no racial purpose; rather it was part of the coaches' broader effort to motivate players not to hold back their teammates who worked to embrace the new coaches' "Hard-Smart-Together" philosophy and style of play. Coaches felt that players who refused to make that transition were "toxic," and placed both African Americans and Caucasians in that category. Coach Malone was not criticized for any aspect of her coaching behavior, and outside of one vague complaint, Assistant Coach Tianna Kirkland, also an African American woman, was not either.

There is broad evidence of harsh language, but no intentional physical or emotional abuse or a pattern of mistreatment. Language, tone, and volume of criticism were not disproportionately directed at African American players.

When complaints were presented, Director of Athletics Mike Thomas and Senior Associate Director of Athletics Maria Ochoa Woods ensured that Coach Bollant addressed them promptly. Coach Bollant made changes in coaching assignments in specific response to the criticisms, and ultimately the University did not renew Coach Divilbiss' contract.

Coaches Bollant and Divilbiss accepted a few gifts from parents, which may have created an appearance of improper influence in favor of one particular Caucasian player. When her teammates ultimately criticized her play, her parents appear to have become hostile to the Coaches and may have contributed to other parents' perceptions of racial bias.

¹ LaKale Malone was promoted to Associate Head Coach following Coach Divilbiss' departure. *See infra*, Part IV. A. 5.

Our investigation exposed several areas of practice in DIA that would benefit from revised policies that more specifically address coaches' behavior towards players and encourage players to raise concerns through additional means beyond those that currently exist. We make specific recommendations for review and consideration.

III. INVESTIGATION APPROACH

A. Pugh, Jones & Johnson Team

Pugh, Jones & Johnson's investigation was led by Directors Stephen H. Pugh and Dennis P.W. Johnson, Partner Preston L. Pugh, and Associates M. Elysia Baker and Karl Analo. Scott Rice, Campus Counsel and Chief Legal Officer for the Urbana-Champaign campus and Jason A. Sweet, Assistant University Counsel, coordinated the investigative team.

B. Scope of Our Investigation

On April 18, 2015, [REDACTED] (Caucasian²) (collectively, the [REDACTED] parents of former University of Illinois at Urbana-Champaign Women's Basketball player, [REDACTED] (Caucasian), sent an email to the University of Illinois at Urbana-Champaign ("University of Illinois" or "University"). See Appendix 1.³ In that email, which was addressed to University Chancellor Phyllis Wise ("Chancellor Wise") and University of Illinois Director of Athletics Michael Thomas ("Thomas" or "AD Thomas"), the [REDACTED] claimed that "under the direction of Head Coach Matt Bollant and Assistant Head Coach Mike Divilbiss, this team, your team, our team, Illini's team, has been the target of countless acts of player abuse, NCAA rule infraction, personal belittlement, demoralizing diatribe and an overall culture of racist overtures." The [REDACTED] later joined by the parents of [REDACTED] (African American) and [REDACTED] (Caucasian), alleged coaching abuse, favoritism, racial discrimination, and racial harassment.

The email and letters contained several examples of the above allegations: that Coach Divilbiss (with Coach Bollant's knowledge) verbally abused players in front of the team with personal attacks; the coaches threatened to pull players' scholarships and implied their poor play put the coaches' jobs at risk; that former Head Coach Jollette Law's (Coach Law) recruits, many of whom were African American, were relegated to the "Dog Pound," and were referred to as "crabs" (from the 'crabs in a bucket' metaphor⁴); and that Caucasian players were generally treated more favorably than African American players. See Appendix 2.⁵

As a result of the aforementioned email and letters, Athletic Director Mike Thomas recommended that the University investigate the complaints using an

²We refer to the race of the parents and players because the letters and the complaint that has been filed is based on allegations of racial discrimination and harassment.

³ Accompanying this Report is an Appendix containing relevant documents cited herein.

⁴ Crab mentality, sometimes referred to as crabs in the bucket or "crabs in a pot," is a metaphor that describes a way of thinking best described by the phrase "if I can't have it, neither can you." The metaphor refers to the phenomenon that occurs when crabs are placed into a pot. Individually, the crabs could easily crawl out and escape from the pot, but instead they grab at each other, dragging one another down – thus preventing any from escaping and ensuring their collective demise.

⁵ Appendix 2 contains a more detailed account of the allegations described herein.

outside investigator. Chancellor Wise subsequently spoke with University Counsel Scott Rice, and she requested that the University of Illinois' Office of Diversity, Equity and Access ("ODEA") and Academic Human Resources ("AHR") jointly inquire into concerns brought by the [REDACTED] and [REDACTED] (the "Initial Investigation") initially, and then consider whether further investigation was appropriate. On May 5, 2015, the ODEA and AHR issued its draft report ("ODEA report") to Chancellor Wise. See Appendix 3. The ODEA report found that neither Coach Bollant nor any of his staff violated University policy. Although no violation was found, the ODEA and AHR stated that there are "some concerning issues and challenges for the Women's Basketball Program. If left unaddressed, these matters threaten to critically impact the health of the Program."

Shortly thereafter, on May 18, 2015, Coach Divilbiss resigned as the Associate Head Coach of the Women's Basketball Program.

On May 21, 2015, parents of former University of Illinois Women's Basketball players sent another letter to the University of Illinois regarding its investigation. See Appendix 4. The letter, which was addressed to Chancellor Wise and Director of Athletics Mike Thomas, stated that they strongly objected to the manner in which the initial investigation was handled, but never explained why. In addition to the parents who initially expressed their concerns, the letter was signed by parents of four other African American players: [REDACTED].

As a result of the May 21, 2015 letter, the Board of Trustees of the University of Illinois retained Pugh, Jones & Johnson, P.C. ("Pugh, Jones & Johnson" or "PJJ") to conduct an investigation into, and provide legal advice regarding potential litigation stemming from the claims that prompted the investigation and any subsequent related claims outside of medical neglect. Generally those claims included:

- 1) allegations that Coaches Bollant and Divilbiss bullied and verbally abused players;
- 2) allegations that Coaches Bollant and Divilbiss engaged in racist and discriminatory behavior;
- 3) allegations that Coaches Bollant and Divilbiss practiced extreme favoritism towards certain players; and
- 4) allegations that there was improper oversight of the Women's Basketball Program.

Pugh, Jones & Johnson commenced its investigation shortly thereafter.

C. Steps Taken in the Initial ODEA and AHR Joint Investigation

1. Interviews

From April 25-29, 2015, the ODEA and AHR (the “Initial Investigation team”) interviewed over 20 individuals currently or formerly affiliated with the Women’s Basketball Program. Interviewees included:

- Members of the 2014-2015 Women’s Basketball team: [REDACTED];
- Members of the 2014-2015 Women’s Basketball coaching staff: Coach Bollant; Coach Divilbiss; Tianna Kirkland, Assistant Coach; LaKale Malone, Assistant Coach; Hannah Quilling, Director of Operations; and Celeste Ratka, Video Coordinator; and
- Mary “Sam” Laingen, DIA Associate Athletic Trainer.

2. Summary of the ODEA’s Letter

The Initial Investigation team⁶ concluded that neither “Coach Matt Bollant nor any of his staff have violated any University policy in their actions, communications, or decisions pertaining to the Women’s Basketball Program.” *See Appendix 3.*

The ODEA draft letter, which stated that the Initial Investigation team’s investigation was not yet complete, described that there was “undoubtedly a perception, primarily along racial lines, that the head coaching staff engages with Caucasian players differently and more favorably than African American players” and also “widespread concern about which players are developed and given greater latitude for errors.” The letter stated that “during the 2014-2015 season, four of the five starting student athletes were Caucasian, and four of the six student athletes who had the most playing time were Caucasian,” which is a departure from the two previous seasons (2012-2013 and 2013-2014), when the starting line-up was predominantly African American and the African American players received more playing time than the Caucasian players did.

Additionally, the letter stated that players who did not start in the game were required to participate in “Dog Pound” workouts following the game, which on average, consisted of five (5) African American players (three (3) of whom were Coach Law’s recruits) and three (3) Caucasian players. The ODEA letter stated that

⁶ The Initial Investigation team consisted of Kaamilyah Abdullah-Span (ODEA) and Heather Horn (AHR).

starters, “are provided greater leeway in making errors as they have proven themselves based on their performance in practices.” However, the letter did not state that Coach Bollant or any of his coaching staff made decisions or took actions that were based on race.

The ODEA letter noted several issues about which players showed concern. First, the letter stated there was “a prominent belief among the African American student athletes that they do not have the same access to and relationship with the head coaching staff as their Caucasian peers” and “the head coaching staff intentionally engaged or made efforts to create relationships with White players more than African American players.” Second, the letter stated that there was “an overwhelming sentiment among the majority of the players that Coach Divilbiss’ communication and coaching style is aggressive and may not have the intended effect of developing the players.”

D. Pugh, Jones & Johnson Investigation

1. Documents and Videos Reviewed and Other Information Gathered

The PJJ investigation involved the review and analysis of over 18,000 documents, including email and text messages and film of games and practices. The data were collected from several custodians, including members of the Women’s Basketball coaching staff, DIA, and other members of the University’s administration. In addition, DIA personnel supplied information and additional documents in response to written questions posed by investigators.

2. Witness Interviews and Statements

During the course of our investigation, PJJ interviewed 33 people and received eight written statements. Thus, we received information regarding the Women’s Basketball program from more than 40 individuals. We also conducted follow-up interviews of certain of those individuals:

Women’s Basketball Coaching Staff (12):

NAME	TITLE
Coach Bollant (x2)	Head Coach
Coach Divilbiss (x3)	Associate Head Coach (former)
LaKale Malone (x2)	Associate Head Coach (former Assistant Coach)
Tianna Kirkland (x2)	Assistant Coach
Hannah Quilling (x2)	Director of Basketball Operations
Celeste Ratka	Video Coordinator

DIA/Other University of Illinois Employees (15):

NAME	TITLE
Mike Thomas (x2)	Director of Athletics
Jason Lener (x2)	Executive Senior Associate Athletics Director
Maria Ochoa Woods (x2)	Senior Associate Director of Athletics
Donna McNeely (x2)	Executive Director of Ethics and Compliance
Ryan Squire	Associate Athletic Director of Compliance
Loren Israel (x2)	Assistant University Counsel (former Assistant Athletic Director/Compliance)
LaShae Hughes-McCray	Women's Basketball – Office Manager
Mary "Sam" Laingen	Associate Athletic Trainer
Rick Raven	Head Athletic Equipment Manager
Terry Conlon	Director of Concessions

Players who played during the 2014-2015 season (12):⁷

NAME	TITLE
[REDACTED]	Player [REDACTED]
[REDACTED]	Player [REDACTED]
[REDACTED]	Player [REDACTED]
[REDACTED]	Player [REDACTED]
[REDACTED]	Player [REDACTED]
[REDACTED]	Player [REDACTED]
[REDACTED]	Player [REDACTED]
[REDACTED]	Player [REDACTED]
[REDACTED]	Player [REDACTED]
[REDACTED]	Player [REDACTED]
[REDACTED]	Player [REDACTED]
[REDACTED]	Player [REDACTED]

Players who played before the 2014-15 Season (3):

NAME	TITLE
[REDACTED]	Player [REDACTED]

⁷ Players indicated with an asterisk (*) declined to be interviewed, as did their parents. However, the players did submit written statements through counsel, which we considered and reflected here along with their interviews during the Initial Investigation. On July 1, 2015, seven of the players—

[REDACTED] filed suit against the University, alleging that Coaches Bollant and Divilbiss created a racially hostile environment in the Women's Basketball program. *See* Complaint, *Coleman v. Board of Trustees of the University of Illinois Urbana-Champaign et al.*, No. 2:15-cv-02146-CSB-EIL (C.D. Ill. July 1, 2015). Our team also contacted [REDACTED] but they declined to be interviewed.

NAME	TITLE
[REDACTED]	Player
[REDACTED]	Player ([REDACTED])

Other (11):⁸

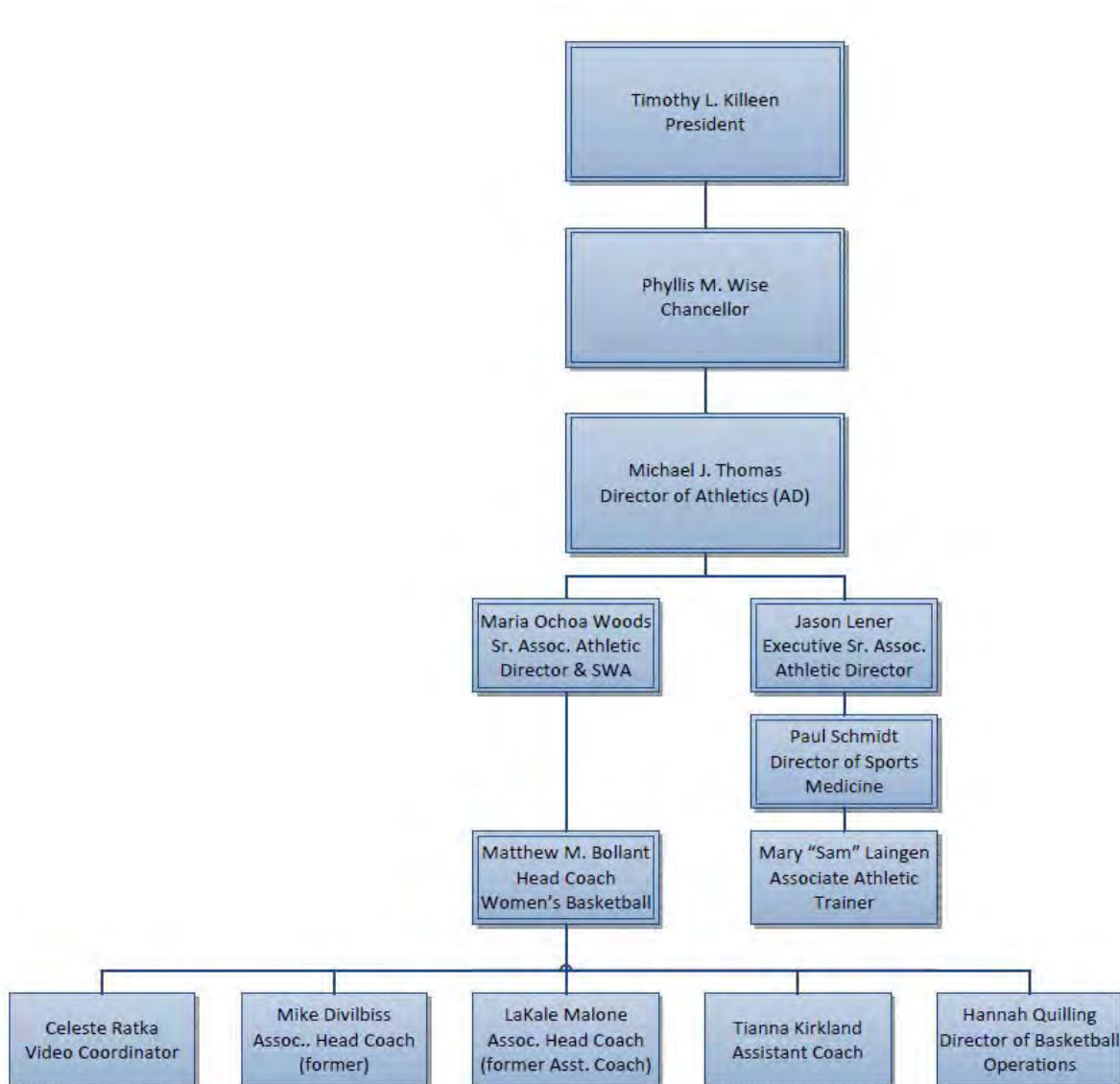
NAME	TITLE
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
(x2) [REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

⁸ Individuals indicated with an obelisk (†) had family members participate in interviews: [REDACTED]
[REDACTED] joined the interviews of [REDACTED], and [REDACTED]
[REDACTED] joined the second interview of Coach Divilbiss.

IV. BACKGROUND

A. University of Illinois Women's Basketball Program: Reporting Structure

Dr. Timothy L. Killeen was named president of the University of Illinois in November 2014, replacing Dr. Robert Easter (president July 2012-May 2015). He assumed office on May 18, 2015. Dr. Phyllis M. Wise has served as Chancellor of the University of Illinois at Urbana-Champaign since October 1, 2011. The reporting structure of DIA appears below:



1. Director of Athletics Mike Thomas

Mike Thomas became the Director of Athletics for the University of Illinois on August 10, 2011. He was previously the Director of Athletics at the University of Cincinnati for six years. Thomas is in his 29th year of university athletics administration. Prior to Cincinnati, Thomas spent five years as the Director of Athletics at the University of Akron, seven years as Associate Athletic Director at the University of Virginia, and seven years at the University of Denver as assistant athletic director for internal operations. He started his athletic administration career at the University of Iowa as an administrative and operations intern; he received his Bachelor's degree in business administration from Colorado State University in 1983, and his Master's degree in athletic administration from Western Illinois University in 1986. Thomas indirectly supervises coaches of 21 University of Illinois sports teams, and directly reports to Chancellor Phyllis M. Wise. In addition, he directly supervises Ryan Squire, who is the Compliance Officer for the Division of Intercollegiate Athletics, Maria Ochoa Woods, Senior Associate Director of Athletics, Jason Lener, Executive Senior Associate Athletic Director, among other administrative staff.

2. Senior Associate Director of Athletics, Maria Ochoa Woods

Maria Ochoa Woods joined the DIA staff as a Senior Associate Director of Athletics on August 6, 2012. She is also the school's Senior Woman Administrator ("SWA"). In her role as SWA, Woods represents the University at Big Ten and NCAA meetings, and internally is the liaison for gender equity and Title IX issues. Woods serves as the sport administrator for several Illinois teams, including women's basketball, women's golf, women's gymnastics, women's soccer, women's softball and women's swimming and diving. She also provides oversight to Academic Services for Student-Athletes. From 2003 to 2012, Woods served as Senior Associate Athletics Director for administrative services and as SWA for Tulane University, where she provided administration of several sports, and was responsible for student athlete welfare. Woods served on the NCAA Volleyball Committee from 2005 to 2007, on the NCAA Peer Review Committee from 2005 to 2006 and from 2010 to 2011, and has served on the NCAA Amateurism Cabinet from 2008 to the present. Woods earned her Bachelor's degree in exercise and sport sciences from the University of Florida in 1990 and a Master's degree in biology and general sciences from Converse College in 1992. Women's Basketball Head Coach Matt Bollant reports to Woods.

3. Head Coach Matt Bollant

Coach Matt Bollant is in his third season as the Head Coach of the University of Illinois Women's Basketball team. In 2013, Coach Bollant led the team to the Women's NIT quarterfinals and their first winning Big Ten record in ten seasons. Prior to his arrival at Illinois, Coach Bollant spent five years as head coach at the University of Wisconsin at Green Bay (148-19) in the Horizon League. During his

time at Green Bay, he was named the leagues coach of the year four times. Before Green Bay, Coach Bollant was the Head Coach at Bryan College (Tenn.) (Div. II, 134-36). He began his collegiate coaching career as assistant coach under Kathi Bennet at the University of Evansville (1997-2000) and at Indiana University (2000-02). Coach Bollant graduated in 1994 from Winona State University with a degree in business education, and earned a master's degree in education from American Intercontinental University. Associate Head Coach (current, formerly Assistant Coach) LaKale Malone, Assistant Coach Tianna Kirkland, Director of Basketball Operations, Hannah Quilling and Video Coordinator Celeste M. Ratka report to Coach Bollant. Former Associate Head Coach Divilbiss also reported to Coach Bollant before his departure. Coach Bollant received the 2015 Kay Yow Heart of a Coach Award, given by the Fellowship of Christian Athletes to honor a basketball coach who has exemplified biblical principles over the course of his or her career.

4. Former Associate Head Coach Mike Divilbiss

Former Coach Mike Divilbiss was the Associate Head Coach of the University of Illinois Women's Basketball team under Coach Bollant until his May 18, 2015 departure from the University. Coach Divilbiss served for four years as an assistant under Coach Bollant with the University of Wisconsin Green Bay's Women's Basketball team (122-13) after seven seasons as the head coach at the University of Idaho (82-119), where he earned the 2004 Big West Coach of the Year award. Divilbiss was also the Head Coach at Lewis-Clark State College (Lewiston, Idaho) for 14 seasons (310-122). Coach Divilbiss played for the men's basketball team and graduated from Winona State University with a degree in physical education in 1981, before earning his Master's degree in physical education from Eastern Washington University in 1987.

5. Associate Head Coach LaKale Malone

LaKale Malone is in her third season with the University of Illinois Women's Basketball Program, initially as the Assistant Coach and Recruiting Coordinator, now promoted to Associate Head Coach following Coach Divilbiss' departure. Prior to Illinois, Coach Malone was the Assistant Coach at the University of Texas under Head Coach Gail Goestenkors. Coach Malone was also Assistant Coach/Recruiting Coordinator for Connie Yori at the University of Nebraska (2003-07), and was an Assistant at Wagner College (2000-01) and Bradley University (2001-03). Coach Malone graduated from Indiana University where she was a four-year letter-winner, and graduated in 1999 with a Bachelor's degree in accounting and marketing. She earned her Master's degree in educational administration from the University of Nebraska.

6. Assistant Coach Tianna Kirkland

Tianna Kirkland joined Coach Bollant's staff as an Assistant Coach in April 2012 after five seasons as an assistant coach at the University of Michigan under Head Coach Kevin Borseth. Coach Kirkland was also an assistant coach at Eastern Michigan under current Michigan State Head Coach Suzy Merchant for the 2006-2007 season, was an assistant coach at Butler University (2004-06) and a graduate assistant at Central Michigan University (2002-04). Coach Kirkland graduated from Ferris State University in 2002 with a Bachelor's degree in applied biology where she lettered in basketball and track and field.

B. History of Women's Basketball Program

The University of Illinois Women's Basketball Program is heading into its 41st season. Over time, it has had a mixed record, achieving an overall record of 571 wins and 582 losses. It has been in the NCAA year-end tournament eight times over those years, the most recent of which was 2003. Likewise, it has been in the NIT Tournament eight times, making its most recent appearance in 2013. It also won the Big Ten Conference title in 1997.

C. Performance of the Team under Coach Jollette Law

The academic and athletic performance of the Illinois Women's Basketball Program under Coach Jollette Law (2007-12) was similarly mixed. The team's overall record was 69 wins and 93 losses. Its conference record was 27 wins and 59 losses, and it placed ninth in the Big Ten every season except the 2010-11 season, when it was 11th. Players reportedly failed to attend class consistently. The team also fell short of meeting its academic goals, as its overall GPA during Coach Law's five seasons was 2.89 on a 4.0 scale at its best and 2.58 at its worst.

D. Hire of Coach Bollant

In March 2012, the University parted ways with Coach Law and her staff, and commenced a search for a new Head Coach. In accordance with the University's process for hiring new head coaches, the University assembled a search committee comprised of Jason Lener, Executive Senior Associate Athletic Director (chair); Kathy Hug, Assistant Athletic Director; Susan Young, Associate Athletic Director; and Christopher Span, Associate Professor. The Search Committee's job was to recommend a candidate to Athletic Director Mike Thomas. Candidates for the position were evaluated on the criteria set forth in a job posting,⁹ including:

- Bachelor's Degree; Master's degree (preferred);

⁹ See Job Posting in Appendix 5.

- High moral and ethical standards;
- Five years of collegiate coaching experience preferred (NCAA Division I preferred); and
- Proven ability to recruit and develop highly skilled players.

The Search Committee also prioritized a candidate with a strong commitment to high academic standards because of the effect of admissions standards on the recruiting process. The Committee further categorized and ranked candidates on the following additional factors:

- Proven success in developing players, athletically, academically and socially;
- Ability to foster family-like atmosphere within women's basketball program, staff, and in the community;
- High level of energy, enthusiasm and passion for coaching;
- Proven success coaching at the NCAA Division I Level;
- Strong commitment to NCAA rules and compliance;
- Proven success in hiring assistant coaches with similar values;
- Proven success recruiting elite players to compete at the highest level in NCAA Division I basketball;
- Experience working with the media;
- Capability to be the "face of the program"... on campus, in the community and nationally;
- Desire to make Illinois a destination job. Commitment to building a program for the long term;
- Interpersonal skills;
- Organizational skills;
- Experience managing a sport operating budget; and
- Ability to be the CEO of the program.

After two rounds of interviews, the Search Committee recommended that the University hire Coach Bollant (Caucasian). Coach Bollant at the time was the Head Coach of the University of Wisconsin-Green Bay Phoenix Women's Basketball

program (“Green Bay”). While at Green Bay, the team’s overall record was 148 wins and 19 losses, and its conference record was 85 wins and 5 losses—the best regular season record in Division 1A Women’s Basketball. During each year of Coach Bollant’s tenure at Green Bay, the team placed first in its conference and also earned a place in post-season play. Under Coach Bollant, Green Bay made two trips to the NCAA Sweet Sixteen (in his final two years), one to the NCAA second round, one to the first round, and one to the WNIT first round. The Search Committee also observed that Coach Bollant was “the fastest coach in school history to win 100 games . . . and has proven during his time as the Head Coach that he can be successful at all levels.” It thus found him to be “the best coach at this time to lead our program.”

Based on the Search Committee’s recommendation, with input from Mike Thomas,¹⁰ the University hired Coach Bollant on March 28, 2012.

E. Hire of Remaining Coaches

1. Selection of Coach Divilbiss

Once Coach Bollant was hired, a search for an Associate Head Coach—second in the Women’s Basketball coaching hierarchy—commenced. The University assembled a search committee for this position as well, including Kathy Hug, Assistant Athletic Director (chair); Howard Milton, Associate Director of Development; and Tom Michael, Associate Athletic Director. Although, due to University hiring procedures, Coach Bollant was not part of the Selection Committee, he provided input in the selection process.

Based on the posting for the job, the selection committee looked for the following qualifications:

- Bachelor’s degree; Master’s degree (preferred);
- High moral and ethical standards;
- Proven ability to recruit and develop highly skilled players at the NCAA Division I level (preferred);
- Personal relation skills in dealing with players, peers, and the general public, computer literacy (preferred); and
- Minimum two years coaching experience at the Division I level (preferred).

The Committee greatly emphasized experience and success on the NCAA Division I level. The Committee also placed high value on successful recruiting and

¹⁰ As the immediate supervisor of the incoming employee, Thomas did not serve on the Search Committee for the Head Coach position.

ability to coach elite female athletes, and high moral and ethical standards in accordance with NCAA and Big Ten rules.

Prior to joining Illinois, Mike Divilbiss (Caucasian) worked for four years as the Associate Head Coach at the University of Wisconsin-Green Bay under Coach Bollant as his most senior assistant. The two had a very close working relationship, based upon their complementary coaching styles described as “good cop, bad cop.” Coach Bollant—often quiet, reserved and contemplative—was the “good cop,” and Coach Divilbiss—much louder, animated, and with a forceful personality—was the “bad.” Before Green Bay, Coach Divilbiss spent seven years as the Head Coach of the University of Idaho’s Women’s Basketball Program, where he finished with an 82-119 record, and was respected by other coaches as an experienced teacher of the game of basketball.¹¹

After interviewing him, the Search Committee found that Coach Divilbiss had “experience that is needed in the gym expertise in instruction and competing is at the highest levels [a] wealth of knowledge in the sport [that] would make him a good recruiter [and that] he is well respected in his coaching techniques.” It also found that “his credentials are outstanding.”

Upon approval of Coach Bollant, the University hired Coach Divilbiss as the Associate Head Coach shortly thereafter.

2. The Selection of the Remaining Coaching Staff

Following another search, Coach Bollant selected two assistant coaches, Coaches Malone and Kirkland. Both are African American women. Both played college basketball and had many years of coaching experience.

F. Program under Coach Bollant (2012-Present)

The academic and athletic performance of the Illinois Women’s Basketball Program under Coach Bollant thus far is shown below:

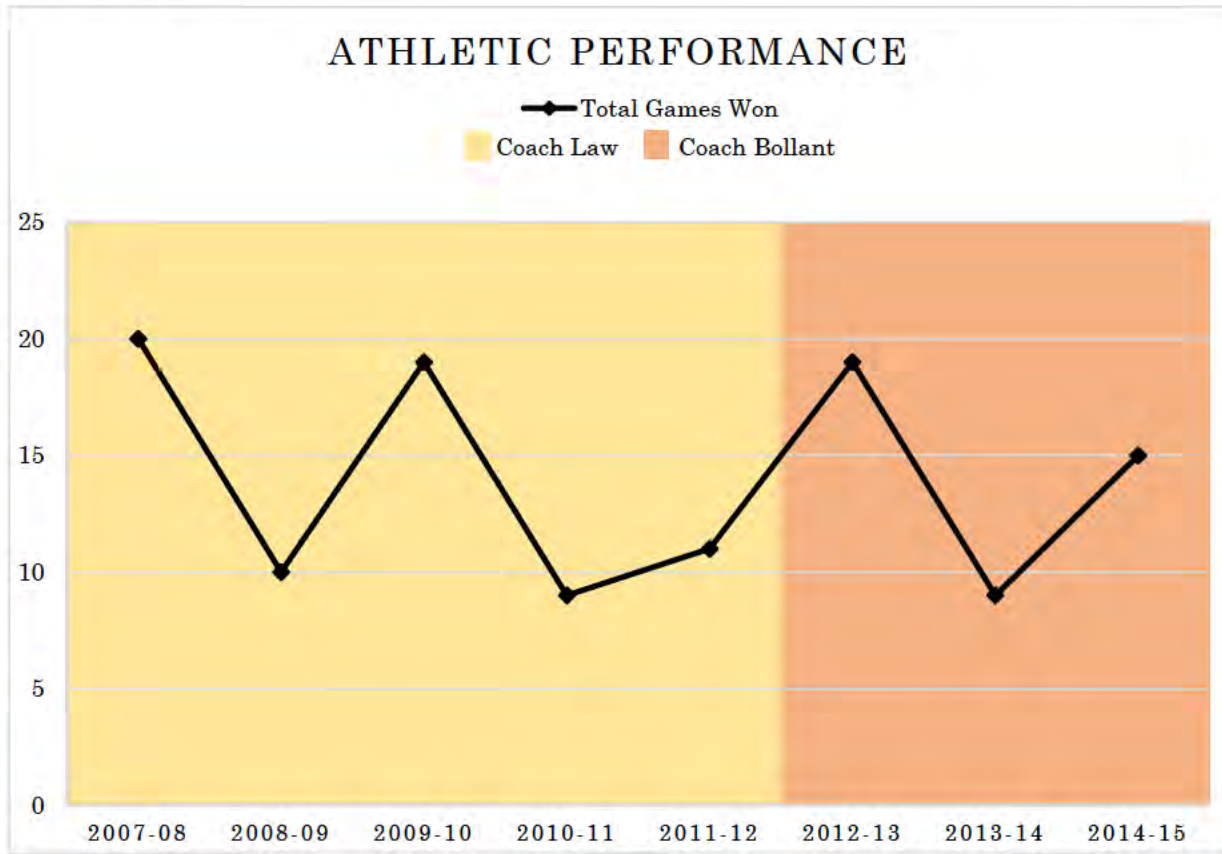
¹¹ Divilbiss acknowledged that while at Idaho he was criticized by some for coaching too harshly. When Bollant hired Divilbiss at Green Bay in 2008, he talked with Divilbiss’ references, but did not learn of any concerns that Divilbiss coached too hard or was too aggressive at Idaho. We recommend below that as part of its search process for coaches the University should conduct a more specific inquiry into any past issues surrounding treatment of players.

1. Academic and Athletic Performance

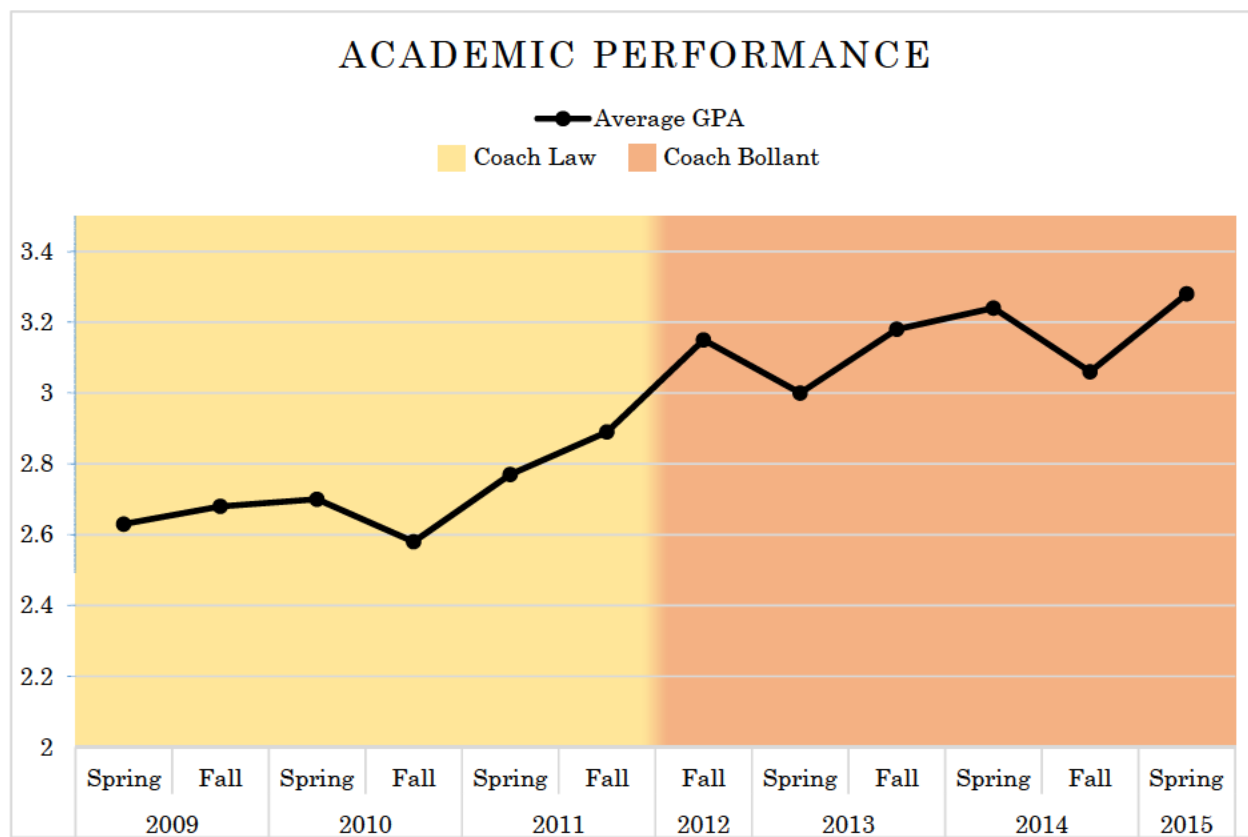
Season-by-Season Results (Matt Bollant)

Season	Overall Record (W-L)	Conference Record (W-L)	Conference Standing	Postseason	Players' Avg. GPA (Fall and Spring)
2012-13	19-14	9-7	5th(T)	WNIT Elite 8	3.15/3.0
2013-14	9-21	2-14	12th		3.18/3.24
2014-15	15-16	6-12	10th		3.06/3.28
TOTALS	43-51	17-33			

The trends in the team’s athletic and academic performance during the tenures of Coaches Bollant and Law appear below. Coach Bollant’s team has received a 100% graduation rate and its average GPA has substantially increased from that under Coach Law. The team has not won more total games in a season than it did under Coach Law:¹²



¹² Data on team’s performance during Coach Law’s tenure appear in Appendix 6.



2. Recruiting¹³

During his tenure, Coach Bollant has received commitments from four recruiting classes. Of the sixteen (16) recruits who provided commitments, eight (8) are African American and eight (8) are Caucasian. DIA does not keep aggregated data on all players it attempts to recruit. Coach Kirkland headed the team's recruiting efforts. She described the top candidates as "probably more black than white," but some chose to attend other schools. Players successfully recruited appear below:

¹³ For purposes of this report, the 2012 recruiting class will be considered Coach Law's.

2013

NAME	ESPN RATING ¹⁴	RACE
[REDACTED]	Three-Star (83)	African American
[REDACTED]	Three-Star (89)	African American
[REDACTED]	Not Evaluated	Caucasian
[REDACTED]	Two-Star (79)	Caucasian
[REDACTED]	Not Evaluated	African American ¹⁶
[REDACTED]	Three-Star (89)	African American

2014

NAME	ESPN RATING	RACE
[REDACTED]	Four-Star (94)	African American
[REDACTED]	Three-Star (90)	Caucasian
[REDACTED]	Five-Star (97)	Caucasian

2015

NAME	ESPN RATING	RACE
[REDACTED]	Three-Star (90)	Black Canadian ¹⁷
[REDACTED]	Four-Star (95)	African American
[REDACTED]	Three-Star (97)	Caucasian

2016

NAME	ESPN RATING	RACE
[REDACTED]	Three-Star (90)	Caucasian
[REDACTED]	Three-Star (90)	African American
[REDACTED]	Not Evaluated	Caucasian
[REDACTED]	Three-Star (88)	Caucasian

¹⁴ The ESPN star rating system evaluates the talent of high school recruits in a two to five star, out of five, scale. For a further explanation of the system, See Jeff Nusser, Rivals, Scout, ESPN, 247: Star Rating Systems Explained, SB NATION, available at <http://www.cougcenter.com/wsuf-football-recruiting/2013/2/5/3956800/rivals-scout-espn-247-star-rating-system-national-signing-day> (Feb 5, 2013).

¹⁵ [REDACTED] did not join the Program because [REDACTED].

¹⁶ [REDACTED]

¹⁷ [REDACTED]

3. Transfers

During Coach Bollant’s tenure, eight (8) players have transferred out of the Program—five (5) African Americans and three (3) Caucasians. Five (5) have transferred into it—two (2) African Americans and three (3) Caucasians.

NAME	SEASON	IN OR OUT	RACE
[REDACTED]	Following 2011-12	Out ([REDACTED])	African American
	Following 2011-12	Out ([REDACTED])	African American
	Following 2011-12	In ([REDACTED])	African American
	Following 2011-12	In ([REDACTED])	Caucasian
	Following 2012-13	In ([REDACTED])	Caucasian
	Following 2013-14	Out ([REDACTED])	African American
	Following 2013-14	Out ([REDACTED])	Caucasian
	Following 2013-14	In ([REDACTED])	Caucasian
	Following 2014-15	Out ([REDACTED])	African American
	Following 2014-15	Out ([REDACTED])	Caucasian
	Following 2014-15	Out ([REDACTED])	Caucasian
	Following 2014-15	Out ([REDACTED])	African American
	Following 2014-15	In ([REDACTED])	African American

4. Changes in the Racial Composition of the Team

During Coach Bollant’s tenure, the number of players per year has varied from year to year, while the racial composition of the team has shifted from predominantly African American to equal numbers of African American and Caucasian players. The following table shows the number of players by race for each season:

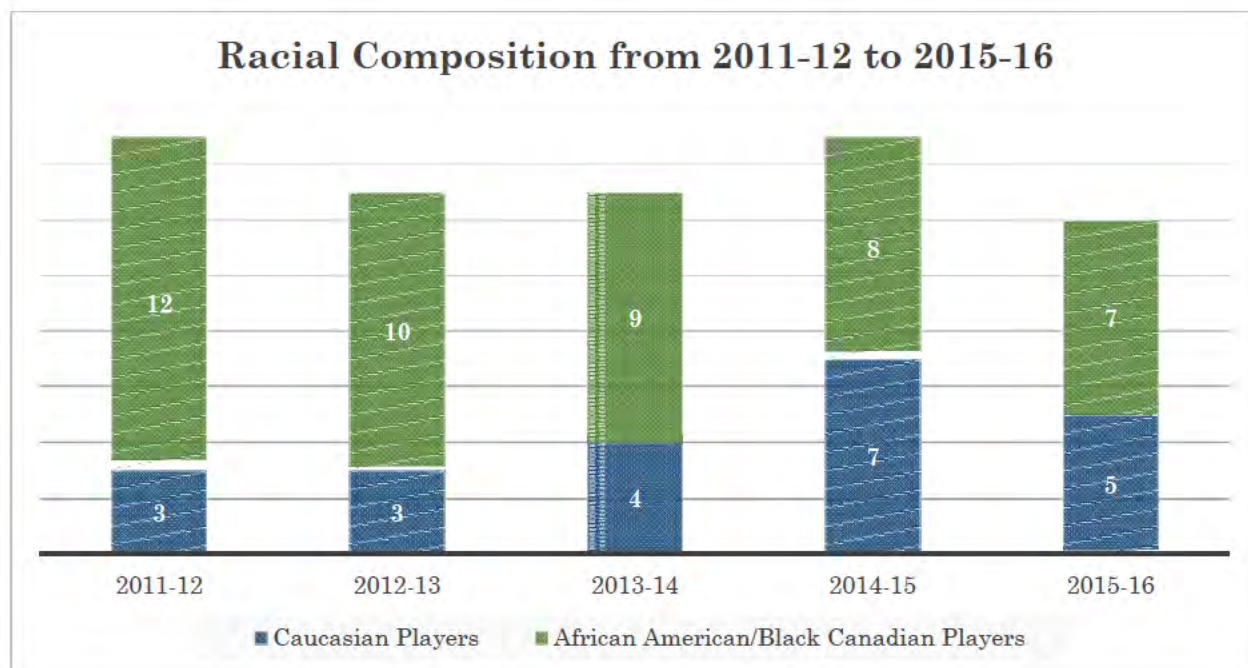
Number of players by race:

YEAR	AFRICAN AMERICAN PLAYERS	PERCENTAGE OF AFRICAN AMERICAN	CAUCASIAN PLAYERS	PERCENTAGE OF CAUCASIAN	TOTAL
2012-13	10	77%	3	23%	13
2013-14	9	69%	4	31%	13
2014-15	8	53%	7	47%	15
2015-16 ¹⁹	7	58%	5	42%	12

These data may be depicted as follows:

¹⁸ [REDACTED]

¹⁹ These are projected statistics.



During Coach Bollant’s tenure, the ratio of African American players to Caucasian players has changed from 4:1 in 2011-12 to a projected 7:5 ratio in 2015-16.

5. Playing Time

During Coach Bollant’s tenure, the number of games started by African American athletes decreased, while the number of games started by Caucasian athletes increased. Likewise, the aggregate number of minutes that African American athletes played decreased and the number of minutes that Caucasian athletes played increased.

Playing Time in 2012-13 Season

NAME	RACE	Recruiting Coach	Games Played- Games Started	Minutes Per Game
	African American	Law	33-33	37.0
	African American	Law	33-33	35.7
	African American	Law	22-22	34.8
	African American	Law	33-33	34.4
	African American	Law	33-33	31.3
	Caucasian	Law	11-7	21.0
	African American	Law	33-0	19.9
	Caucasian	Law	23-4	8.0
	African American	Law	27-0	7.4
	African American	Bollant	8-0	1.1
	Caucasian	Bollant	9-0	.9
	African American	Bollant	0-0	0

*Indicates that the player did not play for the entire year and will not be counted in the bar graph below.

Playing Time in 2013-14 Season

NAME	RACE	Recruiting Coach	Games Played- Games Started	Minutes Per Game
	African American	Law	30-27	33.4
	African American	Law	30-30	29.8
	Caucasian	Bollant	24-24	28.1
	African American	Law	25-16	26.8
	African American	Bollant	30-20	22.7
	African American	Law	28-6	17.7
	Caucasian	Bollant	28-8	15.9
	African American	Law	29-6	14.7
	Caucasian	Bollant	20-8	14.6
	African American	Bollant	28-5	14.1
	African American	Bollant	0-0	0.0
	Caucasian	Bollant	0-0	0.0
	African American	Bollant	0-0	0.0

*Indicates that the player did not play for the entire year and will not be counted in the bar graph below.

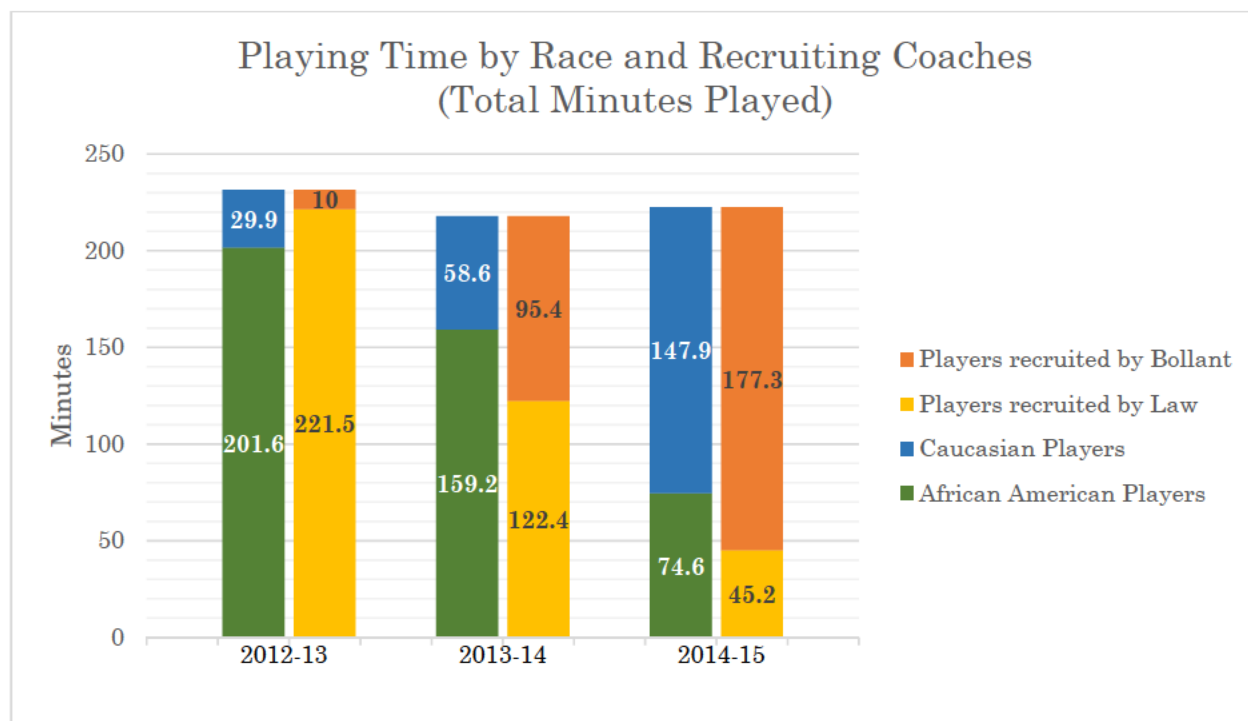
Playing Time in 2014-15 Season

NAME	RACE	Recruiting Coach	Games Played-Games Started	Minutes Per Game
[REDACTED]	Caucasian	Bollant	30-30	36.5
	Caucasian	Bollant	31-31	32.6
	African American	Law	25-25	30.8
	Caucasian	Bollant	31-30	30.7
	Caucasian	Bollant	31-30	30.1
	African American	Bollant	30-6	20.4
	African American	Law	24-2	9.3
	Caucasian	Bollant	22-0	8.9
	African American	Bollant	22-0	5.9
	Caucasian	Bollant	21-0	5.7
	African American	Law	23-1	5.1
	Caucasian	Bollant	7-0	3.4
	African American	Bollant	14-0	3.1
	African American	Bollant	0-0	0.0
	African American	Law	0-0	0.0

*Indicates that the player did not play the entire year and will not be counted in the bar graph below.

Coaches generally regarded 20 minutes per game as significant playing time. Playing time data appears in Appendix 6.

During the 2012-13 season, all of the players were recruited by Coach Law. The five regularly starting players were all African Americans. Six of the seven players with significant playing time were African American. As the figure below shows, playing time by race reflected the fact that the team recruited by Coach Law was predominantly African American.



During the 2013-2014 season (Coach Bollant's second season), playing time by Caucasians increased, based upon the significant time for [REDACTED] recruited by Coach Bollant) and one additional player ([REDACTED] Coach Bollant). Minutes played by non-starters were evenly distributed among that group. Minutes played as viewed by recruiting coach shifted more significantly than data viewed by race, in light of the fact that Coach Bollant had [REDACTED] and [REDACTED] (African American) as [REDACTED].

During the 2014-15 season (Coach Bollant's third season), only six players logged significant playing time. Four of the five starters were Caucasians who Coach Bollant had recruited. The only non-starter who played significant minutes was [REDACTED] (African American [REDACTED]).

6. Style of Play

Coach Bollant implemented a different style of play from Coach Law's style. Her team was built primarily on athleticism – superior quickness, jumping ability and strength. In contrast, Coach Bollant is uniformly described as building upon fundamental basketball skills – superior shooting percentages (especially on three-point shots), driving to the basket and passing accuracy. Coaches Bollant and Divilbiss both emphasized that they want players who are both athletic and have solid fundamental skills.

The data below show that while Coach Law’s teams attained higher field goal and three point shooting percentages, Coach Bollant’s teams took significantly more shots and had higher average scores.

Year	Field Goal		Three Point Field Goal		Rebounds	Scoring
	Attempts	Percentage	Attempts	Percentage	Average	Average
Coach Law						
2009-10	1915	.413	433	.307	38.3	61.5
2010-11	1895	.406	494	.326	36.6	62.9
2011-12	1727	.408	346	.312	36.4	63.4
Coach Bollant						
2012-13	2033	.393	634	.290	35.4	68.9
2013-14	1920	.391	647	.312	33.3	67.8
2014-15	1966	.397	648	.316	35.7	66.9

V. RELEVANT COMPLIANCE STRUCTURE: CONDUCT EXPECTED OF COACHES, AND AVENUES FOR STUDENT-ATHLETES TO RAISE CONCERNS ABOUT ABUSE AND RACISM

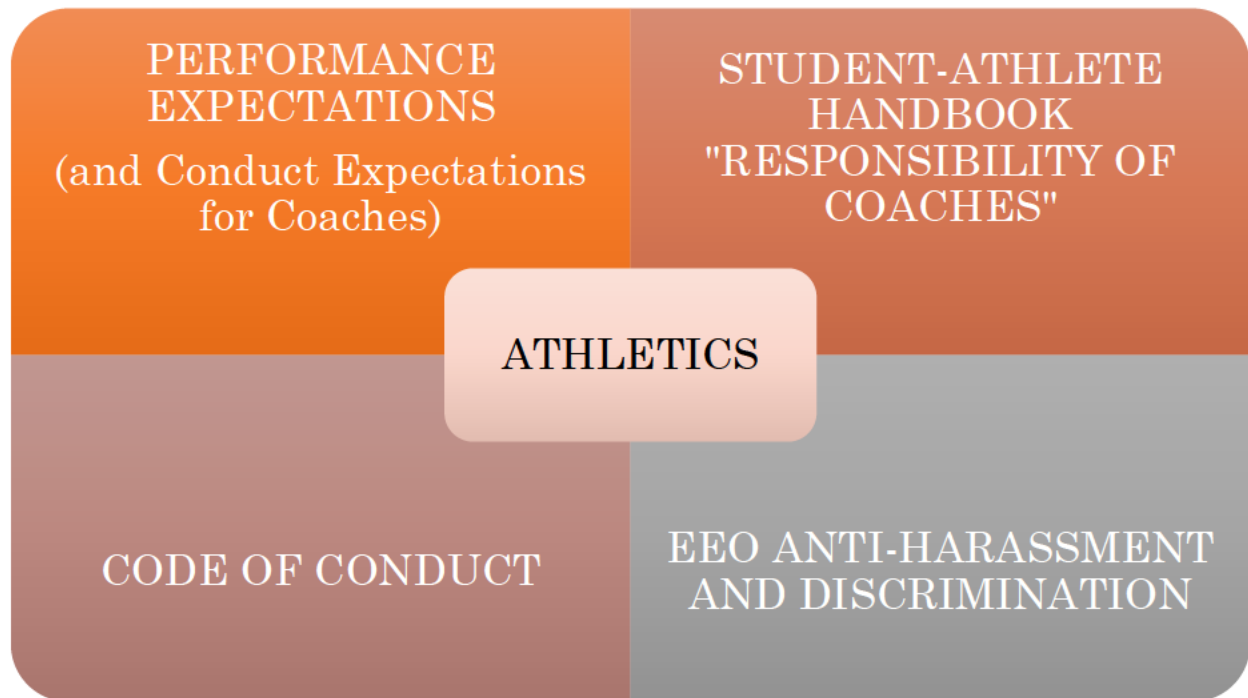
A. Industry Void, and the University’s Solution

Over the last several years, numerous allegations have surfaced about coaching misconduct and abuse in college sports.²⁰ There is no uniform national standard to use in evaluating coaching behavior, or a definition of inappropriate conduct that may be applied in multiple situations for a diverse array of sports and players. As any coach will attest, motivating members of a team and providing effective instruction is not easy. Some players respond to and appreciate a more “in your face” approach, while others find the invasion of their personal space offensive. Some players need repeated instruction, while others need to be told only once. Nevertheless, certain approaches are undoubtedly inappropriate for any player, and certain coaching strategies should never be used. But defining permissible coaching strategies and clearly separating them from impermissible approaches remains a challenge. An “I know it when I see it” standard offers no meaningful guidance, because different viewers – coaches, players, administrators, parents, supporters and fans – see different things from their respective perspectives. This quandary was the subject of a Washington Post article in November 2013:

²⁰ On April 3, 2013, Rutgers University fired Men’s Basketball Coach Mike Rice after videos surfaced showing the former head coach berating his players by kicking and throwing a basketball, shouting homophobic slurs, and angrily cursing at particular players during team practices. On August 4, 2014, the University of Iowa terminated Head Field Hockey Coach Tracey Griesbaum after a months’ long investigation into allegations from several student athletes that the former head coach had been verbally and mentally abusive. In spring 2015, Wichita State University launched an internal review of its women’s basketball Program into allegations of player mistreatment, including verbal and mental abuse by its Women’s Basketball coach that ultimately exonerated the coach.

“But rare is the college coach who has never lost his composure or raised his voice to drive home a point. And as the 2013-2014 college basketball season prepares to tip off, coaches, conferences and college administrators alike are grappling with the boundaries of the often-harsh language of the job. On this topic – what exactly crosses the line in reprimanding, disciplining or dishing out what's known as “tough love” to players – the terrain is rapidly shifting.”²¹

Recognizing and responding to this challenge, the University of Illinois had already started the process of implementing its own formal set of specific standards before questions about the women’s basketball program were raised in 2015. The University’s standards are called the “Conduct Expectations for Coaches.” In addition to those standards, the University also provides general guidance with its policies outlining its more general Responsibilities for Coaches, Code of Conduct for employees. All incorporate the University’s longstanding prohibition against discrimination or harassment under applicable laws.



B. The University’s Draft Formalized Standards, Its Performance Expectations, and the Responsibilities of Coaches

Early in 2013, the University began drafting its own formalized set of expectations for the conduct of coaches and their staffs. The “Conduct Expectations for Coaches” were prepared as part of overall DIA Policies and Procedures. Assistant

²¹ Liz Clarke, *2013 College Basketball Preview: Coaches Grapple with Line Between Discipline and Abuse*, WASH. POST, Nov. 1, 2013, See Appendix 7.

Athletic Director for Compliance Loren Israel created the initial draft. *See* Appendix 8. The Expectations were revised and agreed upon by a committee including Israel, Senior Associate Director of Athletics Maria Ochoa Woods, who is the University's Senior Woman Administrator under Title IX, and DIA Associate Athletics Director for Compliance Ryan Squire. The Conduct Expectations were based on a collection of materials including two model policies by noted sports compliance expert Donna Lopiano, "Standards of Professional Coaching Conduct" and "Ethical and Professional Conduct of Athletic Department Employees," and policies from other universities. They cover everything from the general standards prohibiting the excessive use of profanity and vulgarity, "Treatment of student-athletes," "Managing student-athlete academic welfare," "Managing student-athlete health and athletic welfare," and "Managing student-athlete discipline." Most relevant to the allegations described herein, the Conduct Expectations state:

- Coaches shall not discriminate or harass any student-athlete because of that student's race, religion, age, disability, gender, sexual orientation or any other category protected by the federal government, the State of Illinois, the University or the Division of Intercollegiate Athletics;
- Coaches are prohibited from engaging in threatening, abusive, or demeaning physical or verbal conduct towards any student-athletes; and
- Coaches' verbal interactions with student-athletes should be for instructional and motivational purposes. Coaches should not (i) excessively single out a student-athlete through negative interactions; or (ii) isolate a student-athlete by ignoring him or her.

DIA presented the Conduct Expectations to its coaches in January 2015 for feedback but has not formally implemented them. A number of the provisions—including those stated above—are already expected of coaches by AD Mike Thomas, and Senior Associate Director of Athletics Maria Ochoa Woods. Moreover, as Coaches Bollant and Malone have explained, they already abide by these rules because they find them to be "common-sense." Indeed, prior to the development of the Conduct Expectations, the University's general statement in its Student-Athlete handbook described the "Responsibilities of Coaches":

Coaches also have responsibilities in a number of areas. They have the responsibility to represent DIA, the University, and the State of Illinois in a manner that will enhance the athletic program and promote confidence in the program. They have a responsibility to all student-athletes to take a sincere interest in their academic and athletic activities and ensure that they are all treated with fairness and provided with the optimal opportunity to excel. Finally, coaches must operate all

programs and activities within the rules and regulations of the University, DIA, the Big Ten and the NCAA.²²

C. The University’s Code of Conduct for Employees

In addition to the Conduct Expectations, performance standards, and the provisions in the Student-Athlete Handbook, the University maintains a Code of Conduct that “establishes guidelines for professional conduct by those acting on behalf of the University including executive officers, faculty, [and] staff” *See* Appendix 10. These standards apply to DIA employees, including coaches, as well as other employees throughout the University. The Code of Conduct provides, in relevant part, that those acting on behalf of the University should practice:

- Integrity by maintaining an ongoing dedication to honesty and responsibility;
- Trustworthiness by acting in a reliable and dependable manner;
- Evenhandedness by treating others with impartiality;
- Respect by treating others with civility and decency;
- Stewardship by exercising custodial responsibility for University property and resources;
- Compliance by following State and Federal laws and regulations and University policies related to their duties and responsibilities; and
- Confidentiality by protecting the integrity and security of university information such as student records, employee files, patient records, and contract negotiation documents.

D. Prohibition of Harassment and Discrimination

In addition to the standards described above, the University has a strong commitment against discrimination and harassment because of race, as well as certain other protected categories. Employees, including coaches and staff, are governed by the University’s “Nondiscrimination Statement,” which states in pertinent part:

The commitment of the University of Illinois to the most fundamental principles of academic freedom, equality of opportunity, and human dignity requires that decisions involving students and employees be based on merit and be free from invidious discrimination in all its forms. The University of Illinois will not engage in discrimination or

²² The full Student-Athlete Handbook is available at Appendix 9.

harassment against any person because of the following protected categories: race, color, religion, sex, national origin, ancestry, age, order of protection status, genetic information, marital status, disability, sexual orientation including gender identity, unfavorable discharge from the military or status as a protected veteran and will comply with all federal, state and applicable local nondiscrimination, equal opportunity and affirmative action laws, orders and regulations.

The University provides diversity training opportunities related to discrimination, harassment, inclusiveness, respect and diversity through its Office of Diversity, Equity, and Access, as well as various human resources units. The University also provides multiple avenues for students, including student-athletes, to raise concerns including ODEA, AHR, the Chancellor's Office, and the University Ethics and Compliance Office ("Ethics Office"). Specifically within DIA, student-athletes find a poster prominently posted in locker rooms that reminds them that they may raise concerns to the University's Ethics Office through a telephone hotline. This EthicsLine number is also posted in the student-athlete academic center and DIA. A copy of the same poster appears on the back of the Student-Athlete handbook. Women's Basketball players also meet regularly with an academic counselor who helps them with the balance between academic work and basketball, as well as other issues.

VI. CHRONOLOGY

A chronology of key events surrounding the allegations and the University's response appears below. Other important events are described below in context. We find the sequence of these events was undisputed, even though sometimes witnesses disagree over particular details.

April 2013

- Coach Bollant and his staff assessed the talent on the team during and after April practices held before the 2012-13 season, identifying the following players who they felt did not have the athletic ability to play in the Big Ten: [REDACTED] (Caucasian), [REDACTED] (African American), [REDACTED] (African American), [REDACTED] (African American), and [REDACTED] (African American).
- **April 16, 2013:** Coach Bollant, Maria Ochoa Woods, and AD Mike Thomas discussed the scholarships of two players ([REDACTED]). Thomas reminded Bollant that existing scholarships for players already in the program were four-year grants that could only be terminated for limited reasons.

spent a ton of time on her shot and free throw she left feeling much more confident and her shot looks sooo much better.” ██████ responded “█████ did let ██████ know. She sounded much better than she did earlier. Thank you very much for taking the time to work with her. It is definitely what she needed and we are very appreciative. . . You are a person who really makes a difference.”

January 2015

- **Early 2015:** ██████ of ██████ (African American) and ██████ (African American) talked to each other, apparently saying that they believed ██████ were not being treated fairly. ██████ allegedly spoke to the ██████ of player ██████ (Caucasian) about those concerns. Athletic Department personnel were not told of those families’ conversations at the time. In April 2015, the ██████ ██████ first told the University of their concerns in a complaint letter to the Chancellor. ██████ ██████
- **January 27, 2015—Tuesday:** ██████ (Caucasian) texted Coach Kirkland after the January 26 game at Michigan State. He did not raise any specific complaint, but generally referred to his fear that if he complained she “may get treated even worse than she is now.” Coach Kirkland responded promptly, saying, “we treat all our players fairly” and offered to talk with ██████ an hour later. ██████ did not respond. ██████ ██████.
- **January 2015:** ██████ the ██████ began an internship with ██████ company, ██████, which concluded in May 2015.

February 2015

- **February 7, 2015—Saturday:** ██████ sent a text to Coach Divilbiss stating, “You are a great coach, a great man and a great friend.” Divilbiss responded “Thnx ██████ . . . the staff knows. I told them before I knew we had a parent complaining.” ██████ then asked, “You told them what before you knew you had a parent complaining?” Divilbiss asked ██████ to call him.
- **February 8, 2015—Sunday:** During a team dinner hosted by the ██████ at their home before the ██████ ██████ offered to help Coaches Bollant and Divilbiss deal with their “parent problem,” but did not provide details.
- **February 16, 2015—Monday:** During a team practice, Coach Divilbiss pointedly criticized ██████ failure to execute plays and encouraged teammates not to tolerate this behavior. Divilbiss also commented that

Kentucky, a predominately-African American team, would attempt to “punk” the players.

- **February 17, 2015—Tuesday:** Rutgers game. Before the game, Coach Bollant reported to Hannah Quilling, Celeste Ratka, and Coach Kirkland that [REDACTED] had just told Bollant that Coach Divilbiss made inappropriate comments to [REDACTED] about [REDACTED] – specifically, that she was “failing at [REDACTED] and failing at [REDACTED]” Bollant said [REDACTED] had asked Bollant to change the coaching approach to [REDACTED]. Bollant decided not to talk to Divilbiss about it until after the game. Following the team’s loss, players criticized [REDACTED] play.
- **Late February 2015:** Coach Bollant told AD Mike Thomas that Thomas might hear from parents who were upset at comments made by Coach Divilbiss, including telling players that coaches would lose their jobs if the players did not play better. Thomas talked with [REDACTED] of [REDACTED], who criticized Coach Divilbiss’ coaching of [REDACTED]; Thomas promised to address [REDACTED] criticisms with Bollant.

March 2015

- **March 9, 2015—Monday:** AD Mike Thomas and Maria Ochoa Woods met with Coach Bollant regarding Coach Divilbiss’ behavior. Bollant reported that immediately after the Rutgers game, at Bollant’s direction, the coaches had stopped criticizing [REDACTED] play. Thomas told Bollant that coaches should not make statements to the team about the risk of losing their jobs; Bollant reported he had already told Divilbiss not to say that.
- **March 11, 2015—Wednesday:** [REDACTED] (averaged [REDACTED] per game as a starter) and [REDACTED] met with Coach Bollant regarding wanting to [REDACTED] more playing time and complained about the coaches playing others before her. [REDACTED] she [REDACTED].
- **March 21, 2015—Saturday:** Mike Thomas and [REDACTED] exchanged text messages concerning Coach Bollant’s comment published in a newspaper report that he was surprised by [REDACTED] decision to transfer because she had never seemed frustrated to him. [REDACTED] texted a [REDACTED] with his comment “pathological liar.”
- **March—April 2015:** In exit interviews of transferring and graduating players, some raised complaints about racial tension, favoritism, harsh coaching, and concerns about the treatment of injuries. Following those comments, Coach Bollant told his coaches that he had decided to make changes in their coaching tasks, and he personally would lead both practices and team conversations in time-outs during games in 2015-16.

April 2015

- **April 18, 2015—Saturday:** [REDACTED] of [REDACTED] submitted a written complaint regarding the Women’s Basketball Program to Chancellor Phyllis Wise and AD Mike Thomas. They claimed that, beginning in August 2013, they had “repeatedly” told Coaches Bollant and Divilbiss that “you cannot motivate through fear and intimidation.” [REDACTED] and [REDACTED] declined to be interviewed, but [REDACTED] provided a written statement through counsel.
- **April 19, 2015—Sunday:** AD Mike Thomas, Senior Associate Director of Athletics Maria Ochoa Woods, Chancellor Phyllis Wise, and Associate Chancellor Mike DeLorenzo discussed the [REDACTED] complaint in a telephone call.
- **April 20, 2015—Monday:** AD Mike Thomas, Senior Associate Director of Athletics Maria Ochoa Woods, and Coach Divilbiss met regarding allegations in the parent’s letter.
- **April 21, 2015—Tuesday:** [REDACTED] emailed a complaint regarding the Women’s Basketball Program to Chancellor Phyllis Wise and AD Mike Thomas.
- **April 22, 2015—Wednesday:** A campus Administration Meeting was held regarding conducting an inquiry into the allegations against the Women’s Basketball Program.
- **April 24-29, 2015—Friday-Wednesday:** University of Illinois’s Office of Diversity, Equity and Access (“ODEA”) conducted player and coach interviews, internal inquiry into the allegations.
- **April 25, 2015—Saturday:** [REDACTED] sent a written complaint regarding the Women’s Basketball Program to Chancellor Phyllis Wise and AD Thomas.

May 2015

- **May 4, 2015—Monday:** ODEA submitted a draft report. The University issued a press release.
- **May 6, 2015—Wednesday:** [REDACTED] emailed AD Mike Thomas regarding April correspondence—Thomas claims he did not receive it at the time.
- **May 11, 2015—Monday:** Campus administration meeting regarding allegations against the Women’s Basketball Program.

- **May 13, 2015—Wednesday:** Coach Bollant, Coach Divilbiss met with Senior Associate Director of Athletics Maria Ochoa Woods and Director of Human Resources for DIA Becky Moss regarding separation agreement.
- **May 18, 2015—Monday:** Coach Divilbiss signed his separation agreement.
- **May 21, 2015—Thursday:** Multi-Family Letter regarding objections to the University's Internal Investigation. Signatories include the [REDACTED] of the [REDACTED]
- **May 24, 2015—Sunday:** Chancellor Phyllis Wise emails concerned parents regarding the University's addressing of their concerns surrounding the Women's Basketball Program.
- **May 26, 2015—Tuesday:** AD Mike Thomas directed Coach Bollant to suspend any contact with players during the investigation.

July 2015

- **July 1, 2015—Wednesday:** [REDACTED] filed suit against the Board of Trustees, Matt Bollant, Mike Divilbiss and Mike Thomas.

VII. FINDINGS

A. Overview of the Coaching Environment: Abusive Coaching?

Complaints that the University has received broadly allege that Coaches Bollant and Divilbiss were abusive and motivated the team through bullying, demeaning or intimidating players. The evidence that we received did not support those allegations with respect to either coach, or for that matter any coach or administrator. However, the evidence showed that the approach used by the two – described by many as “good cop, bad cop” – sometimes leaned too far to the “bad cop” side because the team had a losing record. In other words, while their message often took on a negative tone, we found no evidence of intentional player abuse and no evidence of a pattern of player abuse. To correct the negative tone, Coach Bollant informed the coaching staff – well before any formal complaints were filed – that the program would take on much more of what most witnesses described as his “good cop” positive style and demeanor. Those changes started this spring, and he intends to continue them in the 2015-16 season.

1. Assessment of the Individuals and Issues: Coach Bollant

a. *No Finding of Abusive Coaching*

Coach Bollant was viewed by most of the witnesses we interviewed as quiet and often contemplative on the court, and supportive off the court. He is a man of religious faith and takes pride in living consistently with his religious beliefs. When we asked witnesses if they observed Coach Bollant verbally abuse or bully players, many were shocked by this allegation and all of them – players, practice players, former players, fellow coaches – told us that he was a very positive coach. Based on the evidence, even those who were unhappy with the program stopped far short of believing Coach Bollant physically or intentionally mentally harmed any players. As one member of the coaching staff put it, “it’s so not him. None of those things.”

The majority of the criticism that we received about Coach Bollant with respect to abusive coaching was not that he engaged in it himself, but that he allowed Coach Divilbiss to do it. We discuss Coach Divilbiss in detail at Part VII. A. 2 below. While Coach Bollant disagreed that Divilbiss habitually engaged in abusive coaching, he did find that Divilbiss “crossed the line” on a few occasions, and he corrected him. The corrections were mostly informal, although Bollant did include a formal statement of a correction in [REDACTED]²⁴ Still, some of the witnesses (who may have been unaware of those corrections), believed that Bollant too often watched Divilbiss cross the line and allowed him to go too far. One

²⁴ As Bollant states: [REDACTED]

witness, a former University of Illinois football player and avid supporter, recalled telling Coach Bollant in the early fall of 2014 that Divilbiss “had a problem,” and needed to be “let go.” Coach Bollant responded that he “wanted to work with” Coach Divilbiss further.

b. *No Finding of Racial Discrimination*

Apart from criticism against Bollant for his supervision of Divilbiss, a number of players have complained that they felt Bollant favored his own recruits over Coach Law’s, and as a result, generally Caucasian players over African American players. We found that the evidence did not sustain those complaints for a host of reasons, which begin with the fact that both Coach Law and Coach Bollant recruited both African American and Caucasian players. There is no discernable pattern of significant racial differential treatment in the Women’s Basketball Program recruiting efforts or retention decisions. *See infra*, Part VII. A. 2. Thus, favoring those players recruited by one over the other is not tantamount to race discrimination. We address the other reasons we find these claims unsupported in more detail below.

c. *The Team’s Condition When Bollant Arrived*

When he arrived at the University of Illinois in March 2012, Coach Bollant had over 20 years of experience as a head coach. He had achieved consistent success by every measure applied in coaching. Coach Bollant planned to implement in his new job the strategies and the playing system that he used to lead his past teams to success. Bollant first assessed the talent on the team during April practices before the 2012-13 season. After those practices, he identified four players who in his judgment were vital to the team’s success: [REDACTED] (African American), [REDACTED] (African American), [REDACTED] (African American), and [REDACTED] (African American). At the same time, Bollant and his staff were concerned about others who were less talented who did not have the athletic ability to play in the Big Ten: [REDACTED] (Caucasian), [REDACTED] (African American), [REDACTED] (African American), [REDACTED] (African American), and [REDACTED] (African American). The transition from one head coach to a new one who brings a different playing system is challenging at every university and in any sport. We consistently heard witnesses explain that players, like employees facing a new leader, face the challenge of a new system. Some succeed because they successfully adapt to new priorities; others fail in the eyes of their new leader because they cannot or will not change. Bollant and his staff were particularly concerned at the outset that these existing players, experiencing a diminished role under a new coach, “would sit on the bench and sulk.”

As part of his efforts to manage this transition, Bollant discussed these concerns with Mike Thomas and Maria Ochoa Woods in Fall 2012. Thomas and Woods reminded him that, absent some other reason, playing time was not a reason

any of the players would lose their four-year scholarships. From Bollant's perspective, this posed a risk to the stability of the team. As he put it, when players sit on the bench for three years, it makes for "a dangerous three years." In light of this problem, Bollant was left with two options: (1) tell the players they will not play; or, (2) simply do not play them and do not explain why. Coach Bollant and Coach Divilbiss believed in being up front with the team, which meant option one was the only choice. Complicating the matter, there was a potential for mistrust because these players – African American and Caucasian – were recruited by Coach Law, not Bollant, and did not know him.

Notably, various witnesses, DIA and others, stated that they commend Coach Bollant for the changes that he implemented in the program, academically, socially and basketball-wise. One former player, [REDACTED], reported that under Coach Bollant, "the basketball was better."

d. *Complaints*

Against this backdrop, several African American players, and Caucasian players who have joined them, have now complained (1) that "Dog Pound" practices were enacted to force African American players to quit the team, (2) that they were referred to as crabs, and (3) that they were prohibited from rooming with Bollant's underclassmen recruits. We find it significant, but not dispositive, that these complaints were not raised by the players before the end of the 2014-15 season, especially since the allegations target many things that are said to have started in the 2012-13 season. The "Dog Pound" practices, for example, were conducted in the 2012-13 season when the team was predominately African American.²⁵

The "Dog Pound." Coaches Bollant and Divilbiss called the mandatory practice sessions for players who played less than 20 minutes in the previous game the "Dog Pound." We conclude those practices were not discriminatory and did not separate the players according to race, as was alleged. Beginning in the 2012-13 season, they were run by LaKale Malone, an African American Assistant Coach who was well-liked by players. Coach Malone was clear with us that the workouts were not punitive, and that she was shocked anyone would now complain they were discriminatory. Malone showed in our interviews of her that she has a very strong sense of right and wrong and an abhorrence for racial discrimination. We view her as a self-confident coach who would stand up to Coach Bollant or Coach Divilbiss if she believed any practices to be discriminatory. Coach Kirkland, also African American, reflected the same. The Dog Pound sessions were no different than other

²⁵ Despite these allegations, one of the complainants and plaintiffs in [REDACTED], asked Coach Bollant whether she could join the team for its trip to France this summer on March 10, 2015. Additionally, multiple witnesses report that [REDACTED], has applied for the now vacant Assistant Coaching position in the University of Illinois Women's Basketball Program.

sessions Malone had come across in previous stops in her coaching career. They served the common-sense purpose of making sure that players who did not start or play a certain number of minutes in games nonetheless remained in shape and ready to play if needed. Malone recalled that a concern was raised late in the 2014-15 season about the Dog Pound name, but also that she and Coach Bollant took steps to change the name. The practice sessions will have a new name in the 2015-16 season.

We requested interviews with every player who practiced in the Dog Pound. Of the players who would speak with us, a few indicated they did not like the name and few did not like being in the Dog Pound because it meant they were not starters. However, no player pointed to a discriminatory intent. Furthermore, there were others who had no problem with the Dog Pound whatsoever. One player, [REDACTED] described the practices as “very fun” and felt that it was “ridiculous” for anyone to think that they are race-based.

Comments Referring to Players as “Crabs.” Players, parents and coaches all agreed that Coaches Bollant and Divilbiss referred to players as “crabs” as a criticism rather than a compliment. They disagreed over whom “crabs” was directed to, and why the coaches used the term. Some players and parents took “crabs” as a racial slur, because they saw it as directed at African American players or Caucasians who associated with African Americans. Coaches and other players disagreed.

Coaches Bollant and Divilbiss explained that the term was used to describe the existing team culture they found when they succeeded Coach Law. Coach Bollant’s coaching staff agreed that those team members were often undisciplined and unmotivated on and off the court. At practices, players showed a negative attitude and general unwillingness to listen to coaches and improve their basketball skills. Off the court, the team was characterized by low grades and poor class attendance.

Coach Bollant said he used the “crabs” comment to encourage players to transition to a new team culture of more playing structure and personal discipline, and rather than pull each other down by continuing their old habits in practices, games and off the court. Bollant explained the coaching philosophy for his new culture in a three page handout provided to the team, titled “Hard-Smart-Together.” See Appendix 12. The same message was painted on the wall in the team’s practice gym. The three pages explained each of the three words, applied them in more detail to the team’s practice sessions, and concluded with a page of specific academic behaviors and a target for a specific increase in team GPA.

Witnesses did not identify when coaches began to use the term. A newsletter from a website of a basketball clinic program for coaches and players which Bollant received in March 2015 described the source of the reference:

“In a way, mankind can be similar to the Fiddler crabs. If you put a few dozen Fiddler crabs in a bucket (they are the small crabs), there will always be one adventurous crab that tries to crawl out of the bucket. He gets nearly to the top, but eventually gets pulled down by the other crabs. They don’t want him to escape.”

“So many individuals with aspirations get pulled down by their peers, but also by their coaches and even their parents. We believe coaches need to fuel this fire and not extinguish it. Talk to the player. See what drives him or her. What gives them the passion.”²⁶

A year earlier, Coach Divilbiss found a devotional that included a similar reference to the crab story, ending with the observation:

“A lot of unsuccessful people act the same way. They'll do things to keep others from getting ahead. But the good news is that if you observe someone trying to do that, you don't have to buy into their belief system. You can get out and stay out of the basket by refusing to be a crab.”²⁷

Divilbiss forwarded the item to Coach Bollant, as well as Coach Malone and Coach Kirkland, with Divilbiss’ comment, “Unbelievable that this showed up. :) no crabs welcome.”²⁸ Coach Divilbiss reported that this email was the source of the “crabs” metaphor.

Like the application of any label, “crabs” did serve to separate team members. Although coaches say they intended it to distinguish “old” from “new” team cultures, some players heard a negative message: team members “better not poison the new kids” recruited by Coach Bollant’s staff. Some African American players claimed coaches referred to them as “toxic.” African American players took offense at the use of the term “crabs” and felt it was directed at them more than Caucasians; but the Coaches strongly denied that. Parents’ letters drew the conclusion that “crabs” had racial overtones more strongly than players did. This seemed consistent with what we informally observed was a tendency of older African Americans who recall it being used as a derogatory term in in their generation. The African Americans did not equate the term with an outright racial slur, but uniformly found it uncomplimentary in any event.

Coaches remembered using the “crabs” term with the team as a whole, in team settings, rather than directing it at individual players, or to subgroups of the team

²⁶ See Appendix 13, Email Newsletter “Pro Shot Shooting System,” March 2015, received by Coach Bollant.

²⁷ See Appendix 14, Email “Leadership Promises – Choose Achievement over Affirmation,” received and forwarded by Coach Divilbiss.

²⁸ See also Appendix 14.

(all African Americans—all remaining players recruited by Coach Law). Players disagreed over whether only African Americans were called “crabs.” [REDACTED] (African American) claimed that was true; [REDACTED] (Caucasian), who Coach Bollant recruited, reported that she was also considered a “crab.”

Rooming assignments. There is no evidence that rooming assignments were in any way discriminatory. In fact, the evidence shows just the opposite. See Appendix 15. Some players complained that Coaches Bollant and Divilbiss used room assignments during travel for away games to intentionally divide the team. One [REDACTED] (African American) described the team’s method of assigning travel rooms prior to the 2014-15 season as resulting in each player rooming with each other player at some point in the season. This past year, she claimed, that changed and for the entire year, rooming assignments were based upon race so that Caucasians were assigned only with other Caucasians and players had no opportunity to room with teammates of a different race. Two other players ([REDACTED], Caucasian, and [REDACTED], African American) complained that coaches would not permit Bollant recruits to be roommates with Law recruits.

Travel rooming assignments were handled by Hannah Quilling, the Assistant Coach for Women’s Basketball Operations. Her staff applied only two “rules”: [REDACTED] (African American) was always paired with someone who the coaches could rely on to help [REDACTED] arrive on time, since she tended to be tardy; and freshmen were paired with upper classmen because they had more experience traveling with the team. The staff began each year with a random rooming assignment, and in later trips rotated through the team from the original pairing. Records of room assignments during the 2014-15 season show both that [REDACTED] (Caucasian, recruited by Bollant) and [REDACTED] (African American, recruited by Law) roomed together repeatedly, as did [REDACTED] (Caucasian, recruited by Bollant) and [REDACTED] (African American, recruited by Bollant). Significantly, the records show that not a single trip had room assignments where no player roomed with a teammate of a different race, and, in fact, the majority of the room assignments featured mixed-race pairings. The data refutes the allegations about room assignments based on race.

2. Assessment of the Individuals and Issues: Coach Divilbiss

As the one time Head Coach for the University of Idaho, Divilbiss created the famed and highly-touted “Buzz” defense. At the University of Illinois, Coach Bollant hoped to repeat the successful relationship with Coach Divilbiss at the University of Wisconsin-Green Bay. Divilbiss, considered a great teacher of the game, ran the team’s practices. He was viewed by players as the coach who often yelled, crossed into their personal space and was aggressive. He was very detail-oriented because he focused on developing technical skills, he set high expectations, and was critical and demanding of his players. Some witnesses referred to his style as “hard coaching;” others, remarking on the fact that he has coached for 30 years, referred to it as “old school.”

Coach Divilbiss, who himself acknowledged that he had a more aggressive style, described his coaching method as one that consistently raises expectations for players in order to develop their confidence and knowledge of basketball fundamentals. As he put it, he sees “the greatness in his kids before they can” and he believes that “great coaches raise the bar and keep making kids uncomfortable.” Thus, while he applauds their achievements, he also shows them their mistakes. He tries to eliminate what he calls “escape route thinking” where some players believe the frustration that comes with learning and improvement will be *Permanent*, they take on criticism as *Personal*, they believe their problems are *Pervasive*, they *Project* blame, and their *Parents* cannot stand to see them struggle. Collectively, he referred to this as the “five P’s.” Divilbiss reported in his interview that for his efforts, the players, led by [REDACTED] (African American) and [REDACTED] (Caucasian), took it upon themselves at the end of the 2014-15 season to present him with a signed ball by all team members.

Despite Coach Divilbiss’ stated intentions, our investigation revealed a marked divide among the players in their perceptions of the fairness and effectiveness of his coaching methods. For example, three Caucasian players interviewed reported that he was one of their favorite coaches because they enjoyed his coaching style and credited him for developing their skillset. These players felt that he is very open and honest. Two of those players reported that they chose to come to Illinois because of him. One player even referred to Coach Divilbiss as a “second dad.” Notably, those players, in addition to the team’s practice players, reported that Coach Divilbiss’ coaching demeanor was the same, if not more positive, than what they experienced themselves as players prior to college. One player’s parents wrote a letter in support of the coaching staff.²⁹

In contrast, other players found Coach Divilbiss’ aggressive coaching style abusive. They recounted incidents in which they either experienced or witnessed Coach Divilbiss personalize error correction and single out players with excessively harsh criticism. Those players reported feeling that if they made a mistake, they would be inappropriately yelled at by Coach Divilbiss, or, alternatively, ignored all together and treated as if they were not part of the team. Some felt that his communication style took away their confidence and desire to play basketball.

a. *No Finding of Abusive Coaching, but “Needs Improvement” in the Methods Used to Address Players*

Answering the question of whether Coach Divilbiss engaged in what has been called “abusive coaching” is not a straightforward task. The first challenge is that there is no one accepted all-encompassing definition of the term. Some studies used

²⁹ See Appendix 16.

by the NCAA have defined it as “the sustained display of hostile verbal and nonverbal behaviors, excluding physical contact.”³⁰ Other organizations have a slightly different interpretation, including the Women’s Sports Foundation, which defines it as “the willful infliction of injury, pain, mental anguish, unreasonable confinement, intimidation or punishment through physical, verbal, emotional or sexual means.”³¹ Combined, the two definitions appear to require some sort of sustained pattern of abuse and one that is willful. Thus, our investigation has examined whether Coach Divilbiss’ coaching style constituted a sustained pattern of abuse, or whether certain incidents constituted willful infliction of mental anguish.

Based on the evidence, there are several examples of conduct by Coach Divilbiss that were inconsistent with the demonstrated values of the University, but not willful violations of the Coaching Expectations. We examine a few instances below.

b. Use of Personal Information, Including [REDACTED]

The [REDACTED] April 18, 2015 letter alleged that Coach Divilbiss would “verbally attack” players both on and off the court about personal issues in their lives and that Coach Bollant was aware of this. Specifically, the [REDACTED] claimed that Coach Divilbiss belittled [REDACTED] about [REDACTED] and [REDACTED]. [REDACTED] stated that on one occasion, Coach Divilbiss stated, “even with [REDACTED], you get help and you don’t have to struggle.” [REDACTED] complained about this incident to Coach Bollant in mid-February 2015.

Coach Divilbiss admitted that in a conversation with [REDACTED] he did raise [REDACTED]. But he noted that their conversation was private and explained that he referenced these issues to highlight her past achievements and motivate her to [REDACTED] about her on the court basketball performance. According to Coach Divilbiss, in that same private conversation, he talked about his ability to overcome his own personal challenges— [REDACTED]. Coach Bollant confirmed that he was aware that Coach Divilbiss discussed these issues with [REDACTED] but that it was his understanding that the conversations were meant to be motivational.

However, Coach Divilbiss’ account of this interaction conflicts with the recollection of multiple witnesses. Several players reported that Coach Divilbiss made comments about [REDACTED] and [REDACTED] in

³⁰ Mariya A. Yukhymenko et al., *The Relationship Between Ethical and Abusive Coaching Behaviors and Student-Athlete Well-Being*, 4 SPORTS, EXERCISE, AND PERFORMANCE PSYCH 36, 38 (2014) (citing B.J. Tepper, *Consequences of Abusive Supervision*, 43 ACAD MANAGE J 178, 178 (2000)).

³¹ Women’s Sports Foundation, *Addressing the Issue of Verbal, Physical and Psychological Abuse of Athletes: The Foundation Position*, (2007), see Appendix 17.

front of them. Most of these players believed the comments were inappropriate. Only one player believed the comments were motivational.

We do not believe Coach Divilbiss' statements constituted a willful infliction of injury. To the contrary, with respect to [REDACTED], one witness stated that [REDACTED] asked for, and received help two times during the season when [REDACTED] came to games unexpectedly. On both occasions, Coach Divilbiss did in fact help [REDACTED], by [REDACTED] through [REDACTED] from the field house after the game.³² With respect to [REDACTED] the fact that Divilbiss shared [REDACTED] [REDACTED] seems to indicate empathy, not malice.³³

c. Comments Singling Out Players for Poor Performance

The [REDACTED] April 18, 2015 letter alleged that Coach Divilbiss told [REDACTED] in front of the team, with Coach Bollant present, that if [REDACTED] "didn't f'ing toughen up, she was going to be the next [REDACTED]."

Coach Divilbiss admitted that he made comments about [REDACTED] to [REDACTED] as a motivational tactic, but believed that the statements occurred in a private meeting with [REDACTED] in the context of a larger conversation about her concerns about her performance. Coach Divilbiss reported that he was concerned that [REDACTED] was impeding her performance, and that he relayed to her that he did not want her to end up like [REDACTED], who he thought was a gifted athlete but was [REDACTED] during game time. [REDACTED] raised this in her interview after she read it in the [REDACTED] letter, and reported that while she did not agree with many of the things that Coach Divilbiss did, she never actually heard him tell [REDACTED] she would be "the next [REDACTED]."

Coach Divilbiss' account of this interaction conflicts with other witnesses' statements. Several players reported that Coach Divilbiss made this comment in front of the whole team and that it was inappropriate. One player—[REDACTED]—claimed that Coach Divilbiss once also made a similar comment about her and [REDACTED] in front of the team and potential recruits.³⁴ Coach Bollant also stated in his interview that Coach Divilbiss told [REDACTED] that she would end up [REDACTED] in practice in front of other players, including [REDACTED]. More specifically, he recalled that Coach Divilbiss said something to the effect that [REDACTED] was not [REDACTED] on the court and that if she did not change, she would end up as [REDACTED] [REDACTED] did—meaning that [REDACTED] like [REDACTED] would be a player with a lot of potential but would not get to play.

³² On both occasions, [REDACTED] was not at the game.

³³ We were not able to ask [REDACTED] about this conversation directly because she declined to meet with us.

³⁴ Coach Divilbiss denied this occurred.

Divilbiss' statement regarding ██████ in this regard crossed the line of acceptable communications, and it appeared both Bollant and Divilbiss recognized it. Although there is no evidence of a "pattern of abuse," there seems to be widespread agreement that making a negative reference about one player to another is inappropriate. Fortunately, the statements appear to have been isolated, not willful, and are not part of the repertoire of Coaches Bollant, Malone or Kirkland, who remain with the program.

d. *Tone and Demeanor: Doing a Better Job of Reading Players*

In addition to the specific examples provided above, witnesses also provided less specific examples where they believed Coach Divilbiss was "over the top" in the way he corrected players in games and practice. A few described one time when Coach Divilbiss "stayed on" ██████ in a game to such an extent and with such intensity that they felt it was inappropriate. Although they did not know what Divilbiss said to her, they stated that tensions rose to such an extent that Coach Bollant intervened and told Divilbiss to stop. Another player, however, explained that ██████ was a ██████ who did not take to Divilbiss' style very well. She would roll her eyes and would be disrespectful to him when he tried to correct her.

This example was one of several that Bollant recalled when he talked with Divilbiss about "reading the players' body language better." He told Divilbiss that "a kid's body language [will] show when they'd had enough." As he recounted, "[i]nstead of taking it as coaching, they were taking it as criticism" even though they stressed to the players that they should not take it personally. "If anything we are guilty of, we should have read their body language If they think we only love them when they play well, that's not going to lead to good things." One witness likewise explained that Bollant and Divilbiss have a "tough love" approach that "kids today" are not used to.³⁵

³⁵ One example of this "tough love" approach was what many described as a mixed relationship between Coach Divilbiss and ██████. When she committed to the Program in ██████ ██████ praised the staff's coaching style. ██████

However, witnesses reported that Divilbiss and ██████ did not get along, and one in particular reported that ██████ would roll her eyes at the coaches, frequently show disrespect, and look away when coaches were talking to her. ██████ herself, in the statement she provided to us, recalled two incidents that were troubling: (1) when Coach Divilbiss intentionally bumped shoulders with her during one of the Nebraska games; and (2) during one of the Northwestern games, when Coach Divilbiss walked up to her and told "you better not walk away from me or I'm going to light your ass up." No witnesses other than ██████ supported her first complaint, but witnesses did believe that Coach Divilbiss would say something akin to her second complaint. When we interviewed him, Divilbiss was adamant that he would never "touch" a player like ██████ alleged in her first complaint. He instead explained that he cared a lot about

Divilbiss stated in his interview that he agreed with this approach and that coaches generally – and he specifically – need to work on it. To his credit, Divilbiss did mention that he met with [REDACTED] and two [REDACTED] on a regular basis to help with life and other non-basketball issues. He said he was able to get through to [REDACTED] in a positive way.

e. *Racial Comments about Opposing Teams and Style of Play*

Coach Divilbiss stated in his interviews that he felt he was able to relate to African American players as well as – if not better than – Caucasian players. Notwithstanding that several players, African American and Caucasian, reported that Coach Divilbiss would make comments about how the team was perceived as a Caucasian team when preparing to play predominately-black teams like Maryland, Kentucky, Rutgers, and South Florida. More specifically, they stated that Coach Divilbiss would comment that the African American team would attempt to “punk” them because they are a “White” team and would ask for affirmation from African Americans when he would say that the predominately African American teams saw them as “weak white girls.” Some African American players stated that the comments made them feel as if they were not part of the team because they were not Caucasian. An African American player also acknowledged that it is possible that Coach Divilbiss’ comments were not racially motivated. The player explained that he could have meant that they were simply soft team because predominately black teams could be seen as tougher.

A video of a practice on February 16, 2015 showed that Coach Divilbiss made a similar comment. There he stated:

“I’m just going to tell you, the same way the Kentucky kids did, even a bit more. So, ok, they are going to look at you with no respect. Ok. They are going to look at you (points at [REDACTED] (Caucasian)), they are going to look at you (points at [REDACTED] (Caucasian)), and they are really going to look at you (points at [REDACTED] (Caucasian)) because they’ve already seen it on tape and they going to think (inaudible). I’m going to fricking stand over top of her and she’ll be intimidated as shit and wouldn’t do another thing. And they are going to be looking for the look you just made (points at [REDACTED] (Caucasian)) (inaudible) and they slap the shit out of you. That’s what they are going to be looking for, when they see that look, they’re going

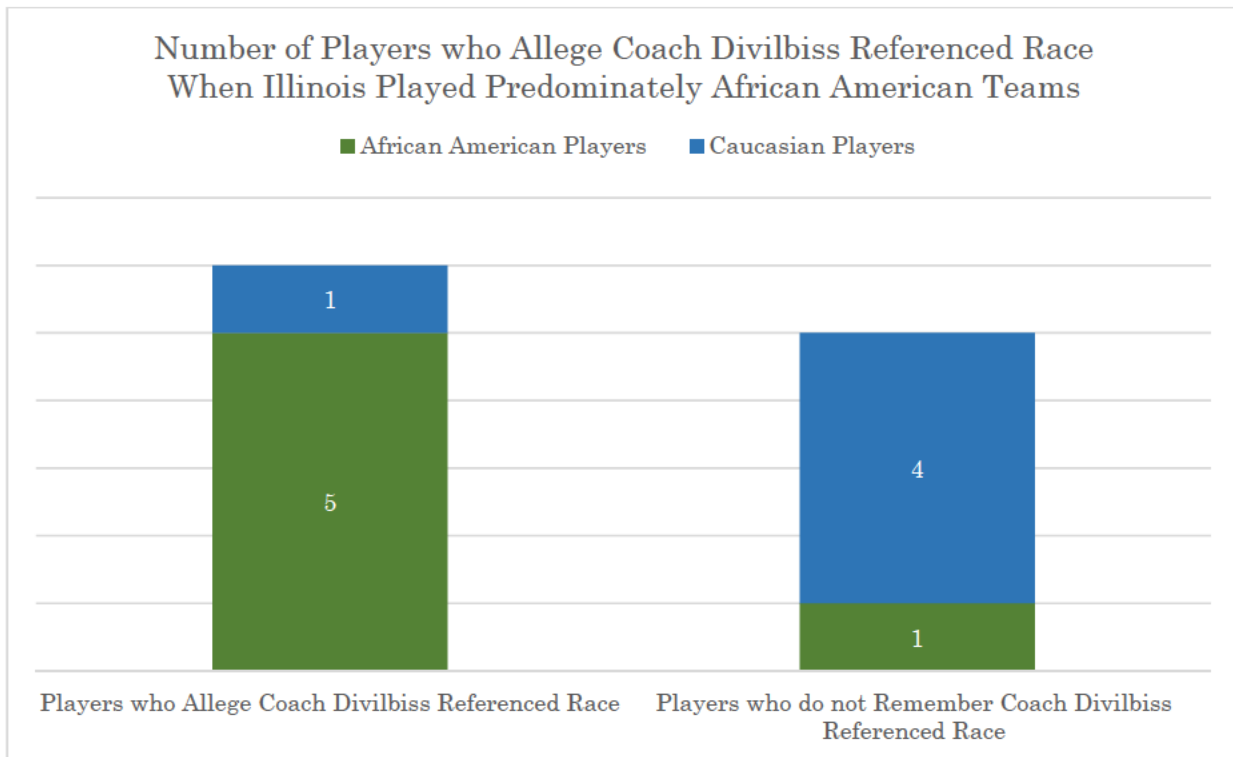
[REDACTED] he thought she had the potential to be a superior basketball player, worked with her during her entire [REDACTED] year to improve her shot, and eventually he was able to get through to her and helped her. With respect to the second statement, Coach Divilbiss said he did not recall using the words [REDACTED] said he did.

to know they got your ass. That's what's going to happen tomorrow. I'm just going to tell you that's what it means when I tell you that they are going to try to punk your ass. They going to knock the shit out of you. They are going to grab you here on the floor (points at [REDACTED] (Caucasian)). They are going to hope you get real tentative and wouldn't go anywhere with the dribble. (points at [REDACTED] (African American)) They are going to hope you go sixty-five changes of direction, instead of going in a straight line. (inaudible) When you start getting intimidated. As soon as they see that, it's going to get worse. You better fricking attack their ass because they got to guard you too. They got no answer for us. Their whole answer is to go punk you and if they can't punk you because you are going to fundamentally sound and you are going to have the mental toughness that it takes to kick them in the ass. And drive the fricking ball up their ass and score when they get up in you (inaudible) and take it for a wide open shot then they are going to get frustrated because all its going to be is mental intimidation. That's what you are going to see."

Furthermore, several players also reported that the coaches engaged in the use of general racial stereotyping. [REDACTED] (African American), [REDACTED] (Caucasian), and [REDACTED] (African American) reported that Coaches Bollant and Divilbiss stated that predominately African American teams lacked discipline and played "street ball." They also reported that Coaches Bollant and Divilbiss stated that predominately Caucasian teams had good fundamentals and were well disciplined.

Other witnesses, including Coach Divilbiss, do not recall that such comments were made. However, Coach Bollant did remember a similar comment being made during the Rutgers game. Coach Bollant reported that Coach Divilbiss told the players that the Rutgers players perceive them "as a bunch of skilled White kids" and "not as an aggressive tough team." Coach Bollant does not believe that the comment was appropriate and claims that he cautioned Coach Divilbiss after the game not to repeat it.

The players did not all interpret Coach Divilbiss' comments the same way. African American players disproportionately heard his comments about predominantly African American teams as at least over-generalizations that the Coach wrongly linked to race.



Similarly, several players, African American and Caucasian, reported that when an African American player would make a “fancy play or pass,” Coach Bollant or Coach Divilbiss would comment that the play or pass was a “████████ ghetto move.” Coach Divilbiss reported that this remark was not racial; rather, it was a comment directed at ██████████ (African American) that was an “inside joke” between the two about her growing up in ██████████. He described it as a term of endearment that referenced her toughness and upbringing on ██████████. Significantly, one African American player in an ODEA interview reported that ██████████ thought Divilbiss’ comments were complimentary; the other player did not.³⁶ Furthermore, Coach Divilbiss described that ██████████ was one of his favorite players due to her toughness. He stated that he felt like he related to her and certain other African American players well because he shared a rough upbringing as he grew up “on the other side of the tracks” in Dundee, Illinois. Numerous witnesses corroborate that Coach Divilbiss and ██████████ shared a friendly relationship, which led to language some deemed to be overly friendly and familiar. For example, witnesses report that Coach Divilbiss once told ██████████ that she was a “tough ass bitch” that “he would go to war with.” PJJ also observed Coach Divilbiss make a similar comment in a February 16, 2015 practice, when he told ██████████ “we are throwing the ball back to you because you are the toughest “b” with the ball there is in the fricking country.” Although it is obvious that calling a player a “bitch” on any

³⁶ The player also noted that she found the comments were inappropriate.

occasion is inappropriate, it would appear that his comments towards her are intended to be endearing and complimentary.

Apart from these incidents, however, we did not find that Coach Divilbiss, or the program generally, had problems with race.

B. Assessment of the Individuals and Issues: Coaches Malone and Kirkland

1. No Finding of Abusive Coaching

The vast majority of witnesses we interviewed spoke very highly of Coaches Malone and Kirkland and described them as very enjoyable to work with. No players described either as verbally abusive. However, one former player, ██████████ complained that Coach Kirkland once called her a “bully.” Coach Kirkland reported that she did in fact call ██████████ a “bully”—because of the manner in which ██████████ was conducting herself in a disagreement that she had with two other players about housing.

Any criticism directed at Coach Malone and Coach Kirkland centered on some players’ belief that they were unable to approach Coaches Malone and Kirkland with complaints about Coach Divilbiss because they felt that both lacked authority to make a difference. The players viewed Coach Divilbiss as the pseudo-head coach. One player, ██████████ (African American), felt that going to them with complaints would “make the situation worse.” Another player, ██████████ (African American), believed that both coaches were complicit in Coach Divilbiss’ perceived abuse because they never said anything about his coaching style. Notably, however, no player claimed she had complained to either Coach Malone or Coach Kirkland about Coach Divilbiss’ style or pointed to any evidence that Malone or Kirkland retaliated against them. In fact, the weight of the evidence showed they were viewed favorably and would help players both on and off the court.

Neither Coach Malone nor Coach Kirkland considered Coach Divilbiss’ style to be verbally or physically abusive. However, Coach Malone explained that although she believed that Divilbiss stepped over the line at times, she did not share her thoughts with him or Coach Bollant because she felt it was not her place to correct him.

2. No Findings of Racial Discrimination

No player accused either Coach Malone or Coach Kirkland, both African American women, of racial discrimination. Both have been described as “strong” black women by the DIA staff. Each separately reported that she personally has experienced racism, and adamantly denies that there is any racism in the program.

Coach Kirkland went as far as to say that she is “personally offended” by such allegations because she would never be a part of a program that racially discriminates against anyone. Many witnesses, Coach Divilbiss included, expressed a strong belief that if either had detected the slightest hint of racism in the program, they would not have hesitated to bring it to light.

C. Other Persons Involved in the Investigation: Tone from the Top

The scope of our investigation included an analysis of DIA, or more specifically, (1) when did DIA leadership know about the criticisms; and (2) how did DIA respond to them.

Coach Bollant reports to Senior Associate Director of Athletics Maria Ochoa Woods, who in turn reports to Director of Athletics Mike Thomas. We interviewed both Woods and Thomas in person and by phone. We discuss both of them, along with the DIA compliance structure, below.

1. Mike Thomas

Mike Thomas has been the athletics director at the University of Illinois since 2011. He was an athletics director at two other NCAA Division I universities for 11 years before that. Thomas currently presides over twenty-one varsity sports programs with over 500 student-athletes at the University of Illinois. Despite the wide breadth of his responsibility, he reported that he personally tries to stay involved with all teams, including the Women’s Basketball team. He also reported that he takes the time to know all of the players’ names and he believes they all know him. He is a regular at home games. He gets involved from time to time in recruiting for the team, but the coaches do not use him regularly. Coaches indicated that they feel comfortable bringing certain problems to him; for example, both Coaches Malone and Kirkland indicated they could bring a concern about race discrimination to him if they disagreed with Coaches Bollant or Divilbiss. One coach, however, felt less comfortable about the prospect of bringing a complaint about coaching style to him because of her relative lack of seniority on the staff.

On April 16, 2013, Coach Bollant met with Mike Thomas and Maria Ochoa Woods regarding whether he could cancel the scholarships of two players, [REDACTED] and [REDACTED]. Thomas allegedly told Coach Bollant that he could not cancel their scholarships because their scholarships were [REDACTED].

In [REDACTED], Coach Bollant [REDACTED] from the team for [REDACTED]. [REDACTED] copied Thomas on a letter sent to Bollant complaining that Coach Bollant had previously encouraged players at Green Bay who he had not recruited [REDACTED]. Thomas believed that the [REDACTED] decision had “nothing to do with mistreatment,” but that [REDACTED] was unhappy with her role in the team and was negatively affecting the team morale.

In April or May 2014, [REDACTED], a former player, generally criticized the coaches in her exit interview, stating that players were “not treated as adults,”... “some language was demeaning” ... “division between old/new [players].” Thomas does not particularly remember the content of [REDACTED] exit interview, but believes that he reviewed a summary and did not see anything he deemed irregular.

When asked about the issues raised by the April 2015 [REDACTED] letters, Thomas indicated that he was surprised by the complaints of racism, and had not heard them prior to the letters. He stated that, until then, Woods “for the most part has never brought anything” to him that was “of serious concern.” Woods likewise was also surprised about the complaints of racism. Thomas confirmed that Coach Bollant first told Thomas of parent concerns about abusive coaching in February 2015. Bollant told Thomas to expect a call from [REDACTED] because [REDACTED] was upset about comments Divilbiss made. A strong University and team supporter also alerted Thomas to [REDACTED] unhappiness at the same time.

A week later, during the last week of the season, [REDACTED] talked with Thomas about Divilbiss’ comments. The first opportunity Thomas had to discuss the matter with Bollant was on Monday, March 9th, the first day after the Big Ten Tournament. Thomas and Woods met with Bollant to discuss the comments. Bollant told Thomas that [REDACTED] had complained that Divilbiss (1) told [REDACTED], that she should “toughen up or you’re going to be sitting on the bench like [REDACTED]” in [REDACTED] presence; and (2) told the team as a whole after the Rutgers game that “if you all continue to play like this, you will cost us our jobs.” When Bollant told him this, Thomas told him “we can’t talk to kids like that.” Thomas reiterated that they “were not acceptable,” and Thomas told Bollant that Divilbiss needed to “back off.” Bollant responded that he had already addressed the comments with Divilbiss, but that he would reiterate it based on their discussion. Two days later, [REDACTED] told Bollant she [REDACTED].

Thomas recalled a [REDACTED] article in the local newspaper about her departure, [REDACTED] sent Thomas a text message about the article, and [REDACTED] referred – apparently to Bollant – as “a pathological liar” and “an embarrassment to the University of Illinois.” Bollant was quoted in the article stating [REDACTED]³⁷ Thomas invited [REDACTED] to call him in his office to discuss the issue the following week, but [REDACTED]

37 [REDACTED]

did not respond. Thomas took no action against Bollant for his comments in the article because it did not violate any internal standards.³⁸

The next time Thomas heard from ██████ was in his April 18th letter to Thomas and Chancellor Wise stating his concerns about the Women's basketball program. Subsequent letters came, and the ODEA's investigation began. Thomas recalled that the investigation uncovered evidence that Divilbiss had become "too close" with ██████. Thomas found it "absolutely inappropriate" that the two families vacationed together. ██████ also received an internship from ██████ company. Thomas also learned about the tone and frequency of the text messages that ██████ and Divilbiss exchanged, and found them troubling. As he explained it, the more you establish a relationship outside of one that is just professional, "I think that clouds your judgment." Thomas believes there needs to be "a separation" between ██████ and coaches.

Thomas later responded to ██████ April 18th letter stating his disappointment that ██████ had not shared his concerns with him before ██████ left the program, but that he wished her well at her new school.³⁹

In response to the concerns raised by players and parents, AD Thomas initiated a "Student-Athlete Welfare Program." The Program contemplates implementing a grievance policy for student-athletes; expanding the responsibilities of the Student Assistance Center to provide student-athletes a resource outside of DIA to hear their concerns; retaining an external consultant to assess and increase training of coaches in actions to become more engaged in wellness of student-athletes and provide student-athletes more effective means of reporting concerns; and examining "best practices" of other institutions to encourage communication from student-athletes and within DIA through a leadership council and open roundtables.

2. Maria Ochoa Woods

Woods is the current Senior Associate Athletic Director for the University. She oversees the head coaches of six teams, including women's basketball, and also has oversight for Academic Services for Student-Athletes. She reports directly to AD Thomas, and indirectly reports to Jason Lener, Executive Senior Associate Director of Athletics, in day-to-day practice.

³⁸ Although some coaches receive media training, DIA does not have formal guidelines on how its staff should deal with the press.

³⁹ Thomas said that he learned that ██████ is "behind the entire situation" with a goal to get "everyone" fired. NCAA rules generally require transferring players to sit out a year but previously has had a hardship exception. Thomas reported speculation that ██████ hoped to put ██████ within that exception through his complaints. The NCAA recently eliminated the exception.

Woods previously worked at Tulane under the same title, and provided oversight for various sports during the nine years she was there. Prior to Tulane, she worked at Western Carolina University for twelve years as an assistant athletic director and in various training roles. Prior to her work at Western Carolina University, she was an intern at Walford College, a student trainer at the University of Florida, and a basketball player in junior college.

Woods has standing meetings with head coaches every other week, but meets with Bollant weekly per his request. She does not attend practices very often because it is impractical, but she tries to attend all the home games for all her sports.

Woods reported that her coaches are “pretty good” about informing her about problems in their programs. When that fails, Woods can also rely on supporting staff and exit interviews. Woods conducts all of the exit interviews when students are finishing eligibility, transferring, or graduating. In her first two years, she did not do exit interviews for all the transfers, but she now does. Beginning this year, Woods now provides the DIA with a statistical analysis of the players’ responses in interviews she conducted.

Woods stated that she saw Divilbiss coach soon after she arrived. She found that he “definitely had a bit of a temper” and “was intense with officials,” but it was not as if he “was Bobby Knight.” She believed Divilbiss and Bollant had a “tough love” approach to which “kids today” are not accustomed. Woods herself recalled being yelled at by her coach when she was a student-athlete, but that “kids today are different.” She says she challenged Bollant about this in an earlier season, but not during the 2014-15 season.

Woods reported that prior to [REDACTED] from the team in [REDACTED] she met with [REDACTED] and told her that the University would honor her scholarship agreement. Woods observed that it is not “unusual” for a student athlete to transfer under a new coach that did not recruit him/her, but that she had discussed with Coach Bollant how he had communicated with [REDACTED]

Woods confirmed that in April or May 2014, she did discuss with [REDACTED] the critical comments [REDACTED] made in her exit interview. Woods said that [REDACTED] was reluctant to get into specific details because the coaches were helping her get a job. At that time, DIA had no process in place for criticisms of coaches that were raised in exit interviews to be communicated to the coaches and the Athletic Director. DIA later adopted a mechanism to report statistics from exit interviews, and continues to work on a means of communicating specific criticisms raised during those interviews. [REDACTED] did not complain to Woods of racism.

Woods encouraged Bollant to reconsider how he had structured the responsibilities between himself and Divilbiss. However, Woods is confident that the

trainer and other support staff would have brought any concerns about abusive coaching to her. No such concerns were raised.

In April 2015, Woods conducted exit interviews of six of the team's eight seniors and other departing players. Two players did not respond to Wood's request to be interviewed. She recalled that they brought up issues about Divilbiss' coaching hard and yelling at them. She recalled that one player mentioned race. When Woods pressed her about it—asking “how did she feel about that? Was it over the line?”—the player declined to expound.

As Woods was planning to meet with Divilbiss about his coaching style, on April 18th the university began receiving the parents' letters complaining about the program. Woods recalled meeting with Bollant and Thomas about the letters on April 20th and the investigation commencing shortly thereafter. She also recalled Bollant informing her sometime later that Divilbiss' contract would not be extended.

D. Parental Influence and Relationships

Whereas Coach Divilbiss at times had difficulty remaining positive with some of the players when the team was losing, he clearly did not have that challenge with some of their parents. In fact, he stated that he now recognizes that he may have been too close with some of them, including [REDACTED]

Several witnesses reported that the [REDACTED] and Coach Divilbiss had a close relationship and that [REDACTED] and Coach Divilbiss were friendly—by one account, [REDACTED]. According to Coach Divilbiss, the relationship started when they began recruiting the [REDACTED] and apparently accelerated when she joined the team in the [REDACTED]. The relationship expanded to include [REDACTED]. The two couples vacationed together in 2014 staying at the [REDACTED] condominium in [REDACTED], Florida.⁴⁰ The two couples also spent considerable time together on road trips for away games, including at the team's Virgin Islands tournament in the fall of 2014.⁴¹

Some of the witnesses reported that the [REDACTED] offered and gave gifts to several people related to the program, student athletes, coaching staff, and administration. Many viewed the [REDACTED] as generous and strong financial

⁴⁰ The [REDACTED] covered the cost of several of the Divilbiss' meals during the vacation, and did not charge them for housing. The [REDACTED] initially covered Divilbiss' airfare to Florida, but the Divilbisses on their own accord later reimbursed them and provided our investigation team with a copy of a canceled check for \$1390 to cover airfare cost.

⁴¹ One African American player observed this and complained that her parents, who were strong supporters of the team, did not get the same attention. The player believed this happened because her parents are African American.

supporters of the program and coaching staff. However, there is no evidence that the [REDACTED] ever asked for a *quid pro quo*.

When asked about gifts from the [REDACTED] Coach Divilbiss confirmed that his [REDACTED] received a purse from [REDACTED] at the end of 2014, around the time when [REDACTED] told [REDACTED] that she was “her best friend.”⁴² [REDACTED] also sent the Divilbiss family a gift package that included a scarf and a leather wallet in December 2014. Also in late 2014 or early 2015, [REDACTED] hired [REDACTED] as a paid intern at his company, [REDACTED] where he worked from January 2015 to May 1, 2015.

Coach Divilbiss and [REDACTED] exchanged hundreds of emails and text messages, corresponding on a weekly basis and often more frequently. Their tone is uniformly friendly, and [REDACTED] was often complimentary of Divilbiss’ coaching style and techniques, including those Divilbiss used with [REDACTED]. As late as January 2015, [REDACTED] asked Divilbiss to give [REDACTED] extra coaching. The evidence also shows that at times, when [REDACTED] expressed frustration with the team’s performance, he blamed it on the team not listening to Divilbiss rather than Divilbiss using the wrong coaching techniques. We list some of those text messages provided by the University below.

- On November 4, 2014, Coach Divilbiss sent a text to [REDACTED] stating, “Hey [REDACTED] good to see u tonight hope I didn’t offend u or make to lite of the struggle [REDACTED] [sic] going thru I certainly am not trying to do that I hope all of u know how much ur family means to ours.” [REDACTED] wrote back, “We’re good”, and Divilbiss replied, “Thanks I kno [sic] I can be a son of a bitch sometimes I’m still working on that.”
- On November 23, 2014, [REDACTED] sent a text to Coach Divilbiss stating, “How are you?” Divilbiss wrote back, “Hi bus just leaving I’m ok a little frustrated but I kind of expected that type of game sloppy uninspired.” [REDACTED] responded “Glad we had a good second half.” Divilbiss then stated, “Me too . . . Were u there” and [REDACTED] responded, “No. In Chicago Had a [REDACTED]. Watched the whole thing . . . I was watching you.” Divilbiss replied, “Haha sorry I was on phone there’s a ton of other stuff better than me to watch . . . A lot of other . . . Yep we will get better.” [REDACTED] replied, “With your guidance.”
- On December 25, 2014, [REDACTED] sent Coach Divilbiss a text message stating “Merry Christmas Michael” and then later, “Did you get a prescription? . . . You work will [sic] all women. It rubs off.” Later, he continued “Has [REDACTED] been coming to see you regularly for little talks?” Divilbiss responded “Yes Matt [Bollant] too.” [REDACTED] then stated “We are

⁴² [REDACTED] reported that she has since donated the purse to Goodwill.

stressing with her everything she needs to do . . . She was ready to go back Tuesday.” Divilbiss replied “Haha. She just needs to get out of her head relax and play she is very talented she just has to let go and play.” [REDACTED] responded “I will quote you” and Divilbiss said “Please do that was my hope.” [REDACTED] continued “I told her she’s handing all her hard work and her game to others. There’s more to being a team player than just that. . . Thank you. As always.”

- On December 28, 2014, [REDACTED] sent a text to Coach Divilbiss stating “Thinking of you my friend”. Divilbiss responded “Hi [REDACTED] thank u I’m not doing real well very disappointed . . . I appreciate ur thoughts my friend . . . gotta keep fighting.”
- On December 30, 2014, Coach Divilbiss sent a text to [REDACTED] stating “Hey hope she let u know had a tremendous session tonight in gym w[ith] [REDACTED] spent a ton of time on her shot and free throw she left feeling much more confident and her shot looks sooo much better.” [REDACTED] responded “[REDACTED] did let [REDACTED] know. She sounded [REDACTED] than she did earlier. Thank you very much for taking the time to work with her. It is definitely what she needed and we are very appreciative. . . You are a person who really makes a difference.”
- On January 9, 2015, [REDACTED] sent a text to Coach Divilbiss stating “You are the glue that holds this team together.” Divilbiss responded “Thank u.” [REDACTED] continued, “That may not be obvious to your boss but it is totally obvious to the people in the stands.” Divilbiss then stated “Really.” [REDACTED] continued “And I filled Mike Thomas’s ear with it last night too!” Divilbiss responded “Not sure what to say but thanks for ur support.” [REDACTED] ended with “I like my life on a two way street. Always have. Always will.”
- On January 11, 2015, [REDACTED] again sent a text to Coach Divilbiss stating, “You are the glue that holds this team together. Thanks again for everything that you do.” Divilbiss responded, “Prob the best thing we can all do for [REDACTED] too When they need love and understanding the most is usually when we want to give it the least” and then, “Thanks but not sure I’m doing that good a job.” [REDACTED] replied, “Looks excellent from our seats . . . Make sure you wave to the crowd when they introduce you.”
- On January 16, 2015, [REDACTED] sent a text to Coach Divilbiss stating, “Basketball is like life. You train. You practice. You work hard. You look for opportunities. You adjust. We did not one of the above last nite. It was stunning.” Divilbiss stated, “Amen to that I think we have an incredible void in leadership . . . on the floor.” [REDACTED] continued, “I think Matt’s approach in the heat of battle is way too textbook & clipboard. You just hit them directly between the frickin eyes with what you need them to do.” Divilbiss responded,

"I am wondering about my own approach being too much projecting about lack of heart." [REDACTED] then said, "I'm sitting up there last nite wondering how bright these kids are." Divilbiss responded, "That crossed my mind too I think they r just a little overwhelmed and shit gets between their ears and brain." [REDACTED] then said, "It's no different than a time out in boxing. I've never seen a boxing coach candy ass what has to be done."

- Later the same day, [REDACTED] sent a text to Divilbiss stating, "[REDACTED] plays with [REDACTED] energy level with [REDACTED] [sic] skill set" Divilbiss responded, "Haha a little better than [REDACTED] [REDACTED] then said, "If we can just channel that wild energy." Divilbiss responded, "Yeah I know . . . We will she's gonna really improve." [REDACTED] later remarked, "You have to keep doing exactly what you're doing. You are the only consistency they know" and subsequently, "My job is to support you. Tell you what I see. Make observations not suggestions . . . Only when the student is ready, the teacher will appear." Divilbiss responded, "Yep I keep thinking of that. Hope they're ready before they ask us to leave. or tell us to leave."
- On February 7, 2015, [REDACTED] sent a text to Coach Divilbiss stating, "You are a great coach, a great man and a great friend." Divilbiss responded, "Thnx [REDACTED] . . . the staff knows. I told them before I knew we had a parent complaining." [REDACTED] then asked, "You told them what before you knew you had a parent complaining?"

Divilbiss reported to us that he and [REDACTED] subsequently spoke about the issue by phone or in person. The parents who were complaining based on Divilbiss' observations were those of [REDACTED]. Upon hearing this, [REDACTED] responded, "You want me to crush them? I will crush them." Divilbiss asked him to leave the situation alone. Later, in the same discussion, [REDACTED] told him, "I trust you so much, I will trust you with my wife and my checkbook."

Between February 7th and February 16th, [REDACTED] relationship with Coach Divilbiss changed dramatically. During this period, Coaches Bollant and Divilbiss designated [REDACTED] and [REDACTED] as practice leaders, and unofficial leaders of the team. [REDACTED] objected to this because he thought [REDACTED] should have been designated a leader. However, the coaching staff, according to Divilbiss, disagreed, because [REDACTED] effort level during practices and games was inconsistent. It was also during this short period when Divilbiss encouraged [REDACTED] to overcome her challenges with basketball just as she had with [REDACTED]

VIII. RECOMMENDATIONS

Coaches and administrators uniformly were forthright in talking with us about what happened. They accepted the expressions of criticism submitted by the players with obvious dismay, and often responded with self-criticism coming out of their personal investment in the University's strong commitment to providing a positive learning experience in and outside the classroom. We offer the following suggestions to highlight specific areas in which we believe clearer policies and more explicit processes will assist the University constituents in restoring their confidence that the Women's Basketball Program lives up to those values.

1. DIA should formally implement the Coaching Expectations Policy. The Expectations Policy represents the shared understanding of existing practice among DIA coaches. It was presented to coaches during the 2014-15 season.
 - A. DIA should add provisions to the Coaching Expectations Policy, after appropriate review and administrative approval, that:
 - i. Provide specific examples of inappropriate behaviors that coaches and staff should avoid:
 - a. Singling out players with negative criticism;
 - b. Using belittling language; and
 - c. Discussing individual players' personal circumstances, medical history, illnesses or disabilities with the media, other players, parents, players' friends or others outside the athletic department, except to the extent a player designates in writing a person or persons (*e.g.*, a healthcare provider) who may receive particular information for a specified purpose, (*e.g.*, medical treatment or physical therapy).
 - ii. Prohibit retaliation against student-athletes who raise concerns about coaches' behavior or compliance with the University's Coaching Expectations Policy or any applicable NCAA, Big Ten or other DIA policy.
 - B. Review the relationship between Coaching Expectations and University policies regarding treatment of students generally;
 - i. Consider whether to impose on all DIA staff a mandatory duty to report violations of the Coaching Expectations Policy with corresponding disciplinary consequences;
 - ii. Add provisions prohibiting retaliation against any person who reports what (s)he reasonably believes is a violation of the Coaching Expectation Policy; and
 - iii. Evaluate whether further modifications concerning treatment of players who experience injuries (which are beyond the scope of this Report).

2. The University should retain a monitor to conduct a quarterly review of efforts by DIA to implement the Student-Athlete Welfare Program and report to the Office of the Chancellor.
3. DIA should adopt policies addressing relationships between coaches or other DIA personnel and parents or others who act on behalf of players. Those policies should prohibit coaches and other DIA personnel from:
 - A. Accepting gifts, services or other things of value from parents or others, irrespective of the value of the gift;
 - B. Developing social relationships with parents, family and friends of players after players have signed scholarship agreements;
 - C. Discussing individual players performance, prospects of playing time, year-end reviews or transfer options; and
 - D. Communicating with parents and other persons other than players about players' consideration of transfer or academic issues.
4. DIA should adopt additional written policies to encourage players to express any concerns through alternatively available channels at the players' selection. DIA should consider:
 - A. Requiring coaches to invite players to meet individually with a member or members of the coaching staff for individual performance improvement suggestions and any player questions or concerns about the coach's program and the player's personal goals, including but not limited to concerns that players or others may perceive coaches conduct as excluding or disrespecting or disfavoring any player on any basis other than the coaches' honest belief of the athlete's playing performance;
 - B. Offering any player who may be reluctant to raise concerns about the behavior of coaches or DIA staff the option of directly raising those concerns with a designated person outside DIA, such as the University's Title IX compliance officer, ODEA, the Student Assistance Center or Ethics Hotline, who is trained in the Coaching Expectations Policy; and
 - C. Referring compliance concerns to Athletics Department compliance personnel to the extent concerns expressed fall within that group's existing responsibilities, except that any bullying or retaliation concerns or issues should be addressed by the Ethics Office personnel.
5. DIA should engage professional personnel both inside and outside ODEA to provide training for all coaches and staff in the athletic department in treating players with respect.

6. DIA should adopt a policy requiring those personnel who perform exit interviews to report in writing any concerns about the behavior of coaches and other DIA personnel about coaches' behavior towards players to appropriate personnel who are superiors of the coaches involved and to the Chancellor.
7. DIA should evaluate its current system for personnel reviews of coaches and consider:
 - A. Ensuring all coaches, including assistants, are evaluated annually using a standard form and common set of criteria; and
 - B. Including in those criteria compliance with the Coaching Expectations Policy.
8. DIA should expand the responsibilities of the DIA Compliance Officer to include the Coaching Expectations Policy and ethics reporting mechanisms within DIA.
9. DIA should review DIA's Strategic Plan and evaluate whether it adequately expresses DIA's commitment to the Coaching Expectations Policy.
10. DIA should assure that future DIA surveys include questions designed to identify concerns surrounding compliance with the Coaching Expectations Policy.
11. DIA should require that its search process for any coaches include specific inquiry concerning any past issues surrounding treatment of players.

APPENDIX
TO THE REPORT

INDEX OF APPENDIX ITEMS

APPENDIX	DESCRIPTION
1	██████████ Complaint Letter Dated 4/18/2015
2	Compiled Emails from Players' Parents Containing Detailed Allegations
3	Office of Diversity, Equity, and Access (ODEA) Report to Phyllis Wise
4	Multi-Family Letter Dated 5/21/2015
5	Job Posting for Head Coach of the University of Illinois Women's Basketball Team
6	University of Illinois Women's Basketball Team Statistics (2007-2015)
7	The Washington Post Article – 2013 College Basketball Preview: Coaches Grapple with Line Between Discipline and Abuse
8	Conduct Expectations for Coaches
9	University of Illinois Student-Athlete Handbook
10	University Ethics and Compliance Code of Conduct
11	A Letter from ██████████ Parents Dated ██████████
12	Hard-Smart-Together – 3-Page Document containing Coach Bollant's Coaching Philosophy
13	Pro Shot Shooting System March 2015 Email Newsletter received by Coach Bollant
14	Email devotional "Leadership Promises - Choose Achievement Over Affirmation," received and forwarded by Coach Divilbiss
15	Rooming Assignment Records, 2013-14 and 2014-15 Seasons
16	A Letter from ██████████ Parents Dated 7/8/2015
17	Women's Sports Foundation's Official Policy Addressing the Issue of Verbal, Physical and Psychological Abuse of Athletes

Appendix 1

From: [REDACTED]
Sent: Saturday, April 18, 2015 4:21 PM
To: Illinois Chancellor; Fighting Illini Athletic Director
Subject: University of Illinois Women's Basketball Program

Regarding: Systematic Abuse, Belittlement, Demoralizing and a Racist Atmosphere in
The University of Illinois Women's Basketball Program

Dear Chancellor Wise and Mr. Thomas:

Writing to you today sums up nearly every emotion in [REDACTED] and my beings. Our daughter, [REDACTED], recently left the University of Illinois and the Illini Women's Basketball Program under most unpleasant circumstances.

For the past two years, our family, and our daughter [REDACTED] in particular, as a full scholarship student athlete, have suffered through conditions that no one should have to endure as a parent or watch their daughter endure as maturing young woman.

Under the direction of Head Coach Matt Bollant and Assistant Head Coach Mike Divilbiss, this team, your team, our team, Illini's team, has been the target of countless acts of player abuse, NCAA rule infraction, personal belittlement, demoralizing diatribe and an overall culture of racist overtures.

We have gone through the appropriate prescribed channels and chains of command. We spoke repeatedly and most directly to the Head Coach. We spoke to the Assistant Head Coach. We spoke to the Athletic Director. From the Head Coach & Assistant Head Coach, we were responded to with promises which were broken nearly immediately and our daughter suffered the repeated verbal public abuse of "not being tough enough". Beginning in August, 2013, I have repeatedly told both Bollant and Divilbiss that you cannot motivate through fear and intimidation. My words always fell upon deaf ears. The abuse from that point never lessened.

- 1) With Coach Bollant's full knowledge, Coach Divilbiss would verbally attack players on and off the court about personal issues in their lives. [REDACTED] was belittled by Coach Divilbiss about [REDACTED]. None of these personal life issues had anything to do with basketball.
- 2) In front of [REDACTED] and the team, Coach Divilbiss, with Coach Bollant present, told [REDACTED] that "if she didn't f'ing toughen up, she was going to turn into the next [REDACTED]", literally spitting on the players with his words.
- 3) Coach Bollant & Coach Divilbiss would both tell the team that "you are playing like you are trying to get us fired" and often threatened to pull their scholarships.

- 4) The code word for racial issues and tensions on the team was the word “culture” and the need to separate Jollette Law’s players from the current recruits. Jollette Law’s players were referred to as “the dog pound”. At one point, there was an idea to hold separate practices for the African American players in an effort to get them to quit.
- 5) ██████ was so pressured by the coaches to return to play after her ██████ with ██████ in her freshman year and her ██████ during her sophomore year, we literally had to go get her and bring her home to ██████ safely at home; away from the harmful mentality. With her ██████ at the coach’s direction, the testing was purposely delayed for weeks at the U of I to assure that she would continue to play in Big Ten games. It was later determined at ██████ in Chicago that she was actually playing with ██████.
- 6) Coach Divilbiss would repeatedly meet one on one with players at his home in order to “help them grow”. ██████ never met with him at his home. As Matt Bollant was aware, Mike Divilbiss has a near 20 year history of player abuse at Idaho and at Green Bay. Matt Bollant said in our final meeting that “Mike has gotten progressively worse over the past two years” and apologized for Mike’s behavior.
- 7) At the end of the season, the team was being coached and run by two current players. ██████ and all team members were expected, under fear of reprimand, to be coached by these two players.

██████ witnessed team mates being the subject of several incidents of abuse from the coaches during her time at Illinois. In an opposite extreme, ██████ witnessed other players being totally ignored by the coaches without the players’ names even being spoken for months on end.

The coaches knew of older players buying alcohol for underage players as well as visiting high school recruits repeatedly. This was repeatedly ignored.

Let me be most clear. One of the most exciting days in this family’s life was the day that ██████ accepted the offer to play basketball at the University of Illinois. We had the highest of hopes, expectations and dreams. ██████ as a freshman and a sophomore.

██████ was a ██████. She has excelled academically. People like ██████ and ██████ have helped ██████ tremendously and have been a true blessing to ██████ and our family.

██████ is a young woman of tremendous character and integrity. She was always a team mate of positive influence and a true team player. ██████ had several offers and has recently decided to continue her academic and playing careers at ██████.

Our daughter was verbally and mentally abused and chose to take the high road and leave the University of Illinois. [REDACTED] didn't need to fight for playing time and was certainly tough enough to compete at the highest levels in the Big Ten in spite of this ongoing coaching abuse.

The University of Illinois has a most serious problem that needs to be addressed. As a lifelong resident of the State of Illinois, this is nothing less than shameful. Matt Bollant is the orchestrator. Mike Divilbiss is the muscle. The balance of the coaching staff are spectators. The results are both embarrassing and intolerable to anyone with an ounce of common sense and morals.

What do I want?

I want to be assured that someone in a position of authority will review all of the above points raised and I want to be assured that someone in a position of authority will personally review all of the exit interviews of all of the graduating players and players leaving the program & university within the last year.

We wrote to you today in an effort to be the voices for those players and families afraid to speak out of fear of retaliation and losing their scholarships.

We are available to discuss any and all of the above with you at any time.

Thank you for your time, your consideration and your continued commitment to the University of Illinois.

[REDACTED]

[REDACTED]

Cc: President Bob Easter
Board of Trustees, Chairman Edward L. McMillan
Board of Trustees, Secretary Susan M. Kies
Board of Trustee Governance, Personnel and Ethics Committee: Chairman Patrick J. Fitzgerald, Timothy Koritz, James D. Montgomery, Sr., Hannah Cave
Board of Trustees, Student Representative Lucas N. Frye
President. Mark Emmert, NCAA
Honorable Michael Madigan, Speaker of the Illinois House

Appendix 2

From: [REDACTED]
Sent: Saturday, April 18, 2015 4:21 PM
To: Illinois Chancellor; Fighting Illini Athletic Director
Subject: University of Illinois Women's Basketball Program

Regarding: Systematic Abuse, Belittlement, Demoralizing and a Racist Atmosphere in
The University of Illinois Women's Basketball Program

Dear Chancellor Wise and Mr. Thomas:

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For the past two years, our family, and our daughter [REDACTED] in particular, as a full scholarship student athlete, have suffered through conditions that no one should have to endure as a parent or watch their daughter endure as maturing young woman.

Under the direction of Head Coach Matt Bollant and Assistant Head Coach Mike Divilbiss, this team, your team, our team, Illini's team, has been the target of countless acts of player abuse, NCAA rule infraction, personal belittlement, demoralizing diatribe and an overall culture of racist overtures.

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- 4) The code word for racial issues and tensions on the team was the word “culture” and the need to separate Jollette Law’s players from the current recruits. Jollette Law’s players were referred to as “the dog pound”. At one point, there was an idea to hold separate practices for the African American players in an effort to get them to quit.
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Our daughter was verbally and mentally abused and chose to take the high road and leave the University of Illinois. [REDACTED] didn't need to fight for playing time and was certainly tough enough to compete at the highest levels in the Big Ten in spite of this ongoing coaching abuse.

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What do I want?

I want to be assured that someone in a position of authority will review all of the above points raised and I want to be assured that someone in a position of authority will personally review all of the exit interviews of all of the graduating players and players leaving the program & university within the last year.

We wrote to you today in an effort to be the voices for those players and families afraid to speak out of fear of retaliation and losing their scholarships.

We are available to discuss any and all of the above with you at any time.

Thank you for your time, your consideration and your continued commitment to the University of Illinois.

[REDACTED]

[REDACTED]

Cc: President Bob Easter
Board of Trustees, Chairman Edward L. McMillan
Board of Trustees, Secretary Susan M. Kies
Board of Trustee Governance, Personnel and Ethics Committee: Chairman Patrick J. Fitzgerald, Timothy Koritz, James D. Montgomery, Sr., Hannah Cave
Board of Trustees, Student Representative Lucas N. Frye
President. Mark Emmert, NCAA
Honorable Michael Madigan, Speaker of the Illinois House

April 25, 2015



Mike Thomas
University of Illinois, Director of Athletics
Bielfeldt Athletics Administration Building
1700 S. Fourth Street
Champaign, IL 61820

Dear Mr. Thomas,

We are writing in regards to some concerns that have become epidemic and are affecting the entire Illinois Women's Basketball Program. It is our understanding that at least some levels of the administration have been alerted to many of these concerns, but we believe that challenges are broad enough that the highest levels of authority should be made aware. It is common knowledge that some player's parents are planning to escalate these issues. It is not our intention to bring reproach upon the program or the school. In fact, it is our hope that through quick and intentional action the school can head off repercussions that could lead to challenges on several fronts.

To come to the immediate point, Head Coach Matt Bollant has created a culture of mental and emotional abuse in the Women's Basketball Program and has not been compliant in areas of NCAA rules and principles. The following would be some of the areas that will be easy to verify in a broad consensus among a majority of the players:

1. Coach Bollant has systematically tried to create racial tension among the team.
2. He has verbally abused and berated girls based on personal attributes that have nothing to do with basketball (such as their intellectual ability).
3. He has systematically tried to discourage team members to the point of voluntary scholarship withdrawal, particularly players that were in the program before he became head coach.
4. Without reasonable cause or violation, on numerous occasions he has threatened to take players scholarships, including telling them not to bother to renew their apartment leases because they would not be remaining with the team.
5. Showing extreme preference in what could only be perceived as attempts to belittle and discourage all but the favored players.

If these were isolated incidents then there would be little that any one individual could do to build a case for abuse. However, these infractions have happened on a reoccurring basis, and in certain instances, have involved the entire team. These violations have gone against the highest principles and standards of the university and the NCAA, as well as basic student rights. It is clear that the following areas of the NCAA Constitution (2014-2015), though subjective, have been violated in principle: Article 2: 2.2.1-5. Also, the mandate of the University of Illinois for

reporting objective violations of By-laws 10.1(c), 12.1.2.1.5 and 12.1.2.1.6 is plainly evident. These NCAA constitutional and by-law rules are substantially restated in paraphrase in the University of Illinois Student-Athlete Handbook (2014-2015).

It is very clear that the Women's Basketball Team is in violation of the NCAA Inclusion Rules that are mandated by the Rehabilitation Act, Section 504, and enforced by the OCR (Office of Civil Rights, U.S. Department of Education). The NCAA Inclusion guidelines refer to the OCR issue of a "Dear Colleague Letter" on January 25, 2013 that clarified the understanding of discrimination in intercollegiate sports and brings understanding to these institutions as to the necessity of abiding by federal government mandates in their sports programs. For a coach to point out a [REDACTED] and then to berate the student, violates the student athlete's civil rights and is discriminatory and harassment based on [REDACTED]. Also, announcing on a radio program that [REDACTED] is both a discriminatory violation and a violation of privacy.

Furthermore, a head coach announcing to the parents that an assistant coach [REDACTED] can in no way mitigate the abuse that is being perpetrated upon student athletes. On the contrary, it proves a point of negligent liability showing that the school has knowledge of the abuse but has chosen to excuse it.

In the past few years much study has been done regarding abusive coaches and their relationships with the athletes that they coach. It is understood that there are many reasons why an athlete will not report a coach for his/her abuses. It has been difficult to stand by as our daughter, [REDACTED] has informed us of the violations that have affected her and her teammates. As parents it is our natural instinct to protect our children, even as they have entered into adulthood. We hope that the university will quickly take the necessary steps to bring this program into proper compliance and protect the athletes who have made great effort to properly and respectfully represent the University of Illinois under very challenging circumstances. To prevent this from becoming an open spectacle of reproach for the university, I believe it would be in order for the team to be informed, in a timely manner, of administrative actions that are being taken to rectify the serious issues. Hopefully, this will curtail further actions from being taken by the athletes and their families that would bring this matter into a more public arena.

Please understand that we do not have a vendetta in any way against the University of Illinois. We have appreciated the high values and principles that the university stands for. However, in this particular case, we believe that a lack of information has been the most likely cause of the inaction of the university. Clearly, it is too late for actions taken by the university to have any positive affect on our daughter. However, it is our desire that student-athletes remaining at the school will be protected. Also, action by the university might go a long ways toward bringing healing to players who have been embittered and wounded by the Head Coach and his staff. Although we do not purport to represent other players or their families, if you deem it of value we would be willing to discuss this further. Also, you can contact us at the following email address: [REDACTED]

In light of the NCAA Constitution Article 2.1.1, we are copying this information to the university President, Chancellor, Board of Trustees higher officers, and the applicable Board of Trustees committee and Student Representative.

Sincerely,



cc: President Bob Easter

President-designate Timothy L. Killeen

Chancellor Phyllis Wise

Board of Trustees, Chairman Edward L. McMillan

Board of Trustees, Secretary Susan M. Kies

Board of Trustee Governance, Personnel and Ethics Committee: Chairman Patrick J.

Fitzgerald, Timothy Koritz, James D. Montgomery, Sr., Patricia Brown Holmes, Hannah Cave

Board of Trustees, Student Representative Lucas N. Frye

From: DeLorenzo, Michael T <michaeld@illinois.edu>
Sent: Saturday, April 25, 2015 11:25 AM
To: Rice, Scott
Subject: Re: Tiana,

Thanks. I know we are meeting Wednesday after all of the interviews are done.

On Apr 25, 2015, at 11:18 AM, Rice, Scott <serice@Uillinois.edu> wrote:

See below...

Begin forwarded message:

From: "Woods, Maria Ochoa" <mtwoods@illinois.edu>
Date: April 25, 2015 at 11:08:44 AM CDT
To: "Abdullah-Span, Kaamilyah" <kabdulla@illinois.edu>, "Horn, Heather L" <hwilson@illinois.edu>, "Rice, Scott" <serice@Uillinois.edu>
Cc: "Thomas, Michael J" <mthomas@illinois.edu>
Subject: Fwd: Tiana,

Scott and Kamiliyah,

FYI. One of the assistants just sent me this.

Maria

Sent via the Samsung Galaxy S® 6, an AT&T 4G LTE smartphone

----- Original message -----

From: "Kirkland, Tianna L" <tiannak@illinois.edu>
Date: 04/25/2015 10:44 AM (GMT-05:00)
To: "Malone, Lakale" <lkmalone@illinois.edu>, "Divilbiss, John Michael" <divilbi@illinois.edu>, "Bollant, Matthew M" <mbollant@illinois.edu>, "Woods, Maria Ochoa" <mtwoods@illinois.edu>, "Quilling, Hannah" <quilling@illinois.edu>, "Ratka, Celeste M" <hoewisch@illinois.edu>
Subject: Fwd: Tiana,

Begin forwarded message:

From: [REDACTED] >
Date: April 25, 2015 at 10:24:48 AM EDT

To: Tianna L Kirkland <tiannak@illinois.edu>

Subject: Tiana,

Tiana,

I wrote this letter the day after [REDACTED] got her [REDACTED]. It is quite obvious that we do not need to meet now with all that happened yesterday in the Chancellor's office. The point I tried to make to you after the Michigan game is now rectified.

Now that [REDACTED] is out from underneath the HELL that is Illinois WOMENS BASKETBALL I can finally speak my mind. Let me start that I am very disappointed in you. We trusted our daughter to you and you abandoned her as soon as she got on campus. What is more, you know how she and the other girls were treated unfairly and you did nothing to help them because I assume you were afraid to lose your job. I thought you were better than that. If [REDACTED] was treated this way I am sure you would have put a stop to it because I see the love you have for [REDACTED] trusted you and you let her down. Is there no honor in the big ten women's sports arena? My only hope is that you get what you truly deserve and learn from this. What we got was a [REDACTED]

[REDACTED] I now know why [REDACTED] left and why many others are wanting out as well. It is very comforting to know that we were not the only ones who felt this way. Shame on you for being a salesman and not the true person we thought you were. Liars are no different than sinners and ignorers are acceptors which is cowardly and unacceptable. Which one are you COACH?

We just wanted our daughter to have a great experience and it was the furthest thing from it, from day one. The truly good programs care about all their players not just the starting five or the ones that play the way you want them too.

Let me finish by saying we are ashamed of you and what you stand for. I truly believe what goes around comes around and karma is a you know what. Karma is coming for you all and I hope everyone leaves the program or you and the other coaches are removed so this injustice can end for the others. Further more, please do not try to contact my daughter again.

Yours in EDUCATION, not BULLYING

[REDACTED]

Sent from my iPad

From: DeLorenzo, Michael T <michaeld@illinois.edu>
Sent: Tuesday, April 21, 2015 4:20 PM
To: Wise, Phyllis M; Thomas, Michael J
Cc: Kaler, Robin Neal; Rice, Scott
Subject: FW: letter of concern
Attachments: [REDACTED] [REDACTED] injury at U of I.docx; To whom it may concern letter to Illinois.docx

Phyllis, Mike,

Here is another women's basketball issue. We should arrange a call to discuss. I realize with the both of you traveling it may be a challenge.

I have copied Robin since she helped with the previous response and Scott since the letter threatens legal action.

Mike

From: Illinois Chancellor
Sent: Tuesday, April 21, 2015 3:41 PM
To: Wise, Phyllis M
Cc: DeLorenzo, Michael T
Subject: FW: letter of concern

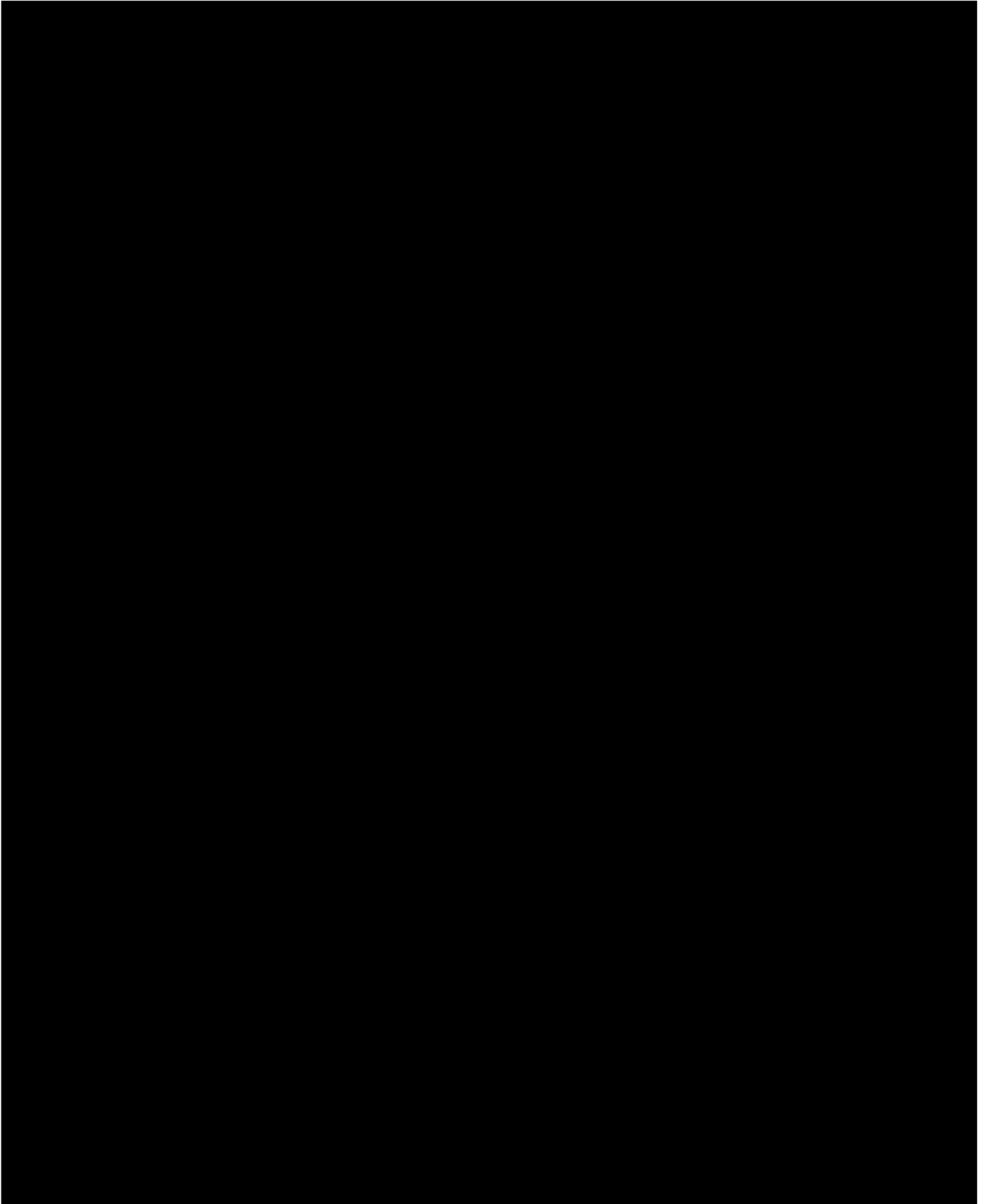
From: [REDACTED]
Sent: Tuesday, April 21, 2015 3:30 PM
To: Illinois Chancellor
Subject: FW: letter of concern

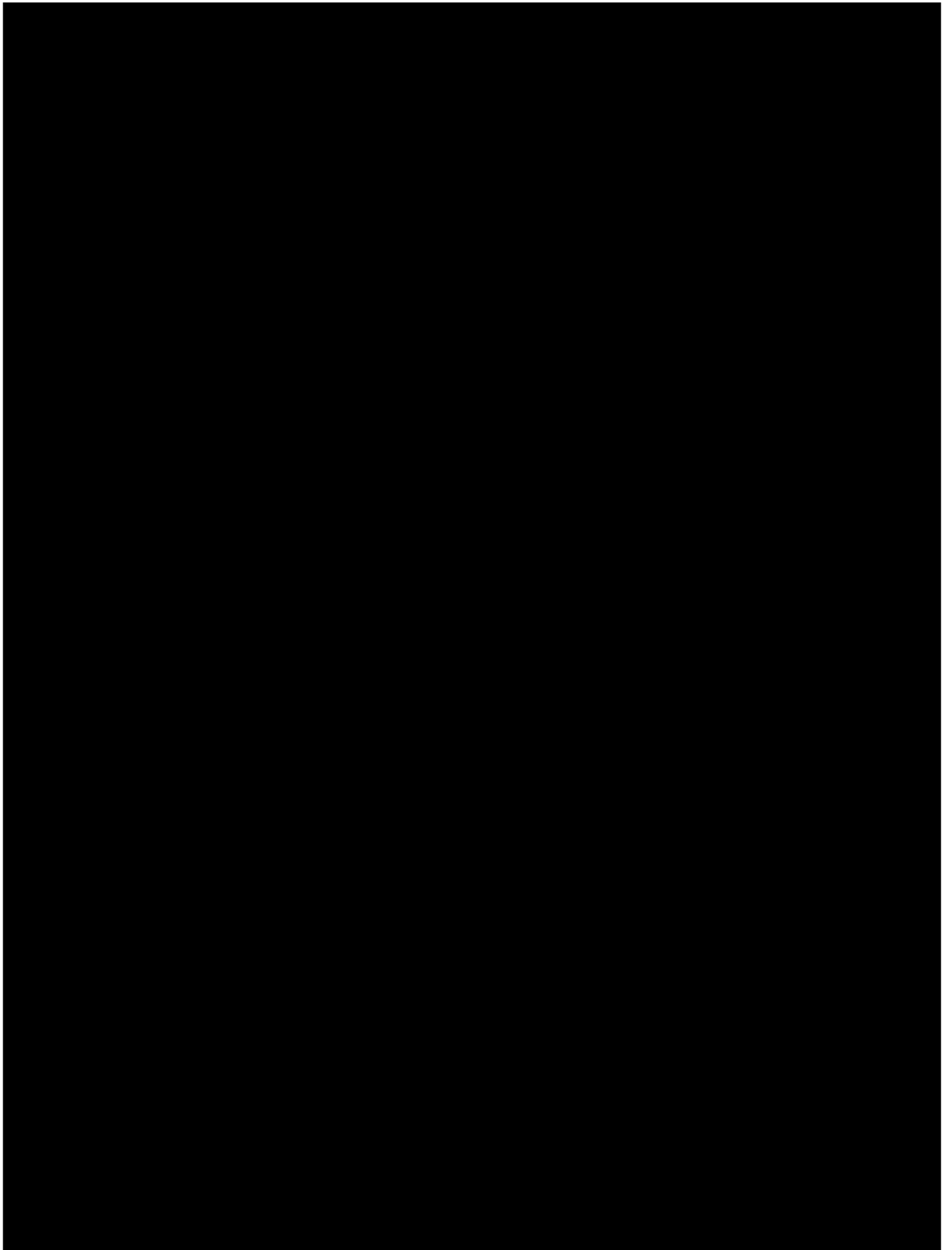
From: [REDACTED]
Sent: Tuesday, April 21, 2015 4:29 PM
To: 'chancellor@illinois.edu'; 'pmwise@illinois.edu'; 'FightingIlliniAD@illinois.edu'; 'PresidentEaster@uillinois.edu'; 'kies@uillinois.edu'; 'memmert@ncaa.org'
Subject: letter of concern

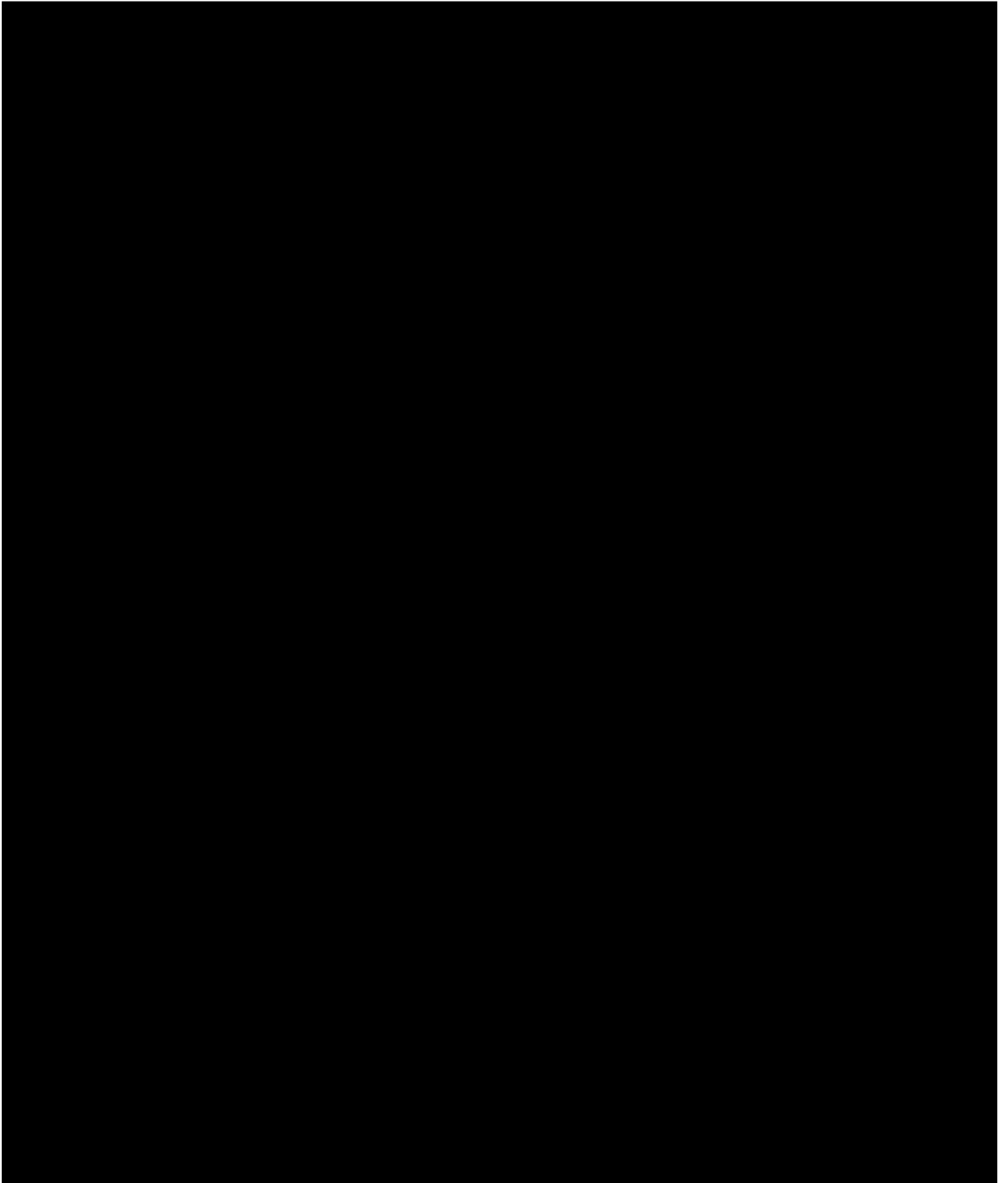
Please respond so I know that this was received. Thank you.

[REDACTED]

Dr. Gurtler,









[Redacted]

[Redacted]

Dear Chancellor Phyllis Wise and Michael J. Thomas,

I am writing you today with great happiness and with great concern. The happiness is that my daughter has [REDACTED] to [REDACTED] to continue her career and the concern is for the girls still at Illinois and still playing for Coach Bollant. I have several issues that need to be heard and addressed. They are as follows;

BULLYING

Our daughter [REDACTED] was a [REDACTED] [REDACTED] [REDACTED] was recruited heavily by many teams from all over the country such as [REDACTED] [REDACTED] just to name a few. She truly felt she could make a big impact in the Big Ten and at U of I. Once [REDACTED] was committed and visited she was offered alcohol and. [REDACTED] has never used either in her life time. We were concerned from the beginning. We dropped [REDACTED] off a happy, healthy [REDACTED] athlete that was excited to be a part of something special. What we got was a [REDACTED] young shell of our daughter. Phone conversations started out great, slowly declining to where we grew very concerned. We went to visit [REDACTED] six weeks after we dropped her off and she was [REDACTED]. She would not tell us what was going on. We were shocked and greatly disturbed by our daughter's appearance only after 6 weeks. She begged to come home. We begged her to tell us what was going on because what we saw was not our daughter. She would not tell us. We would sob with her. As the season progressed she became more and more [REDACTED] to us which led us to believe something had happened to her on campus. We thought she was physically assaulted or something of that nature. What we did find out later was that after we threatened to bring her home if she did not speak up was that in fact she had been assaulted on the campus of U of I. She was verbally assaulted by her two head coaches. Only now has [REDACTED] told us that as [REDACTED] that they were told by the coaches not to tell their parents about what goes on in practice because, " they would not understand what we are trying to do here." As her parents it was a constant battle to get our daughter to believe in herself again. [REDACTED] played in her first game and made [REDACTED] [REDACTED] The fans and players went nuts. The fun and excitement came to an end the next day at practice where she was completely demoralized in front of her entire team for "showboating" and not being their kind of player. Early on [REDACTED] discovered she was not what they wanted. She was not allowed to pass with her feet off the ground and was not allowed to dribble or

rebound or shoot a pull-up jump shot inside the 3 point line. [REDACTED] is a game changer, a play maker, someone who makes everybody around her better so imagine her frustration of being told she wasn't allowed [REDACTED]. She was told daily she was not the player they thought they recruited, worst defender in the country, or something of that nature, and was treated like she was stupid. Bullied and demoralized daily. Worst of all she was told to stop playing like a boy! She was too athletic for their offense. They were asking her to dumb down her play to fit their offense. She sought out a mentor, [REDACTED] (Former NBA star from [REDACTED]) to ask for advice. He told her to, "Hang in there and try to give them what they want and every now and then show them a little bit of you. It would get better." [REDACTED] did everything possible to be what they wanted her to be. She was in the gym more than any player on her team working on her game every day outside of practice. She averaged 6 hours a day in the gym every day. They made her change her shot 3 times during the season. Again she was [REDACTED]. She didn't need to change her shot! The treatment of [REDACTED] by the coaches altered her life tremendously which in turn altered our entire family's lives. All of us worried about her wellbeing every day. We then get a call from Coach Bollant. He was upset about an e-mail from [REDACTED] that was forwarded to him by coach Krikland. The note stated that they are playing [REDACTED] out of position or something to that affect. Coach Bollant was upset and told us that we needed to back off [REDACTED] and to tell us that we were the ones putting too much pressure on [REDACTED] and it is affecting her in practice. He said, "I can tell every time you speak with [REDACTED] because she has a bad practice. We still have great plans for her. She believes in what we are trying to do here." We spoke to [REDACTED] about it and she laughed and said, "How would he know how I feel? He has never had a full conversation with me ever. They are the reason I'm struggling in practice because of their verbal and mental abuse." [REDACTED] received no support from any of the coaching staff. She was only bullied and verbally assaulted on a daily basis. There was no building back up by anyone. All of the coaches are guilty of abuse by association.

RACISM

[REDACTED] was internally tormented with not only the abuse she was receiving but by the harassment of many of her teammates as well. Only "Certain girls" were invited up to the offices. [REDACTED] and many other players were never invited up to the offices. The coaches would refer to the former coaches' players and [REDACTED] as **CRABS** which meant that they were a part of a losing culture and would threaten them with "D" league practices. This **threat** meant that they would sit on the sidelines so as not to infect the new culture, **their** players and what they were trying to do.

There was not one team. It was grossly divided by old culture and new culture. Even though [REDACTED] was brought in by Coach Bollant she was classified with the black girls as **CRABS** because of their style of play. They insinuated that we were trying to not play well to make them mad. Racism comes in all kinds of forms and racism was a horrible issue with the U of I basketball program.

[REDACTED]

CONCLUSION

We are so disgusted with the [REDACTED] between Coach Divisibliss and a player, the verbal and mental abuse that all of the girls have endured the racism that has plagued the program and the physical neglect of our daughter that we cannot be quiet.

The two head coaches used their power to dominate these young women mentally and verbally which silenced their voices as women. We as parents have had to re- instill in our daughters that their treatment was not normal and not OK. So we are their voices now to stop their abuse. The Illinois coaching staff should be removed from their duties and should never be allowed to coach young women again. They have altered these young women’s live forever.

Let me leave you with this. Liars are no different than sinners and ignorers are acceptors which is cowardly and unacceptable. Which one are you? If our voices are not heard we will take it to the next level and [REDACTED] in anyway my attorney will be contacting you directly.

Thank you for your time in this matter. If you feel as though I could be of assistance in any way, please do not hesitate to contact me. I can be reached at [REDACTED]

Yours in academics and athletics,

Concerned [REDACTED]

Former University of Illinois Women’s Basketball Player

[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]

Cc: President Bob Easter

Board of Trustees, Chairman Edward L. McMillan

Board of Trustees, Secretary Susan M. Kies

Board of Trustee Governance, Personnel and Ethics Committee: Chairman Patrick J. Fitzgerald, Timothy Koritz, James D. Montgomery, Sr., Hannah Cave

Board of Trustees, Student Representative Lucas N. Frye

President. Mark Emmert, NCAA

Honorable Michael Madigan, Speaker of the Illinois House

Appendix 3

CONFIDENTIAL

May 5, 2015

Phyllis Wise
601 E. John Street
300 Swanlund Administration Building
Champaign, IL 61821

Dear Chancellor Wise:

On April 23, 2015, you requested that the Office of Diversity, Equity, and Access (ODEA) and Academic Human Resources (AHR) jointly inquire into concerns brought to you about the culture of the Illinois Women's Basketball program. This report is submitted in response to that request. ODEA and AHR collectively find no violation of University policy. We come to this conclusion after reviewing several documents, information related to current and past seasons, and interviewing over 20 individuals currently or formerly affiliated with the Women's Basketball program. While we do not find that Coach Matt Bollant nor any of his staff have violated any University policy in their actions, communications, or decisions pertaining to the Women's Basketball program, our inquiry did reveal some concerning issues and challenges for the Women's Basketball program. If left unaddressed, these matters threaten to critically impact the health of the program. We discuss each of these issues in turn below.

Perceived Favoritism

The vast majority of players interviewed raised concerns of favoritism toward certain players. The bases for the perceived favoritism varied from race to recruiting class to style of play to personal relationships with Amateur Athletic Union (AAU) coaches. Several witnesses, including all of the African American players interviewed, perceived that coaching decisions were based on race as were coaches' relationships with players. Over half of the players interviewed reported that White players received greater playing time and were given greater opportunities to make and correct playing errors. Additionally, players reported that the coaches' communication – namely Coach Bollant and Coach Divilbiss – with African American players differed from how they communicated with White players during practice and the games. Reportedly, Coach Divilbiss was more likely to use elevated volumes, profanity, and was more critical and less affirming of African American players than White players. A few African American players reported that even fans had approached them about the coaches' seemingly harsher communication towards them compared to their White peers.

During the 2014-2015 year, the Women's Basketball program consisted of 15 players – 8 African American, 7 White. Our inquiry revealed that during the 2014-2015 season, four of the five starting players were White, and four of the six players who had the most playing time were White. Of the remaining nine players (six African American, three White), two (both African American) were out the

duration of the season due to injuries. Five players had comparable playing times, and two players (one African American, one White) played relatively little throughout the season. The 2014-2015 selection of starters deviated from the two previous years (2012-2013 and 2013-2014) during which time the starting line-up was predominantly African American. However, the teams during the 2012-2013 and 2013-2014 seasons were predominantly African American (8:3 both years). In the 2012-2013 season, the African American players had far greater playing time than the White players. In the 2013-2014 season, nearly all of the players played in the majority of the games and had relatively comparable playing time, excepting a few outliers on both ends. Also of note, of the five players who consistently started during the 2013-2014 season: [REDACTED]

[REDACTED] and the [REDACTED] started in the 2014-2015 season. Additionally, the team captains selected for both the 2012-2013 and 2013-2014 seasons were the team's top scorers and also African American.

The 2014-2015 year is the first year since Coach Bollant and his staff arrived that the team has been evenly comprised of White and African American players. Several witnesses reported that Coach Bollant recruits and coaches differently than his predecessor, Coach Law. According to witnesses, Coach Bollant seeks to create a team that has a combination of skills sets – athletes who bring power, speed, and strength to the team as well as players who have strong technical skills (e.g. shooting). Coach Law reportedly heavily recruited highly athletic athletes, and Coach Bollant's recruiting efforts have focused on athletes with technical skills to create balance on the team. The 2015 recruiting class currently consists of two African American players, one White player, and one bi-racial player. Based on the current composition, the 2015-2016 team is expected to be racially equal.

Several players also registered concerns about Coach Bollant and Divilbiss' relationships with White players compared to African American players. Most of the White players reported finding Coach Bollant and Divilbiss approachable and easy to talk to. Some reported that Coach Bollant and/or Coach Divilbiss were like family. Many reported appreciating the coaches' open door policies and that they found the coaches easily accessible for one-on-one meetings and/or coaching.

By contrast, many of the African American players reported that they did not find Coach Bollant nor Coach Divilbiss approachable. Many also felt that Coaches Bollant and Divilbiss met much more frequently with White players and overall engaged with greater ease and comfort with White players. Many African American players also reported that they were criticized more frequently than their White peers and not afforded the same margin for error during practices and games. Many felt that White players were coddled, developed, and encouraged more often than African American players; whereas, African American players were more frequently subjected to yelling and occasional profanity. According to some witnesses, White players could do no wrong.

Coach Divilbiss reportedly exacerbated this sentiment of differential racial treatment by specifically referencing race when playing teams such as Rutgers or Maryland that were predominantly or exclusively comprised of African Americans players. Additionally, Coach Divilbiss allegedly made repeated reference to one African American player's [REDACTED] in describing her as tough because she brings to the court the same determination and tenacity that helped her to [REDACTED]. According to a few players, Coach Divilbiss even referred to this player as a "bitch" following her strong performance in one game.

Some players suggested that the differential treatment was not based on race but rather based on recruiting class. These players felt that Coach Bollant and Coach Divilbiss more readily belittled and criticized more of Coach Law's recruits in an effort to run them out of the program. A few players reported that Coaches Bollant and Divilbiss made remarks such as not tainting the new recruits with the old Illinois way of playing. This sentiment, however, was not consistent as some players felt that even African American players recruited by Coach Bollant were treated less favorably.

Some players interviewed also raised concern about the "dog pound" workouts that the program instituted this year. Any player who did not start in the game was required to participate in the workouts following the game. Based on this criteria, the workouts predominantly consisted of African American players with, on average, five African American players (three of whom were Coach Law's recruits) and three White players. Players expressed concern not only about the racial composition of the group that was subjected to the dog pound workouts but also to the name, finding it to be degrading and offensive. Coaching staff relayed that the program adopted the workout and the name from Butler University (whose mascot is the bulldog) without thought as to how it might be perceived.

Most of the White players and the Women's Basketball program staff did not register the same observations as outlined above. They reported that the coaches did not differentiate along racial or recruiting lines. Rather, they pushed and tried to develop everyone equally. Many acknowledged that the practices and Coach Divilbiss' coaching style, in particular, are very intense; however, witnesses contend that everyone is challenged equally. Both players and staff acknowledged that not every player has been amenable to the intensity of the practices or able to rise to the expectations of the coaches. Additionally, Coach Lakale Malone (African American) leads the after game "dog pound" workouts because the players reportedly respond favorably towards her. Nearly all of the players interviewed reported having a great relationship with Coaches Malone and Tianna Kirkland. The players find both to be easy to talk to about basketball as well as personal matters.

Whether true or not, there is undoubtedly a perception, primarily along racial lines, that the head coaching staff engages with White players differently and more favorably than African American players. There is also widespread concern about which players are developed and given greater latitude for errors. When we spoke with the coaching staff, they confirmed that, in fact, starters are provided greater leeway in making errors as they have proven themselves based on their performance in practices.

Several players, both African American and White, reported that the coaches frequently met with and unequivocally favored [REDACTED] and [REDACTED] (both White). Many report that after they were named [REDACTED] they assumed the role of the coaches and became the liaison between the players and the coaches, which presented additional concerns and issues. The coaching staff reported that it was attempting to change the culture of the Women's Basketball program from a coach-led program to the player-led culture that has been highly successful at University of Wisconsin Green Bay. The structure encourages a more team-oriented approach as the players coach each other and hold each other accountable. In trying to move towards this culture, Coaches Bollant and Divilbiss identified and worked to develop [REDACTED]. In so doing, however, they have realized that for a student-led program to be successful, [REDACTED] need to be naturally selected and respected by their peers. In their effort to implement a player-led model at Illinois, they have acknowledged that their decisions may have been premature. The team has not [REDACTED] as the coaches envisioned.

Head Coaches' Communication and Coaching Style

Everyone interviewed described Coach Bollant's communication and coaching style as generally positive and encouraging. Witnesses reported that Coach Bollant's calm demeanor and God-fearing belief system make him more approachable and easy to talk to. Witnesses felt that Coach Bollant sincerely cares about every member of the program and tries to bring out the best in each person. Nearly every person interviewed reported high regard for Coach Bollant.

By contrast, the interviews revealed an overwhelming concern about Coach Divilbiss' communication and coaching style. A minority of witnesses acknowledged that Coach Divilbiss' coaching style is intense, but reported that his style is effective at developing players' confidence, techniques, knowledge of the game, and competitiveness. However, the majority of witnesses – African American and White – reported that Coach Divilbiss' communication style is demeaning and disrespectful. Witnesses also reported that Coach Divilbiss inappropriately uses personal information to try to motivate and encourage players. He disparages players in front of other players by criticizing their techniques or comparing them to other players. Some witnesses reported that he does not know how to assess players' need and tailor his coaching accordingly. Instead, he reportedly verbally abuses players and does not know when to back off. Some students reported [REDACTED], in part, as a result of Coach Divilbiss' coaching style; others reported dreading practices. Witnesses report that Coach Divilbiss is so focused on winning that he disregards the impact of his method in trying to achieve that goal.

Coach Bollant and Coach Divilbiss' Roles

Witnesses reported that not only does Coach Bollant and Coach Divilbiss have very different personalities and coaching styles, but also very distinct roles. Witnesses recognized Coach Bollant as the head coach; however, most witnesses said that in reality, Coach Divilbiss assumes the role that the head coach typically assumes in a coaching team. Coach Divilbiss runs the practices, teaches techniques, reviews video footage with the players (one-on-one as well as as a team), and even sometimes calls the plays during games. Many players reported that it seems as though Coach Divilbiss is the head coach and Coach Bollant is the associate head coach. At least one player reported that their roles have been confusing for her as she is unsure who to listen to when coaching advice conflicts. Of concern for many witnesses is that Coach Bollant is fully aware of how Coach Divilbiss interacts with players and is more often than not present, yet he does not intervene, restrain, or otherwise address Coach Divilbiss' conduct.

Conclusion and Recommendations

Based on the information gleaned from this inquiry, we are unable to conclude that Coach Bollant or any of his coaching staff have made decisions or taken actions that were based on race. While several players noted a belief that Coach Bollant and Coach Divilbiss treated White players more favorably than Black players, there is no definitive evidence to support such a conclusion. Recruiting and playing decisions have been made based on developing and creating a team that balances athleticism and skill. Additionally, coaching decisions regarding line-up and playing time are based on the players' performance in practice and games.

It is of concern that there is a prominent belief among the African American players that they do not have the same access to and relationship with the head coaching staff as their White peers. However, no evidence exists to support that the head coaching staff intentionally engaged or made efforts to create relationships with White players more than African American players. Coach Bollant and Divilbiss relayed that they intentionally met with the freshmen players on a regular basis to facilitate their

transition to Illinois. They also met with [REDACTED] regularly in their efforts to develop [REDACTED] abilities. Beyond these meetings, however, meetings with other players were player-initiated.

It is also of concern that there exists an overwhelming sentiment among the majority of the players that Coach Divilbiss' communication and coaching style is aggressive and may not have the intended effect of developing the players. Similarly, Coach Bollant's passive acceptance of Coach Divilbiss' coaching style has seemingly impacted the players' perception of Coach Bollant as the head coach. In the absence of Coach Bollant's leadership, Coach Divilbiss has inserted himself as the leader.

The coaching staff reported that they have initiated new efforts based on conversations that they have had recently with players who are graduating and/or transferring. They report that as a result of those conversations, they have started working to identify more ways to positively engage the players. Additionally, they are seeking opportunities for the assistant coaches to develop stronger relationships with all of the players and to create a stronger support system. They have also discussed systems that provide more significant one-on-one coaching contact.

We recommend that the Women's Basketball program continue the efforts it has started and continue to evaluate the impact of the efforts. We further recommend that the Division of Intercollegiate Athletics administration in coordination with Coach Bollant outline the expectations of the culture and the desired experience for the student athletes while attending Illinois.

Finally, we would be remiss if we did not acknowledge the inconsistencies between the witnesses' reports. For examples, one witness reported that a coach was really demanding on one player, but when the player was interviewed, she indicated that the coaching staff was not very demanding on her. In another scenario, some witnesses believed the coaching staff to be hard on the Coach Law's recruits, yet other witnesses said that the coaching staff went to great lengths to convey that the group was one group, one team. In addition, witnesses portrayed very different descriptions of the team's social dynamics, as well as the racial composition of the team. Coaches also report that the information being shared by the players during their one on one meetings, even through the end of the season, were starkly different than what is now being reported by the same players. Despite the credibility challenges, caused by the inconsistencies, we are confident in the conclusion reached in this matter.

Appendix 4

May 21, 2015

Chancellor Phyllis M. Wise
University of Illinois
Swanlund Administration Building
601 East John Street
Champaign, Illinois 61820

Regarding: University of Illinois Womens' Basketball Program

Dear Chancellor Wise:

The players and player families of the University of Illinois Womens' Basketball Team listed below do most strongly object to the manner in which the "internal investigation" of mistreatment and abuses by the coaching staff was handled and is currently being handled by your office.

We find this protocol unacceptable as well as completely disrespectful to the student athletes and their families affected by the coaches and coaching staff involved in these patterns of abuse.

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	

Please do everything in your power to put a swift end to this ongoing embarrassment.

Thank you.

Cc: Donald J. Storino / Storino, Ramello & Durkin
Honorable Michael Madigan / Speaker of the Illinois House

Appendix 5

Academic Professional Search

Search

Job Group Code (OEOA Office Use Only):

R (OEOA Office Use Only):

G (OEOA Office Use Only):

Job Information

Organization Code: 1336000

College Name or Administrative Unit: DIA

College Code (2 character field): NU

Position Class Code: TABFA

Title: Head Varsity Coach, Women's Basketball - Division of Intercollegiate Athletics

Contact for System Generated Emails
This includes notice of job approval: Hamilton, Harietta

Open Date: 03/09/2012

Close Date:

Short Ad - Enter N/A if not using the short ad.: N/A

OEOA Required Position Announcement
For Requirements see Resources: **University of Illinois**
Division of Intercollegiate Athletics

Position: Head Varsity Coach, Women's Basketball
10 Month, 100% Academic Professional Appointment

Primary Function:

Responsible for the planning, development and administration of all phases of the women's basketball program.

Major Duties and Responsibilities

1. Identify, evaluate and recruit student-athletes to the University of Illinois.
2. Responsible in all areas of team performance including pre-season, post-season training, practice and competition.
3. Work closely with support staff for both peak performance of the athletes as well as their development and academic success.
4. Oversee strength and conditioning activities, academic and medical issues.
5. Supervision of all assistant coaches.
6. Participate in fundraising events, promotions and marketing opportunities associated with the sport.
7. Produce a quality team capable of a representative win/loss record as determined by University Administration.

8. Work compatibly and cooperatively with the staff and personnel in the Division of Intercollegiate Athletics.
9. Represent University at national, state, and local professional organization events.
10. Prepare and administer all operations including but not limited to NCAA paperwork, academic monitoring, travel plans, equipment, marketing and budget management.
11. Knowledge of and compliance with specific NCAA, Big Ten Conference, and institution rules that relate to this position is required.

Qualifications:

Bachelor's Degree required, master's degree preferred. High moral and ethical standards required. Five years of collegiate coaching experience preferred (Division I preferred). Proven ability to recruit and develop highly skilled student athletes.

Salary: Commensurate with experience and qualifications.

Closing Date: In order to receive full consideration, please complete your candidate profile at <http://jobs.illinois.edu> and upload your letter of application, resume and three names of references by March 23, 2012.

Application:

To receive full consideration, application materials must be received by March 23, 2012. Applications not

submitted through <http://jobs.illinois.edu> will not be considered. Candidate must upload a letter of application

and resume. Online application will require the names and contact information for three references. For further

information regarding application procedures, contact: Kathy Hug, khug@illinois.edu. Interviews may be conducted prior

to the consideration date of March 23, 2012.

**The University of Illinois at Urbana-Champaign is a member of the
Big Ten Conference and is an Affirmative Action/Equal Opportunity Employer.
The administration, faculty, and staff embrace diversity and are committed to attracting
qualified candidates who also embrace and value diversity and inclusivity.**

(www.inclusiveillinois.illinois.edu)

Urbana-Champaign

Mary Brown, Janice Revell

Location:

Access to Applicant Material

Please select all staff support needing access to candidate information for this search.

If adding a casual user that is a University of Illinois employee the user name should be their enterprise id. When you type the email address for the user the address will automatically fill in as the user name. You will need to delete the user name and type in their enterprise id:

Access to Applicant Material

Please select all committee members needing access to applicant information for this search.

If adding a casual user that is a University of Illinois employee the user name should be their enterprise id. When you type the email address for the user the address will automatically fill in as the user name. You will need to delete the user name and type in their enterprise id :

Hiring Information

Number of hires for this search:	1
Full Time / Part Time:	Full-Time
Proposed Salary:	\$250,000-\$550,000

Search Committee Members

Note: The direct report should not be the chair or a member of the search committee to avoid unintended undue influence on the search committee so that the advisory nature of the search committee can be maintained.

Name of Search Committee Chair and Job Title:	Jason Lener, Executive Senior Associate Athletic Director
Name of individual and job title that this position will report to as a direct report:	Director of Athletics

Diversity of Committee

Note: Absent extraordinary circumstances, committee members must be diverse by race and gender. If there are barriers to meeting this goal, please consult with the Unit Affirmative Action Officer.

Please enter the number reflecting the race and gender diversity of the search committee:

American Indian or Alaskan Native - A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.

Asian - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American - A person having origins in any of the black racial groups of Africa.

Hispanic or Latino - A Person of Cuban, Mexican, Puerto Rico, South or Central American, or Other Spanish culture or origin, regardless of race.

Native Hawaiian or Other Pacific Islander - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Female	2
Male	2
African American or Black	1
Asian	
American Indian or Alaskan Native	
Hispanic	
Native Hawaiian or Other Pacific Islander	
White	3

Please enter names and job titles for every search committee member (ex: Joe Smith, Director):	Jason Lener, Executive Senior Associate Athletic Director Kathy Hug, Assistant Athletic Director Susan Young, Associate Athletic Director Christopher Span, Associate Professor
--	--

Does the search committee include members outside of the hiring department? Yes

If so, please list the department: EPOL Admin

Search Type

Search Type: National

National searches are designed to recruit from a national and international pool of candidates.

Regional searches target qualified applicants from the following states: Indiana, Illinois, Missouri, Ohio, Wisconsin, Kentucky, Tennessee, Arkansas, Michigan and Iowa.

Local searches target qualified applicants in the Champaign County area.

Internal to campus searches target qualified current employees on the Champaign-Urbana campus.

Internal to Campus Relocation Program targets individuals participating in the Campus Relocation Program.

Minimum Advertising Period

Number of weeks: 1

Proposed Recruitment Methods

Consult the Unit Affirmative Action Officer to assist with diversity recruitment. For expert assistance with recruitment strategies, advertising placement, and discounts on advertising costs, contact Illinois' employment advertising partner, Shaker Recruitment Advertising and Communications, <https://hr.illinois.edu/PolicyCompliance/Toolkit/GuidanceRes/AdvertisingSources.cfm>.

Please see Resources for suggested recruitment sources.

Please list any search firms that are being used for this search:

*** Required**

HireTouch Job Board (Automatic Posting), HigherEdJobs www.HigherEdJobs.com (Automatic Posting), HigherEdJobs Affirmative Action Email (Automatic Posting), AbilityLinks.org, Diversity Trio (Automatic Posting)

*** Professional**

Professional Publications, Notices sent to other institutions/laboratories/programs

Please list all professional sources

NCAA News, Black Coaches Association

*** Public**

Please list all public sources

*** Personal**

Please list all personal sources

*** Campus**

Other campus sources

Requestor

Whom should OEOA contact for additional information?

Name: Harletta Hamilton
Email: hjhamilt@illinois.edu
Phone Number: 333-5723

Head Women's Basketball Coach

All candidates were evaluated on the criteria set forth in the job posting. These qualifications included:

Bachelor's Degree required, master's degree preferred. High moral and ethical standards required. Five years of collegiate coaching experience preferred (Division I preferred). Proven ability to recruit and develop highly skilled student athletes.

Committee members were asked to categorize and rank candidates based upon the qualifications above as well as some additional clarifying factors. These include:

- Proven success in developing student athletes, athletically, academically and socially.
- Must have ability to foster family like atmosphere within women's basketball program, staff, and in the community.
- Must exude high level of energy, enthusiasm and passion for coaching.
- Proven success coaching at the Division I Level
- Must have strong commitment to NCAA rules and compliance
- Must have proven success in hiring assistant coaches with similar values.
- Proven success recruiting elite student athletes to compete at the highest level in Division 1 basketball.
- Must have experience working with the media
- Needs to be the 'Face of the program' ...on campus, in the community and nationally.
- Someone who wants to make Illinois a 'destination' job. Commitment to building a program for the long term.
- College degree
- Interpersonal skills
- Organizational skills
- Experience managing a sport operating budget
- Must possess the ability to be the CEO of the program

Experience and success coaching at the NCAA Division I level was highly valued. A strong commitment to high academic standards was also prioritized because of the effect of admissions standards on the recruiting process.

Appendix 6

University of Illinois Women's Basketball Team 2007-2008 Statistics

Season Box Score

Big Ten Women's Basketball Statistics

ILL Season Box Score (Through games of Apr 06, 2008)

All games

RECORD:	OVERALL	HOME	AWAY	NEUTRAL
ALL GAMES.....	(20-15)	(10-5)	(4-9)	(6-1)
CONFERENCE.....	(8-10)	(6-3)	(2-7)	(0-0)
NON-CONFERENCE.....	(12-5)	(4-2)	(2-2)	(6-1)

##	Player	GP-GS	Min--Avg	---TOTAL---		---3-PTS---		FT-FTA	Pct	----REBOUNDS----				PF	FO	A	TO	Blk	Stl	Pts	Avg
				FG-FGA	Pct	3FG-FGA	Pct			Off	Def	Tot	Avg								
13	Smith, Jenna.....	35-35	1305 37.3	239-475	.503	11-26	.423	151-194	.778	104	225	329	9.4	66	0	71	92	59	37	640	18.3
32	Crutcher, Danyel...	19-10	596 31.4	78-152	.513	0-0	.000	38-50	.760	41	77	118	6.2	40	2	26	44	10	14	194	10.2
30	Harris, Rebecca....	35-25	1010 28.9	115-285	.404	34-91	.374	89-113	.788	27	93	120	3.4	72	0	82	95	5	42	353	10.1
20	Bjork, Lori.....	35-35	1270 36.3	101-274	.369	77-204	.377	70-80	.875	5	79	84	2.4	70	1	87	101	7	24	349	10.0
33	Gordon, Chelsea....	35-34	1182 33.8	95-265	.358	28-109	.257	36-52	.692	47	96	143	4.1	60	1	43	56	25	39	254	7.3
22	Simpson, Lacey.....	35-24	977 27.9	101-277	.365	17-73	.233	34-49	.694	56	118	174	5.0	92	3	110	67	38	83	253	7.2
50	Chelleen, Stephanie	18-1	157 8.7	20-40	.500	8-18	.444	8-10	.800	13	18	31	1.7	11	0	1	9	1	3	56	3.1
25	Buher, Chelsea.....	28-0	201 7.2	14-37	.378	6-20	.300	8-11	.727	1	7	8	0.3	18	0	7	12	0	5	42	1.5
15	Tabon, Audrey.....	31-11	256 8.3	11-34	.324	0-0	.000	12-18	.667	21	34	55	1.8	24	0	7	26	10	9	34	1.1
00	McCarthy, Erin.....	14-0	46 3.3	0-3	.000	0-0	.000	2-4	.500	1	4	5	0.4	3	0	2	3	1	1	2	0.1
	TEAM.....									51	78	129	3.8	0			29				
	Total.....	35	7000	774-1842	.420	181-541	.335	448-581	.771	367	829	1196	34.2	456	7	436	534	156	257	2177	62.2
	Opponents.....	35	7000	743-1902	.391	142-455	.312	374-520	.719	402	754	1156	33.0	535	-	372	534	93	265	2002	57.2

BY PERIOD	1st	2nd	Total
Team.....	1032	1145	- 2177
Opponents...	894	1108	- 2002

DEADBALL REBOUNDS:	OFF	DEF	TOTAL
ILL.....	65	9	74
Opponents.....	65	15	80

University of Illinois Women's Basketball Team 2008-2009 Statistics

Season Box Score

Big Ten Women's Basketball Statistics

Illinois Season Box Score (Through games of Apr 01, 2009)

All games

RECORD:	OVERALL	HOME	AWAY	NEUTRAL
ALL GAMES.....	(10-21)	(4-9)	(5-6)	(1-6)
CONFERENCE.....	(5-13)	(2-7)	(3-6)	(0-0)
NON-CONFERENCE.....	(5-8)	(2-2)	(2-0)	(1-6)

##	Player	GP-GS	Min--Avg	---TOTAL---		---3-PTS---		FT-FTA	Pct	----REBOUNDS----				PF	FO	A	TO	Blk	Stl	Pts	Avg
				FG-FGA	Pct	3FG-FGA	Pct			Off	Def	Tot	Avg								
13	Smith, Jenna.....	31-31	1200 38.7	220-464	.474	4-24	.167	129-161	.801	95	173	268	8.6	77	1	57	86	63	34	573	18.5
22	Simpson, Lacey.....	31-31	1108 35.7	151-387	.390	8-37	.216	47-65	.723	78	205	283	9.1	89	1	110	108	42	97	357	11.5
12	McCully, Lydia.....	31-29	1100 35.5	87-262	.332	32-95	.337	27-33	.818	19	68	87	2.8	76	0	74	112	6	30	233	7.5
21	Blinn, Macie.....	31-18	735 23.7	62-199	.312	28-93	.301	21-34	.618	14	47	61	2.0	52	0	31	27	4	14	173	5.6
03	Josil, Fabiola.....	31-25	884 28.5	60-143	.420	3-24	.125	17-25	.680	11	53	64	2.1	56	0	39	54	0	20	140	4.5
33	Gordon, Chelsea....	19-17	593 31.2	28-127	.220	8-41	.195	14-17	.824	15	41	56	2.9	33	1	20	28	11	15	78	4.1
01	Toone, Whitney.....	28-3	305 10.9	12-45	.267	0-1	.000	13-19	.684	27	18	45	1.6	18	0	10	23	4	9	37	1.3
34	Rukavina, Lana.....	28-1	178 6.4	13-42	.310	0-1	.000	7-10	.700	17	19	36	1.3	27	1	3	17	1	2	33	1.2
11	Mitchell, Eboni....	21-0	122 5.8	4-23	.174	1-6	.167	5-12	.417	2	5	7	0.3	18	0	9	20	0	3	14	0.7
TEAM.....										56	57	113	3.6	0			27				
Total.....		31	6225	637-1692	.376	84-322	.261	280-376	.745	334	686	1020	32.9	446	4	353	502	131	224	1638	52.8
Opponents.....		31	6225	691-1690	.409	124-407	.305	336-458	.734	360	769	1129	36.4	411	-	383	485	80	256	1842	59.4

BY PERIOD	1st	2nd	OT	Total
Team.....	767	863	8	- 1638
Opponents...	878	954	10	- 1842

DEADBALL REBOUNDS:	OFF	DEF	TOTAL
Illinois.....	38	11	49
Opponents.....	62	12	74

University of Illinois Women's Basketball Team 2009-2010 Statistics

RECORD:	OVERALL HOME AWAY NEUTRAL			
ALL GAMES	(19-15)	(10-5)	(7-9)	(2-1)
CONFERENCE	(7-11)	(5-4)	(2-7)	(0-0)
NON-CONFERENCE	(12-4)	(5-1)	(5-2)	(2-1)

## Player	MINUTES		TOTAL		3-PTS		F-THROWS			REBOUNDS				SCORING											
	GP	GS	Tot	Avg	FG	FGA	Pct	3FG	FGA	Pct	FT	FTA	Pct	Off	Def	Tot	Avg	PF	FO	A	TO	Blk	Stl	Pts	Avg
13 Smith,Jenna	34	33	1256	36.9	224	447	.501	30	76	.395	137	155	.884	93	294	387	11.4	86	0	72	79	70	28	615	18.1
00 Penn,Karisma	34	33	1002	29.5	142	347	.409	5	19	.263	80	137	.584	65	122	187	5.5	106	3	60	113	57	39	369	10.9
22 Simpson,Lacey	34	33	1129	33.2	135	319	.423	38	110	.345	21	37	.568	67	161	228	6.7	97	5	127	75	44	113	329	9.7
42 Moore,Amber	1	0	22	22.0	3	7	.429	2	5	.400	0	0	.000	0	0	0	0.0	0	0	1	3	0	1	8	8.0
24 Godbold,Adrienne	33	4	572	17.3	69	170	.406	13	50	.260	33	48	.688	35	53	88	2.7	80	0	32	80	19	30	184	5.6
12 McCully,Lydia	34	32	949	27.9	65	191	.340	20	70	.286	21	26	.808	15	87	102	3.0	68	2	75	91	2	27	171	5.0
44 Magrum,Kersten	31	15	468	15.1	46	109	.422	2	10	.200	38	47	.809	19	28	47	1.5	47	1	11	42	2	4	132	4.3
01 Toone,Whitney	32	11	418	13.1	38	100	.380	0	4	.000	19	36	.528	24	28	52	1.6	37	0	22	42	6	16	95	3.0
21 Blinn,Macie	28	5	293	10.5	26	85	.306	15	51	.294	5	11	.455	4	14	18	0.6	16	0	13	23	1	3	72	2.6
03 Josil,Fabiola	31	3	451	14.5	22	76	.289	7	29	.241	6	12	.500	7	32	39	1.3	33	0	25	28	0	15	57	1.8
11 Mitchell,Eboni	24	0	136	5.7	11	29	.379	1	6	.167	7	12	.583	0	10	10	0.4	10	0	12	24	2	5	30	1.3
05 Williams,Destiny	1	0	7	7.0	0	1	.000	0	0	.000	1	2	.500	0	0	0	0.0	0	0	0	0	0	0	1	1.0
34 Rukavina,Lana	23	1	84	3.7	7	17	.412	0	3	.000	4	8	.500	1	14	15	0.7	13	0	2	5	3	4	18	0.8
50 Jones,Brianna	12	0	63	5.3	3	17	.176	0	0	.000	3	6	.500	1	3	4	0.3	11	0	1	6	0	1	9	0.8
TEAM														46	78	124	3.6	0		23				0	
Total.....	34		6850		791	1915	.413	133	433	.307	375	537	.698	377	924	1301	38.3	604	11	453	634	206	286	2090	61.5
Opponents.....	34		6851		673	1895	.355	180	523	.344	486	731	.665	408	827	1235	36.3	524	-	360	575	82	284	2012	59.2

Score by periods	1st	2nd	OT	Total
Illinois	946	1131	13	2090
Opponents	1003	994	15	2012

University of Illinois Women's Basketball Team 2010-2011 Statistics

RECORD:	OVERALL	HOME	AWAY	NEUTRAL
ALL GAMES	(9-23)	(2-10)	(3-10)	(4-3)
CONFERENCE	(2-14)	(1-7)	(1-7)	(0-0)
NON-CONFERENCE	(7-9)	(1-3)	(2-3)	(4-3)

##	Player	MINUTES		TOTAL			3-PTS		F-THROWS			REBOUNDS				SCORING										
		GP	GS	Tot	Avg	FG	FGA	Pct	3FG	FGA	Pct	FT	FTA	Pct	Off	Def	Tot	Avg	PF	FO	A	TO	Blk	Stl	Pts	Avg
00	Penn, Karisma	32	32	1103	34.5	218	424	.514	7	15	.467	117	187	.626	95	225	320	10.0	99	5	58	127	78	62	560	17.5
24	GodBold, Adrienne	27	1	617	22.9	95	204	.466	15	44	.341	44	62	.710	42	54	96	3.6	81	4	39	74	33	46	249	9.2
42	Moore, Amber	32	13	801	25.0	102	291	.351	65	194	.335	23	25	.920	16	85	101	3.2	34	0	53	50	1	17	292	9.1
12	McCully, Lydia	32	32	1103	34.5	88	262	.336	19	54	.352	40	52	.769	20	104	124	3.9	72	1	130	98	8	41	235	7.3
02	McGee, Centrese	32	32	813	25.4	74	201	.368	4	21	.190	31	68	.456	71	97	168	5.3	69	0	53	62	3	39	183	5.7
34	Rukavina, Lana	32	32	772	24.1	73	175	.417	18	45	.400	15	24	.625	28	69	97	3.0	64	0	33	35	12	14	179	5.6
20	Burke, Alexis	31	0	365	11.8	52	141	.369	10	44	.227	27	44	.614	22	30	52	1.7	53	0	13	32	3	3	141	4.5
21	Blinn, Macie	28	0	335	12.0	35	100	.350	21	64	.328	4	6	.667	7	27	34	1.2	29	0	8	15	6	5	95	3.4
11	Mitchell, Eboni	28	18	514	18.4	33	95	.347	2	12	.167	12	17	.706	14	32	46	1.6	39	1	49	56	1	18	80	2.9
44	Magrum, Kersten	3	0	14	4.7	0	1	1.000	0	0	1.000	0	0	1.000	0	2	2	0.7	2	0	0	2	0	0	0	0.0
41	Owens, Courtney	2	0	13	6.5	0	1	1.000	0	1	1.000	0	0	1.000	0	0	0	0.0	0	0	1	0	1	0	0	0.0
TEAM												68	63	131	4.1	0	11		0							
Total.....		32		6450		770	1895	.406	161	494	.326	313	485	.645	383	788	1171	36.6	542	11	437	562	146	245	2014	62.9
Opponents.....		32		6450		767	1860	.412	157	496	.317	455	620	.734	375	811	1186	37.1	460	-	432	508	122	257	2146	67.1

Score by periods	1st	2nd	OT	Total
Illinois	984	1018	12	2014
Opponents	1018	1112	16	2146

University of Illinois Women's Basketball Team 2011-2012 Statistics

RECORD:	OVERALL	HOME	AWAY	NEUTRAL
ALL GAMES	(11-19)	(5-6)	(5-8)	(1-5)
CONFERENCE	(5-11)	(3-5)	(2-6)	(0-0)
NON-CONFERENCE	(6-8)	(2-1)	(3-2)	(1-5)

## Player	MINUTES		TOTAL			3-PTS		F-THROWS			REBOUNDS				SCORING										
	GP	GS	Tot	Avg	FG	FGA	Pct	3FG	FGA	Pct	FT	FTA	Pct	Off	Def	Tot	Avg	PF	FO	A	TO	Blk	Stl	Pts	Avg
00 Penn, Karisma	30	30	902	30.1	153	318	.481	2	9	.222	95	161	.590	79	140	219	7.3	106	3	68	118	64	45	403	13.4
44 Magrum, Kersten	21	17	581	27.7	83	181	.459	6	15	.400	67	82	.817	34	85	119	5.7	45	2	25	42	14	11	239	11.4
24 Godbold, Adrienne	29	6	733	25.3	104	219	.475	17	50	.340	52	68	.765	45	77	122	4.2	94	4	51	59	28	56	277	9.6
42 Moore, Amber	30	29	936	31.2	96	261	.368	54	164	.329	33	41	.805	14	74	88	2.9	35	0	56	69	5	37	279	9.3
20 Burke, Alexis	30	12	538	17.9	84	197	.426	3	13	.231	35	56	.625	39	48	87	2.9	62	0	12	42	12	18	206	6.9
12 McCully, Lydia	30	30	1089	36.3	74	219	.338	5	23	.217	44	65	.677	45	91	136	4.5	63	3	105	111	7	62	197	6.6
22 Crawford, Ivory	30	23	629	21.0	73	215	.340	17	54	.315	34	52	.654	43	75	118	3.9	69	1	28	45	15	29	197	6.6
34 Rukavina, Lana	28	1	272	9.7	17	48	.354	2	8	.250	11	17	.647	16	14	30	1.1	30	0	14	12	4	6	47	1.7
05 Oden, Nia	9	0	43	4.8	3	10	.300	0	1	.000	4	4	1.000	4	3	7	0.8	4	0	2	3	1	2	10	1.1
23 Smith, Alexis	19	0	107	5.6	7	14	.500	0	0	.000	5	12	.417	2	9	11	0.6	8	0	5	19	0	2	19	1.0
03 Tuck, Taylor	17	0	100	5.9	6	19	.316	2	5	.400	2	7	.286	0	9	9	0.5	9	0	4	10	2	6	16	0.9
11 Mitchell, Eboni	15	1	69	4.6	3	14	.214	0	0	.000	3	4	.750	1	5	6	0.4	5	0	5	12	0	2	9	0.6
21 Blinn, Macie	12	1	48	4.0	2	12	.167	0	4	.000	0	0	.000	1	1	2	0.2	4	0	0	5	2	1	4	0.3
32 Morris, Kierra	1	0	3	3.0	0	0	.000	0	0	.000	0	0	.000	0	0	0	0.0	0	0	0	0	0	0	0	0.0
TEAM														67	72	139	4.6	0			10			0	
Total.....	30		6050		705	1727	.408	108	346	.312	385	569	.677	390	703	1093	36.4	534	13	375	557	154	277	1903	63.4
Opponents.....	30		6050		705	1718	.410	130	424	.307	448	613	.731	390	736	1126	37.5	498	-	357	536	99	274	1988	66.3

Score by periods	1st	2nd	OT	Total
Illinois	883	1000	20	1903
Opponents	912	1058	18	1988

University of Illinois Women's Basketball Team 2012-2013 Statistics

RECORD:	OVERALL HOME AWAY NEUTRAL			
ALL GAMES	(19-14)	(11-7)	(7-5)	(1-2)
CONFERENCE	(9-7)	(4-4)	(5-3)	(0-0)
NON-CONFERENCE	(10-7)	(7-3)	(2-2)	(1-2)

## Player	MINUTES		TOTAL			3-PTS		F-THROWS			REBOUNDS				SCORING										
	GP	GS	Tot	Avg	FG	FGA	Pct	3FG	FGA	Pct	FT	FTA	Pct	Off	Def	Tot	Avg	PF	FO	A	TO	Blk	Stl	Pts	Avg
00 Penn, Karisma	33	33	1179	35.7	223	441	.506	8	30	.267	179	262	.683	125	192	317	9.6	115	8	45	116	72	96	633	19.2
24 GodBold, Adrienne	22	22	765	34.8	132	319	.414	18	74	.243	68	86	.791	68	88	156	7.1	81	7	26	81	17	65	350	15.9
42 Moore, Amber	33	33	1221	37.0	130	345	.377	86	236	.364	66	76	.868	4	142	146	4.4	59	0	87	77	9	60	412	12.5
22 Crawford, Ivory	33	33	1033	31.3	142	348	.408	41	134	.306	64	93	.688	49	94	143	4.3	130	11	50	76	12	82	389	11.8
23 Smith, Alexis	33	33	1136	34.4	71	231	.307	3	33	.091	66	88	.750	24	55	79	2.4	100	3	168	138	6	62	211	6.4
44 Magrum, Kersten	11	7	231	21.0	21	60	.350	2	12	.167	15	27	.556	19	26	45	4.1	23	1	11	15	3	4	59	5.4
03 Tuck, Taylor	33	0	658	19.9	53	184	.288	17	74	.230	26	45	.578	30	58	88	2.7	37	0	28	53	7	30	149	4.5
01 Piper, McKenzie	23	4	185	8.0	11	51	.216	5	28	.179	6	8	.750	6	31	37	1.6	24	1	6	26	1	9	33	1.4
05 Oden, Nia	27	0	200	7.4	15	49	.306	4	11	.364	3	8	.375	10	11	21	0.8	31	1	3	11	3	9	37	1.4
02 Davis, Eriel	8	0	9	1.1	1	5	.200	0	2	.000	0	0	.000	0	1	1	0.1	1	0	0	1	0	0	2	0.3
10 Dumoulin, Cassie	9	0	8	0.9	0	0	.000	0	0	.000	0	0	.000	0	0	0	0.0	1	0	2	1	0	0	0	0.0
TEAM														64	71	135	4.1	1			5			0	
Total.....	33		6625		799	2033	.393	184	634	.290	493	693	.711	399	769	1168	35.4	603	32	426	600	130	417	2275	68.9
Opponents.....	33		6625		780	1877	.416	176	606	.290	450	633	.711	415	892	1307	39.6	575	-	463	773	128	266	2186	66.2

Score by periods	1st	2nd	OT	Total
Illinois	1082	1187	6	2275
Opponents	1012	1167	7	2186

University of Illinois Women's Basketball Team 2013-2014 Statistics

RECORD:	OVERALL HOME AWAY NEUTRAL			
ALL GAMES	(9-21)	(6-8)	(2-10)	(1-3)
CONFERENCE	(2-14)	(0-8)	(2-6)	(0-0)
NON-CONFERENCE	(7-7)	(6-0)	(0-4)	(1-3)

## Player	MINUTES		TOTAL			3-PTS			F-THROWS			REBOUNDS				SCORING									
	GP	GS	Tot	Avg	FG	FGA	Pct	3FG	FGA	Pct	FT	FTA	Pct	Off	Def	Tot	Avg	PF	FO	A	TO	Blk	Stl	Pts	Avg
42 Moore, Amber	30	27	1001	33.4	160	420	.381	88	249	.353	50	61	.820	14	125	139	4.6	82	1	68	53	5	52	458	15.3
22 Crawford, Ivory	30	30	894	29.8	158	378	.418	23	84	.274	94	145	.648	83	95	178	5.9	112	8	62	71	22	66	433	14.4
34 Grant, Jacqui	24	24	674	28.1	121	264	.458	20	64	.313	50	68	.735	53	84	137	5.7	82	7	20	46	33	47	312	13.0
23 Smith, Alexis	25	16	671	26.8	64	166	.386	15	52	.288	32	48	.667	18	50	68	2.7	75	1	70	65	5	42	175	7.0
00 Hartwell, Sarah	30	20	680	22.7	67	176	.381	17	58	.293	39	49	.796	18	36	54	1.8	56	1	62	58	3	31	190	6.3
03 Tuck, Taylor	28	6	496	17.7	49	151	.325	6	17	.353	19	29	.655	27	33	60	2.1	34	0	19	35	5	10	123	4.4
02 Gleason, Taylor	28	8	446	15.9	48	131	.366	10	44	.227	7	10	.700	16	35	51	1.8	41	0	33	40	1	24	113	4.0
04 Livingston, Sarah	28	5	394	14.1	37	83	.446	5	8	.625	13	26	.500	31	41	72	2.6	33	1	6	31	18	14	92	3.3
05 Oden, Nia	29	6	427	14.7	30	84	.357	5	20	.250	11	20	.550	26	51	77	2.7	61	2	10	36	3	24	76	2.6
12 McConnell, Ashley	20	8	291	14.6	15	51	.294	12	41	.293	8	15	.533	5	9	14	0.7	20	1	20	8	1	16	50	2.5
01 Piper, McKenzie	11	0	53	4.8	2	16	.125	1	10	.100	8	12	.667	4	6	10	0.9	11	0	0	6	1	3	13	1.2
TEAM														64	76	140	4.7	1			9			0	
Total.....	30		6027		751	1920	.391	202	647	.312	331	483	.685	359	641	1000	33.3	608	22	370	458	97	329	2035	67.8
Opponents.....	30		6027		760	1703	.446	175	520	.337	475	661	.719	387	881	1268	42.3	498	-	486	615	114	199	2170	72.3

Score by periods	1st	2nd	OT	Total
Illinois	976	1053	6	2035
Opponents	1045	1107	18	2170

University of Illinois Women's Basketball Team 2014-2015 Statistics

RECORD:	OVERALL	HOME	AWAY	NEUTRAL
ALL GAMES	(15-16)	(10-5)	(4-8)	(1-3)
CONFERENCE	(6-12)	(4-5)	(2-7)	(0-0)
NON-CONFERENCE	(9-4)	(6-0)	(2-1)	(1-3)

## Player	MINUTES		TOTAL			3-PTS			F-THROWS			REBOUNDS				SCORING									
	GP	GS	Tot	Avg	FG	FGA	Pct	3FG	FGA	Pct	FT	FTA	Pct	Off	Def	Tot	Avg	PF	FO	A	TO	Blk	Stl	Pts	Avg
22 Crawford, Ivory	25	25	769	30.8	152	331	.459	22	71	.310	64	92	.696	63	72	135	5.4	77	5	84	86	7	64	390	15.6
32 White, Chatrice	31	30	953	30.7	174	395	.441	25	69	.362	75	117	.641	94	122	216	7.0	106	8	34	85	60	60	448	14.5
15 Simmons, Kyle	30	30	1095	36.5	91	226	.403	72	179	.402	38	50	.760	11	58	69	2.3	65	2	97	60	1	47	292	9.7
34 Grant, Jacqui	31	30	932	30.1	125	296	.422	16	81	.198	30	56	.536	62	149	211	6.8	104	7	40	69	28	29	296	9.5
20 Carter, Brittany	31	31	1012	32.6	91	289	.315	33	129	.256	32	43	.744	28	136	164	5.3	90	5	98	68	15	80	247	8.0
10 Coleman, Amarah	30	6	613	20.4	85	215	.395	14	29	.483	41	70	.586	23	43	66	2.2	57	0	57	76	0	27	225	7.5
03 Tuck, Taylor	24	2	222	9.3	21	79	.266	7	26	.269	11	14	.786	11	23	34	1.4	11	0	10	9	7	11	60	2.5
21 Kissinger, Brooke	21	0	120	5.7	10	51	.196	5	38	.132	2	2	1.000	2	9	11	0.5	9	0	5	10	1	3	27	1.3
12 McConnell, Ashley	22	0	196	8.9	9	18	.500	8	12	.667	1	4	.250	1	15	16	0.7	8	0	7	8	0	5	27	1.2
25 Cattenhead, Kennedy	22	0	129	5.9	9	27	.333	2	7	.286	4	10	.400	7	16	23	1.0	8	0	7	15	1	9	24	1.1
05 Oden, Nia	23	1	117	5.1	9	24	.375	0	3	.000	4	7	.571	11	14	25	1.1	20	0	2	4	3	8	22	1.0
02 Gleason, Taylor	7	0	24	3.4	2	4	.500	0	0	.000	1	1	1.000	2	6	8	1.1	1	0	1	3	0	2	5	0.7
00 Hartwell, Sarah	14	0	43	3.1	3	11	.273	1	4	.250	3	4	.750	3	3	6	0.4	8	0	2	3	0	3	10	0.7
TEAM														67	57	124	4.0	1			7			0	
Total.....	31		6225		781	1966	.397	205	648	.316	306	470	.651	385	723	1108	35.7	565	27	444	503	123	348	2073	66.9
Opponents.....	31		6225		717	1748	.410	176	571	.308	382	565	.676	374	879	1253	40.4	509	-	417	665	121	188	1992	64.3

Score by periods	1st	2nd	OT	Total
Illinois	973	1093	7	2073
Opponents	947	1036	9	1992

Appendix 7

Colleges

2013 college basketball preview: Coaches grapple with line between discipline and abuse

By [Liz Clarke](#) November 1, 2013

The outrage was visceral last spring when ESPN aired the [damning video showing Rutgers men's basketball coach Mike Rice](#) shoving his players, hurling gay slurs and throwing basketballs at their heads. He was fired as a result, along with Rutgers's athletic director, faulted for not responding more forcefully when first presented with the footage.

By all accounts, Rice was an outlier — “an animal,” in the words of New Jersey Gov. Chris Christie — and [his coaching tactics were widely condemned](#) as having no place in [college sports](#).

But rare is the college coach who has never lost his composure or raised his voice to drive home a point. And as the 2013-14 college basketball season prepares to tip off, coaches, conferences and college administrators alike are grappling with the boundaries of the often-harsh language of the job.

On this topic — what exactly crosses the line in reprimanding, disciplining or dishing out what's known as “tough love” to players — the terrain is rapidly shifting. And when extreme measures are captured on video or audio, what's the likely fallout from fans, as well as bosses, who clamor for victories yet cringe over the methods?

The consequences of getting it wrong can be profound.

A profane rant can be cause for a formal complaint to an athletic director or fodder for the evening news, as it was last month at Georgetown, where [women's basketball coach Keith Brown was forced to resign](#) following complaints by some of his players of unprofessional conduct and inappropriate language.

Peppered with demeaning personal slurs, a pattern of verbal abuse can also be cause for firing — even grounds for a lawsuit. A former Holy Cross women's basketball player recently sued Coach Bill Gibbons and the school, claiming he was physically and emotionally abusive and that the school covered up the behavior.

They are but two examples of a significant, emerging trend of holding abusive coaches accountable, according to Nancy Hogshead-Makar, a three-time Olympic gold medalist, lawyer and director of advocacy for the Women's Sports Foundation, a New York-based nonprofit.

While federal law covers issues such as sexual abuse, Hogshead-Makar stresses what's new here is protecting athletes from emotional abuse or bullying, which is a matter of morality. At the moment, the definition of emotionally abusive coaching is as murky as college basketball's new rule about hand-checking on defense, if not more so.

Said [John Thompson III](#), who is entering his 10th season as men's basketball coach at Georgetown: "At what point when I'm correcting a player does he decide, 'I'm being harassed. I'm being bullied,' or that he's in a threatening environment? If I tell him five times in a row, 'Hey kid, you're not rebounding! Hey kid, you're not rebounding! Hey kid, you're not rebounding!' is he being bullied? By some definitions, possibly."

'What's the tipping point?'

[Big East Commissioner Val Ackerman](#) believes the topic demands a serious conversation — not just in her conference but nationwide and in all sports, from youth leagues to pro.

"As a coach, to find the right balance between 'kick-'em-in-the butt because they're dogging it today' and going too far is really hard," said Ackerman, who speaks from the perspective of a lawyer as well as a former CEO and a basketball standout at Virginia. "What's the tipping point? I don't think there is an easy answer here."

College coaches aren't the only ones wrestling with rapidly shifting boundaries when it comes to language and behavior. In many facets of society, what was once deemed acceptable is now banned outright or increasingly rejected as inappropriate.

Much of it boils down to common sense, in the view of college basketball analyst Jay Bilas, a member of Duke's 1986 NCAA runner-up team. "If you're an adult and you don't understand that homophobic or misogynistic terms are inappropriate and unacceptable in today's society," Bilas said bluntly, "then you're not very bright."

In coaching, Bilas believes the key distinction is "being demanding without being demeaning," borrowing a phrase from former NFL coach Tony Dungy.

"I never heard my high school coach curse, but he was demeaning," Bilas said. "My college coach [Basketball Hall of Fame inductee Mike Krzyzewski] cursed a lot, but he never was demeaning. He challenged us. He used some blue language. But he never was demeaning."

Coaching styles vary. But the best coaches boast a full repertoire of tactics — personalities, even — to coax, cajole and demand the best from athletes. They know when to play the role of cheerleader, tyrant, nurturer or taskmaster. And they know which players respond to a verbal kick in the rear and who needs a comforting ear.

To be effective in all those roles, they first must establish trust. And it troubles [Marquette Coach Buzz Williams](#), who spews emotion like an open fireplug during the heat of games, that those who critique coaches don't see the time and energy invested in building that trust off the court.

"If the only time that you're dealing with your kids is when you're in practice, no matter your tone, no matter your words, if they don't trust you, it won't work," Williams said. "I think you have to be a relationship specialist."

Added [St. John's Coach Steve Lavin](#): "Once that trust is established, and it's genuine and authentic, and players believe you have their best interest at heart, they allow you to teach, coach, motivate, inspire and discipline them."

Lavin spells out his expectations for players, as well as the consequences for unacceptable behavior — whether that's running sideline-to-sideline sprints, getting booted from practice, getting suspended or getting kicked off the team. Still, he admits there are times he flat-out "loses it" with his players in a way that would shame his own mother.

It's a lot like parenting, he added, or managing employees: Unrelenting screamers may get results for a while, but they lose their effectiveness if that's their only move.

That's the message of the Stanford-based Positive Coaching Alliance, which is supported by basketball coaches Phil Jackson, Doc Rivers, Larry Brown and Brad Stevens, among others.

"It's not good coaching," said Jim Thompson, its founder and chief executive. "You do not get the best out of players by grinding them down, by defeating them. You want to have high expectations for your players because people rise to expectations that are set for them. But you don't want to terrorize them."

Pulling back the curtain

What disturbed former UCLA linebacker Ramogi Huma most about the endless replays of the Rutgers footage was that the players appeared so inured to the treatment that they didn't fight back.

"These guys are warriors — college athletes trained to push their bodies to the limit, yet they didn't feel empowered enough to stand up for themselves," said Huma, president of the National College Players Association, an advocacy group for college athletes across the country. "You wonder where else this has happened, where players feel they can't stick up for themselves."

If there's a takeaway from the ugly episode, Diana Cutaia, founder of Coaching Peace Consulting, hopes it awakens athletes to their right to "push back" against extreme tactics and persuades athletic directors to intervene when coaches simply rage rather than instruct.

“It’s scary to be an 18-year-old and be in a situation where your college coach has national attention, is very powerful,” Cutaia said. “You’re going to go and say, ‘He dropped the F-bomb on me three times,’ and most likely somebody’s going to say, ‘Suck it up!’ But that child has every right to say, ‘I don’t deserve to be treated this way.’”

In the past, college athletes bombarded with abuse might have quit the team or transferred. Today, they have other recourses, such as a smartphone or the 140-character global megaphone that is Twitter.

In the case of Georgetown’s women’s basketball, Hogshead-Makar applauds the players who lodged the complaints about their coach’s verbal abuse, the audio of which was captured on a cellphone and aired by WJLA (Channel 7).

“I can tell you, that took a lot of guts,” Hogshead-Makar said. “Scholarship athletes have very little power. Very few have multiyear scholarships, so if they have a bad year or get injured, it can be over. For many of these athletes, it’s their ticket to education — not just a ticket to the NBA or NFL — but to education.”

While a recording of an ear-blistering rant may be an accurate snapshot of one heated moment, it rarely reflects the complex relationship that underpins it. Moreover, Thompson noted, it doesn’t reflect the vast majority of coaches’ methods.

“What can be inaccurate here is the perception that every coach behind closed doors is a maniac and that the real world is just now finding out,” said Thompson, a member of the National Association of Basketball Coaches’ board of directors.

Nonetheless, ubiquitous cellphones and social media have brought new scrutiny of coaching methods.

Said Ackerman: “Obviously we’re living in an age when things can be recorded. That wasn’t the case 30, 20, 10 years ago. Coaches can’t even be confident anymore that the locker room is a confidential place. I think every coach in the country has got to be paying attention to this.”

So do athletic directors.

Cutaia, who held the post at Division III Wheelock College in Boston, believes athletic directors should observe practices, give feedback and emphasize the university’s values.

“We’re not training coaches around the ideas of building character and teaching skills,” Cutaia lamented. “We’re not even teaching sports anymore; we’re teaching how to win games.”

Yet that’s often the mandate for coaches of Division I teams that pay the athletic department’s bills, keep alumni

donation flowing and serve, in many ways, as the university's public face. In such cases, nurturing becomes a luxury.

Says Hogshead-Makar: "If the dynamic is that the coach has to win or they're out, that winning is an economic imperative because if you don't win 80 percent of your games you're in the hole \$10 million. If you're not going to keep your job if you don't keep up those numbers, you're looking at abuse right there."

A difficult balance

At Georgetown, the conversation is ongoing, according to Athletic Director Lee Reed.

"When you're in athletics, sometimes it's very intense, very emotional, very heated," Reed said. "Within that, we still have to be cognizant of not crossing certain lines. The certain line as we have tried to define it at Georgetown is making sure we're not being demeaning, derogatory and breaking people down."

But it falls to the coaches in the trenches to strike the balance.

"That aspect of coaching is quickly changing," Thompson said. "Say we're in practice, and [senior guard] Markel Starks does something that Coach Thompson doesn't like. Two, three, four, five years ago, one way of adjusting Markel Starks probably was acceptable. Today, it may not be.

"At the end of the day, I have 13 or 14 17- to 22-year-olds who don't always respond when you say, 'Markel, please run in there and get a rebound!' That doesn't mean you have to take it to the other extreme. We're now searching for where the line is."

Liz Clarke currently covers the Washington Redskins for The Washington Post. She has also covered seven Olympic Games, two World Cups and written extensively about college sports, tennis and auto racing.

Appendix 8

DIA Policies and Procedures

Section ___:

Subsection ___:

Conduct Expectations for Coaches

Preamble:

Coaches employed by or volunteering to work for the Division of Intercollegiate Athletics (“DIA”) serve highly visible and public roles as representatives of the University of Illinois (“University”). Additionally, DIA coaches serve as role models and mentors for *all* DIA student-athletes, not just the student-athletes on their teams. Therefore, it is imperative that whenever coaches represent the University in any capacity, they must: exemplify the values of honesty, integrity, respectfulness; promote the safety and well-being of DIA student-athletes; uphold the University’s and the DIA’s commitment to providing student-athletes with a quality education; and ensure their own and their student-athletes’ compliance with all relevant rules, regulations and policies.

To that end, the DIA has established these Conduct Expectations for Coaches to provide fundamental professional guidelines for DIA coaches.

Definitions:

As used in this policy, the term “coaches” refer to all coaches, including head coaches, associate head coaches, assistant coaches, volunteer coaches and any other individual designated as a coach by a DIA varsity team.

Policy:

General Requirements:

- 1) Whenever coaches are performing their work responsibilities for the University (e.g. athletic contests, team practices and interactions with student-athletes or staff) or are, in any other way, representing the University (e.g. public events and when engaging the media), DIA coaches shall conduct themselves with dignity and respect and shall refrain from any of the conduct described in this document.
- 2) Coaches shall avoid using excessive profane language or vulgar gestures.
- 3) Coaches shall not demean or belittle DIA student-athletes, employees or representatives, University employees or representatives, employees or student-athletes of other universities or colleges, NCAA or Conference referees or other officials, fans, and members of the public.
- 4) Coaches shall model fair play and sportslike behaviors for all DIA student-athletes.
- 5) Coaches shall establish an ethical standard for their team which requires that all members of the team (including student-athletes and any employees reporting to the coaches) comply with both the letter and the intent of all applicable Federal and State laws and all applicable NCAA, Big Ten, University and DIA rules, regulations and policies.
 - a) Coaches shall also set an ethical standard for their team of immediately reporting of any actual, perceived or potential violations of such laws, rules, regulations and policies through the appropriate reporting mechanisms.

- 6) Coaches shall fully cooperate with all NCAA, Big Ten, government (local, state or federal), law enforcement (local, state or federal), University and DIA investigations and shall honestly and accurately answer the questions asked of them during such investigations.

Treatment of student-athletes:

- 7) Coaches shall not discriminate or harass any student-athlete because of that student-athlete's race, religion, age, disability, gender, sexual orientation or any other category protected by the federal government, the State of Illinois, the University or the DIA.
- 8) Coaches are prohibited from engaging in threatening, abusive, or demeaning physical or verbal conduct towards any student-athletes.
- 9) Coaches shall only engage in physical contact with student-athletes when such contact is necessary for instructional, comforting or congratulatory purposes.
- 10) Coaches shall not require student-athletes to perform physical acts which:
 - i) are not relevant to the student-athletes sport but are, instead, intended to embarrass or degrade the student-athlete; or
 - ii) compromise established conditioning and safety guidelines.
- 11) Coaches verbal interactions with student-athletes should be for instructional and motivational purposes.
 - a) Coaches should not:
 - i) excessively single out a student-athlete through negative interactions; or
 - ii) isolate a student-athlete by ignoring him or her.
- 12) Coaches shall not allow or support in any way, indirectly or directly, hazing amongst his or her team, as defined by University and DIA policies. Further, coaches will support and promote the DIA's and University's anti-hazing initiatives.

Managing student-athlete academic welfare:

- 13) Coaches shall promote and enforce policies that support their student-athletes' academic success and progress towards completion of their degrees.
- 14) Coaches shall not exert pressure on any University faculty, admissions or academic staff to give a student-athlete special consideration regarding any aspect of the student-athlete's admission standards or academic responsibilities or requirements.
 - a) Coaches must route all communication regarding the admission status of prospective student-athletes through the Associate Athletics Director, Academic Services or his/her designee.
 - b) Coaches must route all communication regarding the academic performance of student-athletes through the Associate Director of Athletics, Academic Services or his/her designee.

Managing student-athlete health and athletic welfare:

- 15) Coaches will collaborate with strength coaches and trainers to create practice workouts that are efficient and adhere to sound safety, hygiene, conditioning, and hydration principles. Such practice workouts must also take into account weather and facility anomalies.
 - a) If a strength coach and/or athletic trainer disagree with a coach on an issue related to the student-athlete's health or safety, the coach must defer to the expertise of the strength coach and/or trainer.
 - b) If the coach disagrees with the strength coach and/or trainer, the coach may request a meeting with the Athletic Director and/or the sports administrator, the team physician, the strength coach and/or the trainer to determine an appropriate course of action.
 - i) The team physician shall have the final decision in such matters and shall weigh the information provided to him/her by all parties in the meeting.

- c) Coaches are prohibited from attempting to inappropriately or improperly influence any member of the medical or athletic training staff regarding the treatment or playing/practice status of a student-athlete.
- 16) Coaches who believe that a student-athlete is suffering physical harm during a physical activity, should end the student-athlete's participation in the physical activity immediately and have the student-athlete seek medical attention either from the trainer or a doctor.
- 17) Coaches shall take an active role in preventing and treating drug, alcohol and tobacco abuse by their student-athletes.

Managing student-athlete discipline:

- 18) DIA and team rules and regulations should be applied fairly to all student-athletes on the same team without preferential treatment being shown to specific student-athletes.
 - a) Discipline faced by student-athletes should be reasonable and professional.
 - b) Similarly situated student-athletes on a team should receive similar discipline for similar offenses.
- 19) When disciplining student-athletes, coaches should follow the discipline process outlined in the Student-Athlete Code of Conduct.
- 20) Student-athletes violating the University of Illinois Student Code are subject to discipline by the University. Any sanctions taken against a student-athlete by the DIA Director of Athletics ("director") or a head coach for violations of the Student Code shall be in addition to any actions taken or sanctions issued by the University.
- 21) Coaches shall not exert pressure on any University employee to give a student-athlete special consideration regarding any aspect of the disciplinary process for violations of the University's Student Code.
- 22) All communication between coaches (or any other DIA employee) and any University official involved with the investigatory or disciplinary processes concerning allegations of one or more student-athlete's violation of the student code shall be routed through the DIA Director (or his/her designee) unless:
 - a) A coach is attending a disciplinary proceeding with the student-athlete, at the student-athlete's request; or
 - b) A University official directly contacts a coach in order to obtain information about allegations that a student-athlete has violated the Student Code.
- 23) Coaches who become aware of alleged violations of the Student Code by one or more DIA student-athletes should report such information to the Director of Athletics (or his/her designee) to ensure that the proper campus authority is made aware of these allegations.

Issued: (Currently going through issuance process)

Revised: N/A

Appendix 9



University of Illinois Student-Athlete Handbook 2013 - 2014

Property of: _____

Address: _____

Phone #: _____

In case of emergency, please notify:

Name: _____ Phone #: _____

The information in this book was the best available at press time. Watch for additional information and changes.



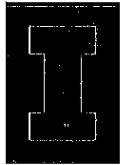
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UNIVERSITY OF
ILLINOIS

at Urbana-Champaign

DIVISION OF INTERCOLLEGIATE ATHLETICS

MICHAEL J. THOMAS
Director of Athletics

Bielfeldt Athletic Administration Building
1700 South Fourth Street
Champaign, Illinois 61820
(217) 333.3631
(217) 244.3269 fax

Dear Student-Athletes:

I would like to welcome our returning student-athletes back to campus and also welcome all freshmen and transfer student-athletes to our Fighting Illini Family! You have been given the opportunity and responsibility to continue the longstanding tradition of athletic and academic success of our student-athletes at Illinois.

It is the mission of the Academic Services staff to help you balance your athletic, academic, and social responsibilities so that you perform at the highest level possible in every aspect of your life. Our goal as an athletic department is to produce and support the best student-athletes in the country. Your coaches and trainers are committed to helping you achieve success athletically. The Irwin Academic Services Center will provide individual guidance to make sure you are achieving academic success. The directors and advisors at Irwin will be with you every step of the way as you work each day to reach your goals.

Achieving excellence as both a student and an athlete is possible through hard work and dedication. The University of Illinois Student-Athlete Handbook is one tool that can help you on your journey towards success. This handbook has been produced to assist you in managing your time and will help improve your organizational skills. You will find detailed information about the resources available to you at Illinois which will assist you in your success. This includes services provided through our athletic department, department policies, and campus services. The reference section at the back of the handbook provides tips and strategies for managing your time, setting goals for yourself, improving your study skills, and planning your career options. I also encourage you to regularly visit your team's academic advisor to ensure that you are doing everything you can to be a successful student-athlete.

We are so excited to have you at Illinois! We look forward to supporting you and working together to help you reach your goals. Let's make 2013-14 a year to remember for Illini Athletics.

GO ILLINI!

Mike Thomas
Director of Athletics

Un I Ve Rs IT Y of Ill Ino Is
DIVIs Ion of In Te R Colle Gl a Te a THle TICs
GUIDIn G PRIn CIPl es

MIss Ion s Ta Te Men T:

The mission of the University of Illinois (“University”) Division of Intercollegiate Athletics (“DIA”) is to provide a superior experience for all of our student-athletes and create the highest quality athletic program that will support and enhance their ability to compete for championships in the Big Ten Conference (the “Big Ten”) and the National Collegiate Athletic Association (the “NCAA”).

CRITe RIa fo R e x Cellen Ce:

The following criteria for excellence will guide all of Dia’s efforts to achieve its mission:

- Integrity
Our successes will be achieved through honest and ethical efforts.
- Academic Performance
Student-athletes will be supported and encouraged to achieve their full academic potential.
- Financial Health and Stability
DIA will make sound financial decisions to sustain fully funded and nationally competitive programs.
- Championship Programs
Programs and student-athletes will be provided with the resources needed to achieve at the highest levels.
- Equity and Diversity
DIA will achieve diversity, equity and fairness in the number and quality of opportunities available to student-athletes.
- Facilities
Excellent facilities will enhance our student-athletes’ experience and create in each sport a “home court advantage.”
- Student-Athlete Welfare
DIA programming for student-athletes will protect and enhance their physical and educational well-being and provide them with opportunities for leadership and personal development.
- Engagement
Student-athletes will be provided with opportunities to engage all our constituent groups in a positive manner.

RIGHTs an D Res Pons IbIl ITIes of sTUD en T a THle Tes:

o verall Responsibilities:

Admission to the University and its baccalaureate programs is a privilege which must be earned by each student’s academic promise and continuing performance. Representing the University in intercollegiate competition is also a distinct privilege and it too must be earned and maintained by promise and continuing performance.

Student-athletes who participate in intercollegiate athletics are highly visible representatives of their team, DIA, the University as well as of the missions and goals of each of these entities. Therefore, student-athletes must conduct themselves with integrity, sportsmanship and character and must uphold the University’s and DIA’s high ethical and moral standards at all times, whether they are on the field or court, in the classroom or in the community.

Student-athletes must understand and follow the rules and regulations governing all University students, found in the Student Code (a copy of which is available on the University’s website), as well as any rules and regulations established by their college and the departments from which they take courses. Student-athletes must also understand and comply with the rules, regulations and requirements of their team, DIA, the Big Ten and the NCAA.

no Te : Student-athletes also enjoy all rights and privileges common to all University students.

s portsmanship Policy:

Student-athletes represent the mission and goals of this athletic program and their conduct is a direct reflection upon DIA and the University. Student-athletes are expected to uphold the high standards required by the University and DIA **on the playing field, as well as in the classroom, and in the community.**

a cademic Responsibilities and Integrity:

The primary purpose of DIA is to have all student-athletes pursue and obtain an academic degree. To achieve this goal, student-athletes must attend class on a regular basis, complete all classroom assignments, and conduct themselves in all academic matters in ways that are consistent with acceptable classroom performance. Student-athletes must give their full cooperation and attention to college, departmental, and DIA personnel in all academic matters.

Students at the University must share in the values common to all members of the University community. These values include “the freedom to learn, free and open expression within limits that do not interfere with the rights of others, free and disinterested inquiry, intellectual honesty, sustained and independent search for truth, the exercise of critical judgment, respect for the dignity of others, and personnel and institutional openness to constructive change.” [Student Code Preamble].

In order to protect the atmosphere of distinguished education and research found at the University, all students are expected to “refrain from infractions of academic integrity,” such as:

- **Cheating:** “Using or attempting to use in any academic exercise materials, information, study aids, or electronic data that the student knows or should know is unauthorized.”
- **Plagiarism:** “Representing the words or ideas of another as one’s own in any academic endeavor.”
- **f abrication:** “Unauthorized falsification or invention of any information or citation in an academic endeavor.” [Student Code 1-402].

Res Pons IbIl ITIes of Coa CHes:

Coaches also have responsibilities in a number of areas. They have the responsibility to represent DIA, the University, and the State of Illinois in a manner that will enhance the athletic program and promote confidence in the program. They have a responsibility to all student-athletes to take a sincere interest in their academic and athletic activities and ensure that they are all treated with fairness and provided with the optimal opportunity to excel. Finally, coaches must operate all programs and activities within the rules and regulations of the University, DIA, the Big Ten and the NCAA.

a Ca De MIC se RVICes

DIA is committed to providing an academic support program to assist student-athletes with their transition into college and to help them achieve academic, athletic and personal success. The Academic Services staff, which includes full-time counselors, learning specialists, graduate assistants and a sports nutritionist, provides continuous support to student-athletes through graduation, job placement, or graduate school.

IRw In aC a De MIC se RVICes Cen Te R:

Located at 402 East Armory Avenue, the Irwin Academic Services Center is the home to many of the support services for student-athletes discussed below; the Center’s primary business number is (217) 333-2240.

*Some services for football student-athletes are also available at Memorial Stadium.

The Irwin Academic Services Center has the following hours of operation:

Monday – Thursday	8:30 am	-	11:00 pm
Friday	8:30 am	-	5:00 pm
Saturday	10:00 am	-	5:00 pm
Sunday	11:00 am	-	11:00 pm

sTUD en T-a THle Te aDVI so RY Co MMITTee (saa C):

Two student-athletes from each of the University’s varsity athletic teams serve on this committee designed to allow student-athlete input on NCAA, Big Ten and University policies regarding the welfare of student-athletes. The SAAC provides recommendations to DIA administration on improving student life within DIA, represents DIA at various campus and community functions, takes the lead on organizing community service events like the SAAC Clothing Drive and Jock Jams variety show, and, when necessary, meets with campus leaders on issues affecting students.



Do UGlas C. Robe RTs III In I II fe s k Ills:

Balancing academics and athletics is challenging and requires effort. Student-athletes should remember that the skills that have made them successful as athletes, such as commitment, discipline, determination, and hard work are also going to help them achieve academic, personal and professional success.

The Douglas C. Roberts Illini Life Skills Program, winner of the prestigious Program of Excellence Award by the Division IA Athletic Directors Association in 2005, is the primary program through which high-quality support is provided to our student-athletes. The Life Skills Program strives to support student-athlete development in the following five areas:

- Academic Excellence
- Athletic Excellence
- Personal Development
- Career Development
- Community Service

Co MMITMen T To aC a De MIC e x Cellen Ce:

In order to promote and support the academic progress of student-athletes toward intellectual development and academic excellence towards the goal of graduation, the Illini Life Skills Program offers the following support:

- **Academic Counseling.** Academic services counselors are assigned to work with specific athletic teams and to help those teams' student-athletes balance academics with the demands of a competitive Division I athletic schedule and the student-athletes' personal growth. The athletic academic counselor also assists student-athletes with designing academic plans to ensure that they are making sufficient progress towards a degree for eligibility purposes.
- **Learning specialist.** Learning specialists serve as valuable resources for student-athletes who have or think they might have a learning disability, ADHD or any other condition that might impact their educational performance. First, learning specialists can assist student-athletes and athletic academic counselors in identifying possible learning disabilities and conditions and in coordinating appropriate testing. Second, if student-athletes do have a learning disability or condition, the learning specialist will: work closely with these student-athletes to identify any necessary accommodations, assistive technology, and resources; develop effective strategies and academic support plans to facilitate their academic success; act as their liaison with the Disability Resources and Educational Services (DRES); and assist them with understanding applicable policies and procedures for individuals with disabilities. Student-athletes may also make an appointment with a learning specialist to help them gain insight into their learning styles, help them develop academic strategies and support them in identifying appropriate academic services.
- **Monitoring academic progress.** Athletic academic counselors regularly meet with student-athletes to monitor their academic performance. Twice each semester, academic progress reports are sent to the instructors of all student-athletes in an effort to gain additional information concerning their progress towards a degree.
- **Study Table Program.** In an effort to ease the transition to college life and to ensure academic success, student-athletes at the University of Illinois have supervised study table hours. Weekly requirements are set by team coaches and academic counselors.
- **Computer access.** The Irwin Academic Services Center is home to three computer labs equipped with computers, printers and scanners. An additional lab is located in the football stadium academic center. Lab monitors and IT staff are available to assist student-athletes with the use of DIA computers. Academic counselors also have laptops available for student-athletes to use when they are away from campus for athletic competitions.
- **CHa MPs 101: Freshman Success Seminar.** At the start of the fall semester, all first-year University student-athletes participate in this credit course designed to assist them in making a successful transition into college. Sessions on study skills such as note-taking, test-taking, writing essay exams or papers, time management, and communication with professors are provided.
- **Life skills workshops.** Other academic workshops, open to all student-athletes, are offered periodically throughout the year. Student-athletes are encouraged to contact the Life Skills Coordinator to learn about the current year's offerings.
- **Tutoring program.** The Tutoring Program offers student-athletes the opportunity to receive academic assistance to encourage successful class performance. Tutors supplement the student-athletes' own study skills, help the student-athletes understand course content, and help them develop successful course strategies. Drop-in tutoring and review sessions prior to exams are offered for some of the more frequently taken courses. Student-athletes request tutor appointments online through Grades First.
- **Game Theory Group.** Academic Services has partnered with The Game Theory Group to provide a comprehensive development program called, the Game Plan, to prepare student-athletes for their professional careers. All freshmen student-athletes complete an I Start Strong Assessment in their fall semester to help them: recognize their strengths and interests and align their choices of classes, majors, and career choices. The Game Plan curriculum also provides course modules on time management and study skills for freshmen student-athletes. Athletic academic counselors can access the student application exercises in order to provide feedback and support to individual student-athletes as they complete their assigned modules.

Co MMITMen T To a THle TIC e x Cellen Ce:

The University strives to provide athletic programs that are broad-based, equitable, and dedicated to the well-being of the student-athlete. DIA is committed to the athletic excellence of its sports teams and each individual student-athlete. This commitment is apparent in the construction of new facilities, the hiring of the best coaches available, and by supporting our athletic teams and student-athletes through the following Illini Life Skills programs:

- **Illini Leadership Academy.** As one of the nation's premier leadership development programs in collegiate athletics, the Illini Leadership Academy will develop, challenge and support student-athletes and coaches in their continual quest to become world class leaders in athletics, academics and life. The academy provides comprehensive and cutting edge leadership development programming through interactive workshops, 360 degree feedback, one-on-one coaching, peer mentoring and educational resources.
- **Illini Life Skills Workshops.** Workshops are provided each year to assist student-athletes in achieving peak performance in their current sports and to prepare them for life after sports. Workshops are also available to help student-athletes who have the opportunity to continue competing in their sport professionally prepare for that process.

Co MMITMen T To Personal De Velo PMen T:

A fundamental component of the Illini Life Skills Program is fostering the development of emotional well-being and personal growth in our student-athletes. Examples of programming efforts listed below focus on assisting student-athletes in developing well-balanced, healthy lifestyles, while also encouraging leadership abilities and decision-making skills.

- **Illini Sports Nutrition.** Recognizing that nutrition plays a key role in enhancing student-athletes' athletic performance and competitive successes, Illini Sports Nutrition helps student-athletes learn the many benefits of a well-balanced, high-energy diet (such as decreasing their risk of injury, helping to boost their lean muscle mass, and maintaining optimal body composition).
- **Illini Fuel Stops.** Illini Fuel Stops are also held once a month in the Irwin Illini Life Skills Center to provide student-athletes with opportunities to take a break from studying and taste test easy, nutritious snacks that they can quickly prepare for themselves at home.
- **Personal Growth Workshops.** Workshops, designed to educate student-athletes on important personal growth issues, include: Freshmen Leadership, Leasing an Apartment, Living on a Limited Budget, Salsa Dancing, Best Frozen Meals, High Energy Snacks, Budgeting for freshmen: Transitioning from Dorm to Apartment; Stress Management, and the Supermarket Tour.
- **Student-athlete Advisory Committee.** As discussed earlier, this organization helps student-athletes develop their leadership skills by taking an active role in policy making that directly affects their well-being and activities.

Co MMITMen T To Career De Velo PMen T:

A key goal of DIA is helping student-athletes develop the knowledge and skills they will need to have rewarding careers and productive lives after they leave the University. Working closely with the University's Career Center, the Illini Life Skills Program's Athletic Career Services helps prepare our student-athletes for the end of their intercollegiate athletic careers and life after college by providing them with the following types of programs:

- **Workshops.** Starting their freshman year, student-athletes are encouraged to participate in self-exploration workshops about career choices to assist them with finding the right major for them. Recent examples of such workshops include:

Dress for Success	Mock Interviewing
Resume Preparation	Business Etiquette
Interview Skills Training	Graduate School
Job Search Skills	Preparing for Life after Sports
Career Networking	Internships
- **Degree Completion Program.** DIA has created opportunities for fifth-year student-athletes who have exhausted their athletic eligibility to continue their involvement in intercollegiate athletics through its Degree Completion program. Student-athletes are assigned to special projects assisting the various departments within DIA which allows them increased exposure to a work environment.
- **Game Plan.** This progressive curriculum, delivered in an interactive web-based format, focuses on communicating and applying simple disciplines important to a student's success. During their academic career, student-athletes will complete course modules on resume writing, building a network and developing job search skills. Academic counselors provide feedback and support to individual student-athletes as they complete these modules.
- **Career Athletes.** Career Athletes is a career networking organization that provides current and former student-athletes with comprehensive career education through resume development, job search tips, professional interviewing advice, and career coaching. Career Athletes provides a medium for student-athletes to search for jobs with a variety of companies and to maintain communication with teammates, alumni, and DIA, even after their playing days are over.

- **Illini Career Networking Forum.** Each spring, Career Athletes assists DIA in hosting a career fair to provide student-athletes the opportunity to network with recruiters interested in hiring them for internships and full-time positions. Select recruiters take part in a “Meet the Experts” panel discussion to help educate and prepare the student-athletes for the job search process. Student-athletes also participate in round table discussions with the recruiters on topics such as resume development, proper dress and interviewing.

Community Service

Recognizing the importance of student-athletes connecting to the world around them, the Life Skills Program presents student athletes with numerous opportunities to be involved in community service projects on campus, throughout the surrounding communities and around the world (our students have helped raise funds to build schools in Kenya and Ecuador). The SAAC, discussed earlier, takes an active lead in organizing many of these projects, including the following:

- **Hometown Heroes.** This community outreach program provides student-athletes with opportunities to serve our community and individuals who are in need through a variety of projects with local schools, nursing homes, hospitals, and community organizations.
- **Reading Illini.** This outreach program is designed to assist local elementary schools in promoting the importance of literacy to their students. Student-athletes interact with elementary school students one-on-one or in small groups, readings books, or playing word games with a goal of helping students improving their reading skills and vocabulary in a positive, fun environment.
- **Jock Jams.** The Jock Jams variety show, where many of our student-athletes put on various types of skits and performances, raises money for local charities, such as the Daily Bread Soup Kitchen, Special Olympics of Illinois, and Student- Athletes Leading Social Change (SALSC).
- **SAAC Clothing Drive.** Each November, the SAAC organizes a clothing drive and donates all clothing collected to a local shelter.

Illini Life Skills Team Competition.

In this friendly competition between all DIA athletic teams, student-athletes are awarded points in six categories: Academic Achievement, Athletic Achievement, Community Outreach, Student-Athletes Supporting Student-Athletes, SAAC Participation/ Communication, and Personal Development. The Douglas C. Roberts Illini Life Skills Team Competition Champion is recognized at the Scholar-Athlete Reception each spring.

Academic Expectations and Eligibility

Student-athletes must meet all University and college academic requirements as well as all eligibility rules established by the University, the Big Ten and the NCAA. If students have questions regarding these academic rules and requirements, they should consult with the Associate Athletic Director for Academic Services.

Academic Progress:

Academic progress and eligibility are monitored by DIA. However, it is the responsibility of the student-athlete to ensure that applicable requirements are being met. For questions regarding eligibility requirements, student-athletes should consult with an academic counselor or the Associate Athletic Director for Academic Services.



eligibility Requirements (NCAA, Big Ten Conference, Residence and DIIA):

- To be eligible to practice, compete, and receive aid, undergraduate students must remain enrolled in and complete a minimum of 12 semester hours.
- *Student-athletes whose hours drop below the twelve (12) hour minimum, become immediately ineligible, unless they are in their final semester of school and require less than twelve (12) hours to graduate.*
- To be eligible to compete the next academic semester, student-athletes must pass at least 6 degree-applicable hours each semester.
- To be eligible to compete during the next academic year, student-athletes must *also* pass at least 18 degree-applicable hours during their fall and spring semesters of each academic year (not including summer terms).
- Prior to their third year of college enrollment, student-athletes must designate a program of studies leading towards a specific University baccalaureate degree (in other words, declare a major). After declaring a major, all hours used to determine a student-athlete's eligibility must count towards degree requirements, as certified by the dean of the student-athlete's college.
- To remain academically eligible for competition and aid, student-athletes must meet or exceed minimum grade point average (GPA) and progress towards degree requirements established by the NCAA and the Big Ten (see the table below). Academic counselors will discuss these requirements with student-athletes and assist with working to meet these requirements.

BY THE END OF :	MINIMUM GPA	PROGRESS TOWARDS DEGREE - CREDIT HOURS
1st Semester	N/A	carry 12 to completion
1st Year	1.80/4.00	24
2nd Year	1.90/4.00	40% of degree requirements
3rd Year	2.00/4.00	60% of degree requirements
4th Year	2.00/4.00	80% of degree requirements

Class Attendance, Participation and Absences:

Student-athletes may be suspended from competition for one or more games, matches, meets or contests, if they fail to make a good-faith effort to complete the academic requirements of one or more their classes, as evidenced by unsatisfactory performance in their class(es) and:

- Unexcused absences from examinations, tests, or quizzes,
- Repeated failure to complete classroom assignments, or
- Repeated absences from class or required Study Table.

Travel-related absences: Student-athletes are expected to communicate with instructors prior to leaving campus for athletic competition. Travel verification letters for instructors are available from your academic counselor.

Medical-related absences: Letters for instructors verifying class absences due to medical reasons can be obtained from the attending staff member at the McKinley Student Health Center or from athletic trainers in the Sports Medicine Department.

Residency Requirements:

All student-athletes entering the University as a freshman, must take and pass their first 24 hours of degree credit at the University. Transfer credit, advanced placement credit and CLEP credit will not count toward degree progress until after the student-athlete's residency has been established. The residency rule does not apply to transfer students.

Summer School Policy:

The NCAA limits the number of hours a student-athlete may take during summer terms. As discussed in the Navigating the University Section, student-athletes are required to enroll in a minimum of 6 summer school hours to receive grant-in-aid for that summer. If a student-athlete fails to successfully complete enrolled summer hours, they may be required to reimburse the athletic department for summer tuition.

Summer coursework can be taken, at the student-athlete's expense, at other institutions with prior approval. Please see an academic counselor for the paperwork to complete this process.

na VIGa TIn G THE Un IVe Rs ITY

aC a De MIC Co Unsel In G (DIa -ass IGne D):

DIA provides academic counseling to every student-athlete. Athletic academic counselors help student-athletes develop strategies that will assist them in balancing athletics, academic commitments, and personal commitments.

aC a De MIC aDVI s In G (De Pa RTMen T-ass IGne D):

Additionally, University students are assigned a departmental academic adviser to help guide them through the academic requirements of the University, their college, and their department. Advisers assist with the selection of courses and majors as well as making progress toward a degree. If student-athletes change colleges and/or majors, the University will reassign an appropriate adviser.

Re GI s Te RIn G fo R Co URses:

Student-athletes register for classes using the UI Enterprise Self-Service, which can be accessed through any computer lab on campus, including DIA computer labs. All student-athletes must meet with their departmental academic adviser and an athletic academic counselor to discuss the upcoming semester before registration. More information regarding registration information dates, and deadlines can be found at the University's course web site at: <https://my.illinois.edu/>

e arly e nrollment

Continuing student-athletes who remain in good standing are able to *advance enroll* in courses for the upcoming term. Student-athletes are strongly encouraged to take advantage of this opportunity because it increases their chances of getting the courses they need for their selected course of study.

A "time ticket" will be e-mailed to the student-athlete's University e-mail address on record approximately two weeks before the start of the Early Registration Period. The "time ticket" will list the assigned *Earliest Registration Time* (ERT), which offers student-athletes the date and time to access the UI Integrate system to register for the upcoming term.

sCH e DUle C Han Ges:

Students also use the UI Enterprise Self-Service to make course adjustments, subject to campus and/or college policies. Before adding or dropping courses, student-athletes must first consult with their departmental academic adviser and then with their athletic academic counselor. Additionally, schedule changes after the designated add or drop deadline can only be made through a special petition to the dean of their respective college.

Re Me Mbe R: s tudent-athletes must be enrolled in 12 semester hours at all times to maintain eligibility, unless a student-athlete is in their last semester and needs fewer than twelve hours to complete their degree.

Re GI s TRa Tion C Ha RGe s, P a YMen Ts & Ref Un Ds:

Tuition and fee assessments will appear on the Registration Statement of Charges and Aid which will be e-mailed to the student-athlete's University e-mail address. **s tudent-athletes are responsible for reviewing their bill and paying any tuition, registration charges and required University fees not covered by their athletic scholarship (such as the s tudent o rganization Resource fee and k rannert fee)**. Student-athletes must also immediately report any discrepancies in their bill statement to the grant-in-aid specialist in the Irwin Academic Center.

Payment may be made online, by U.S. Mail, by using University drop boxes, or in person at Room 100 of the Henry Administration Building.

Tuition refunds might be available to student-athletes who withdraw from classes. Information regarding the collection of any refunds is published on the University's course registration web site.

e n CUMb Ran Ces:

Student-athletes who owe money to the University or who fail to meet the academic obligations of their college may be encumbered. An encumbered student may not be allowed to participate in early registration, may have all of their courses dropped, may not be allowed to register for future classes or may not be allowed to obtain copies of their college transcripts until the encumbrance is cleared. Additionally, freshmen who have incomplete medical records will be encumbered for the second semester. Once their medical information has been updated, the encumbrance will be lifted.

Student-athletes on scholarship will have financial encumbrances deducted from their room and board checks prior to direct deposits into their student-athlete bank accounts.

Classification of Students:

Classification of an undergraduate student is made by the Office of Admissions and Records based upon the number of credit hours earned, which includes credit earned by examination or accepted for transfer by the University, whether or not such credit is applicable to the degree program. Classification for registration, certification, and assessment purposes is based on the following scale:

Freshman standing	0-29.9 hours
Sophomore standing	30-59.9 hours
Junior standing	60-89.9 hours
Senior standing	90 hours or more

The above scale is based on a 15 hour enrollment per semester. Since classification is based solely on the number of credit hours achieved, the length of time enrolled does not always coincide with official class standing.

Grade Reports:

Grade Reports:

Grade reports are available to all students through their UI Enterprise Self-Service account after the end of each term of enrollment; freshmen will also receive official mid-semester grade reports. With limited exceptions, University policy prohibits the disclosure of grades to any individual other than the student without the student's consent.

Grading scale:

The University's grading system is based on a four-point scale. The most commonly used symbols, quality points and explanations are as follows:

symbol	quality Points	explanation
A+	4	Excellent
A	4	
A-	3.67	
B+	3.33	Good
B	3	
B-	2.67	
C+	2.33	Fair
C	2	
C-	1.67	
D+	1.33	Poor
D	1	
D-	.67	
F	0	Failure
W	0	Approved withdrawal without credit
I	0	Incomplete, approved extension
S	0	Satisfactory
U	0	Unsatisfactory
CR	0	Credit earned
NC	0	No credit earned
PS	0	Test-based credit

note: The decision to use the "plus" and "minus" grading scale will be at the discretion of the individual department.

Calculating Grade Point Average (GPA):

The basic formula for determining GPA is: Total Quality Points/Total Graded Hours of Enrollment = GPA.

The example below demonstrates how GPA is calculated:

Class	Hours	Grade	Quality Points	Quality Points x Hours
Astr 100	3	B	3	3 x 3 = 9
Ger 101	4	A	4	4 x 4 = 16
Phil 100	3	B+	3.33	3 x 3.33 = 9.99
Rhet 105	4	A-	3.67	4 x 3.67 = 14.68

1. Determine the number of Quality Points received for each class completed. This can be done by multiplying the classes' hours (the second column above) by the quality points earned by the grade received in the class (the fourth column above). In the example above, this student earned a "B" grade in the **three (3)** hour Astr 100 class. So, multiplying the **three (3)** hours assigned to the class by the **three (3)** Quality Points the student received for receiving a "B" grade, means the student earned **nine (9)** total quality points for Astr 100 (the fifth column above).
2. Add the total number of quality points earned in all the classes taken during the time frame to determine the Total Quality Points (here, one semester). In this example, the **Total Quality Points is 49.67 (9 + 16 + 9.99 + 14.68)** for the four classes.
3. Add the total number of hours completed and assigned a grade during the time frame to find the Total Graded Hours of Enrollment. Here, the student's **Total Graded Hours of Enrollment is 14 hours**.
4. Finally, to find the GPA, divide the Total Quality Points earned during the time frame (**here, 49.67**) by the Total Graded Hours of Enrollment in the time frame (**here, 14**) to get the GPA (**here, 3.55**).

Thus, 49.67 (Total Quality Points)/14 (Total Graded Hours of Enrollment) = 3.55 GPA

*To compute the cumulative GPA, all graded hours would be included from each semester.

note: Courses with grades of S, U, CR, NC and PS are assigned no quality points as defined in chart on page 11. Therefore, they are not included in Total Graded Hours, which means they are not used to calculate GPA. However, these courses will count when calculating the total hours completed. For eligibility purposes, incomplete grades are computed as failing grades until the course is completed and a grade is reported.

Credit/No Credit Grading Option:

The University also offers a credit/no credit grading option which allows students to explore areas of academic interest that they might otherwise avoid for fear of poor grades. Students must achieve a grade of "C-" or better to receive credit for a course when this option is chosen. Instructors are not informed of the student's decision to exercise this option because it is a department/college procedure. However, because there might be consequences and departmental regulations regarding this option, student-athletes should talk to a departmental academic adviser and athletic academic counselor before pursuing this option for any classes.

Challenging a Grade: Procedures:

The University has developed procedures through which students can challenge grades they feel are capricious, meaning that: (a) the grade received by the student was based on something other than the student's performance in the class; (b) the grade received by the student was based on a more demanding standard than the standard other students were held to; and (c) the grade received by the student represented a substantial departure from the instructor's previously announced standards.

Student-athletes who question a grade they receive should first consult with their instructor and request verification of that grade. If the student and the instructor cannot arrive at a mutually agreeable solution, the student can file an appeal with the department or unit executive officer (or his or her designee). A more thorough discussion of this appeal process can be found in the University's *Student Code*. If student-athletes feel that they received a capricious grade in a course, they are encouraged to consult with their departmental academic adviser or athletic academic counselor to determine their best course of action.

non TRa DITional Co URses:

The University of Illinois has established basic policies and procedures for certain nontraditional courses such as distance-learning, correspondence, extension, independent study or any other course or credit that is not earned in a face-to-face classroom environment with regular interaction between the instructor and the student or that is not a structured online course with specific start and end dates. It should be recognized by all student-athletes that correspondence courses are not recommended for the purpose of improving grade point average or meeting additional hours required for eligibility for competition. Therefore, a deficiency in GPA or required hours for competition should be satisfied by attending summer school as opposed to taking one of the nontraditional courses mentioned above, specifically when a traditional course is available.

The University of Illinois has established the following basic policies in regards to the aforementioned types of nontraditional courses.

1. Students may not complete more than three lessons per week.
2. Lessons must be graded and returned before further lessons may be submitted.
3. A student must be enrolled in the course a minimum of six weeks before a final exam can be scheduled.
4. Final exams are not scheduled until all graded lessons have been returned to the student for review.
5. Nontraditional courses do not count as enrolled hours and are only recorded upon completion of the final exams.

DIA does not believe the above conditions are conducive to a student-athlete's successful completion of requirements which may be necessary to obtain eligibility. Student-athletes are strongly discouraged from attempting nontraditional courses as a solution for correcting an eligibility deficiency.

De Cla RIn G a Ma Jo R:

Remember, to maintain eligibility, student-athletes must declare a major prior to the beginning of their fifth academic semester. Declaring a major requires formal application for a specific baccalaureate degree program or approval for the coursework and program leading to the designated degree program. Student-athletes should discuss the procedures and requirements for declaring a major with their departmental academic adviser as well as their athletic academic counselor. If student-athletes decide to change a major, they should discuss their plans with an academic counselor prior to making any final decisions so that satisfactory progress may be monitored.

In most colleges, students may declare a major upon entering the University. However, a number of colleges also offer a general program of study for those students who choose not to declare a specific major upon admission.

CHan GIn G Colle Ges o R CURRICUI UM:

Students may change colleges after their first year of enrollment. Prior to changing colleges, however, student-athletes should first meet with their athletic academic counselor to discuss what impact such a change might have on their eligibility. Student-athletes should also meet with the departmental academic adviser in the college they are considering transferring to in order to determine that college's specific admission requirements and college change procedures. The academic advisers of their newly chosen college can also help ensure a smooth transition.

Students may initiate an inter-college transfer during the following periods within each term:

- Two weeks prior to the beginning of the Early Registration Period for each term. (Curriculum changes will not be allowed after early registration begins.)
- One week prior to the start of instruction for the term and through the first week of instruction.
- Other times designated by the specific college or department.

Colle Ge De GRee aUDIT s (P Ro GRess Tow a RDs De GRee):

Following the conclusion of each academic year, each college will conduct an audit of all courses taken to determine whether each course taken by student-athletes fulfill degree requirements. ***These audit hours, not the total hours earned by a student-athlete, are used to determine continuing eligibility.*** This means, student-athletes should always be aware of the total audit hours and, when enrolling for courses, should choose courses that will allow continual progress towards a degree. Student-athletes are strongly encouraged to discuss all course selections with their departmental academic adviser and athletic academic counselor.

f ailure to Make s atisfactory Progress Towards a Degree – Possible o utcomes: Undergraduate s tudents

Failure to make satisfactory progress toward a degree might result in the dean of a college placing a student on one of several types of probation or, in extreme cases, dropping the student from the University.

Reasons a student Might be Placed on Probation (Probation Codes):

- 1 - A beginning freshman must earn at least a 2.0/4.0 in his/her first semester or the student will be placed on level 1 probation.
- 1A - A student with at least a 2.0 cumulative average, who did not earn at least a 2.0 semester GPA, will be placed on level 1A probation and will be required to achieve a 2.0 GPA during the next semester.
- 1B - A student with a cumulative average between 1.75 and 1.99 will be placed on level 1B probation and will be required to achieve a 2.25 GPA during the next semester.
- 1C - A student with a cumulative average less than 1.75 will be placed on level 1C probation and will be required to achieve a 2.33 GPA during the next semester.
- 1G, 1H, 1P, 1T - A student may be placed on probation at any time, and be required to obtain an established GPA, if the dean of the college judges that the student's academic performance warrants such action. This "discretionary probation" may be level 1G, 1H, 1P, or 1T.

n ote: Unless approved by a student's college dean, grades earned in courses taken at another educational institution may not be used by that student to clear probationary status.

Additionally, transfer hours below "C" level may result in probationary status if the student total cumulative GPA is less than 2.0.

Reasons a student Might be Dropped from the University of Illinois (Drop Codes):

- 17 - The student fails to earn at least a 1.0 (D) GPA in any academic semester, not including the summer.
- 17 - The student on probation fails to earn the established semester GPA unless the student achieves at least a 2.0 GPA during the semester or the student's cumulative GPA reaches a 2.0.
- 18 - The student fails to make satisfactory progress toward a degree (such as repeated failure of a required course or failure to meet other conditions of progress towards degree).
- 18 - A non-degree or part-time student fails to complete conditions for admission or progress toward degree.

Co De of Con DUCT an D Ca Te Go R Ies of MIs Con DUCT

Co De of Con DUCT

Student-athletes are subject to the rules and regulations that govern all students at the University, as stated in the Student Code, which can be found online at: <http://admin.illinois.edu/policy/code/>. Each year, student-athletes should review the Student Code to make sure they understand their rights and responsibilities as a University student. Violations of the Student Code could result in discipline such as: reprimand, censure, conduct probation, suspension, and dismissal from the University as well as denial of future admission to the University.

In addition to these University sanctions, DIA reserves the right to take additional sanctions against student-athletes who fail to abide by any of the rules, regulations or requirements governing their conduct, as described below.

Le Vels of MIs Con DUCT:

DIA has identified two levels of misconduct (Category I Misconduct and Category II Misconduct). Engaging in such misconduct may result in student-athletes not being allowed to fully participate in the University's intercollegiate athletic program.

Category I Misconduct:

Category I Misconduct is defined by DIA as any:

- Violation of a criminal law that is classified as a felony by the State of Illinois.
- Violation of a term of probation or other condition imposed by a court in a criminal proceeding.
- Serious violation of a term of probation or other condition imposed by a University official or a DIA administrator.

Preliminary a ction:

The director of athletics ("director") or the director's designee may take preliminary action to temporarily suspend a student-athlete from participation in practice or competition and/or access to any athletic department services when the director has verified that a felony charge or charges have been filed against a student-athlete or when there is specific and credible information (for example, arrest records, statements of law enforcement officers, University records, third-party or witness statements, or admission by the student-athlete) for reasonably believing that the student-athlete may have committed a Category I Misconduct.

s anctions for Category I Misconduct:

The director, in consultation with the Faculty Athletics Representative (FAR) and/or the appropriate University officials, will determine from specific and credible information whether there is a reasonable basis for concluding that the student-athlete has committed a Category I misconduct. Thereafter, the Director shall suspend the student-athlete from participation in practice, competition, and/or from receiving services provided by DIA. Furthermore, the Director may pursue revocation or modification of any athletically-related financial aid received by the student-athlete in accordance with NCAA and University procedures.

Category II Misconduct

Category II Misconduct is defined as any:

- Violation of a criminal law that is not classified as a felony by the State of Illinois, including laws pertaining to alcohol (such as driving while under the influence or possession of alcohol under the legal age).
- Violation of a term of probation imposed by a University official or DIA administrator that does not constitute a Category I Misconduct.
- Violation of a University discipline (such as a violation of terms of probation or suspension).
- Violation of University or DIA policies, rules, and/or regulations, including violations of the Student Code, violations of the University's rules regarding academic integrity, and willfully giving false and/or malicious information to University officials or police officers.

Preliminary action:

The director or the director's designee will determine from specific and credible information that there is a reasonable basis for concluding that the student-athlete has committed Category II misconduct. The Director shall determine the appropriate sanction after consulting with the student-athlete's Head Coach and assigned Sports Administrator. The Director may also consult with the FAR and appropriate University officials for recommendations regarding the appropriate sanction(s).

Sanctions for Category II Misconduct:

If a student-athlete commits a Category II Misconduct, sanctions that may be taken against the student-athlete include, but are not limited to: warning, reprimand, probation with or without conditions, requirements for restitution, conditions to encourage personal rehabilitation (e.g., counseling and community service), conditions related to satisfactory academic performance, suspension from practice, suspension from the competition, suspension from access to DIA services, and, if the student-athlete's conduct is severe or frequent enough, dismissal.

Notice

If the University has a reasonable belief that a student-athlete committed Category I or Category II misconduct that is sufficiently serious to warrant a suspension of 10 days or more, the director or the director's designee shall take the following action before making a determination that the student-athlete has committed the misconduct in question: (i) notify the student-athlete and University officials of the specific charge(s) of misconduct and substantiation concerning the charges; and (ii) provide an opportunity for a meeting at which the student-athlete may explain the circumstances, orally or by submission of a written statement.

The director shall notify the student-athlete and appropriate University officials, in writing, of any decision to impose sanctions based on the alleged misconduct. If sanctions are imposed, the written notice shall include a complete description of the appeal procedures available to the student-athlete.

Appeal Procedure for Sanctions Imposed by the Director or the Director's Designee for Category I or Category II Misconduct:

Step 1: To appeal sanctions imposed by the director or the director's designee for committing Category I or Category II Misconduct, student athletes may submit, in writing, an appeal to the director or the director's designee. In this written appeal, student-athletes must provide a full explanation of the basis for their appeal. The director or the director's designee shall issue a written statement with the director's decision.

Step 2: If student-athletes wish to continue to appeal the director's decision after it has been issued, student-athletes must submit a request for a hearing before the Disciplinary and Welfare Athletic Review Panel (members of this panel include appointees from the Chancellor's Office, the Director of Athletics' Office, the Athletic Board, the Faculty Athletics Representatives, and an officer of the SAAC Committee). Requests for appeal to the Athletic Review Panel must be submitted within five (5) University business days of the issuance of the director's decision. Following the hearing, the Athletic Review Panel will provide the student-athlete with a written decision.

Step 3: If student-athletes are not satisfied with the decision of the Athletic Review Panel, they may appeal the Athletic Review Panel's decision to the Office of the Chancellor within five (5) University business days following receipt of the written decision. The Office of the Chancellor shall render a decision within thirty (30) calendar days.

Request for Review based on Substantial Change in Circumstances:

If there is a substantial change in circumstances affecting student-athletes who have been suspended from participation in practice, competition, and/or services provided by DIA, they may petition the director to review their suspension, based on the changed circumstances. Such petitions may include written statement in support of the request. Thereafter, the director shall consult with the FAR and other appropriate University officials on whether the suspension should be modified. If circumstances warrant a change in a suspension, a student-athlete may be reinstated by the director of athletics to resume participation in practice, competition, and/or services provided by DIA.

Dismissal or reduction of a criminal charge is a change of circumstances that may or may not justify revision of a suspension from participation in practice, competition, and/or services by DIA depending on the facts underlying the dismissal or reduction of charges.

KEY POLICIES GOVERNING STUDENT-ATHLETE CONDUCT

SUBSTANCE ABUSE (DRUG AND ALCOHOL PROGRAM):

Use of alcohol and drugs can impair mental and physical performance and have a negative effect on the health and safety of student-athletes. The use of unauthorized drugs not covered by the team physician, the abuse of alcohol or the use of illegal drugs by student-athletes shall be grounds for disciplinary action. Student-athletes may be suspended from the team by the head coach and from further practice and/or competition until the problem has been resolved.

Education:

DIA has educational programs in place for student-athletes to increase their awareness of the dangers of drug and alcohol use and abuse. All DIA coaches attend lectures where the Drug Testing Policy and Procedures are explained.

Treatment Program:

Student-athletes desiring substance abuse treatment are encouraged to utilize the resources available to all University of Illinois students, such as the Counseling Center and the McKinley Health Center. Student Health Insurance also covers some off-campus resources which can be accessed by student-athletes through referrals from the team physician or the McKinley Health Center. Student-athletes can utilize these resources before, during or after the drug testing program.

If the student-athlete has negative drug screens for a total of 12 months and the medical care team feels the student-athlete no longer requires drug counseling and treatment, further care may be at the student-athlete's own expense. Such expenses can also be paid through the appropriate sport program's budget as determined by DIA. Student-athletes can be discharged from treatment at the discretion of the medical treatment team when counseling and treatment requirements have been met.

Drug Testing:

DIA's Drug and Alcohol program includes a drug testing program administered under the authority of the team physician. All student-athletes shall submit urine specimens to be analyzed under medical procedures designated by the team physician at various intervals throughout the year. DIA uses drug testing in its Drug and Alcohol program in order to: (1) to protect the health and safety of its student-athletes; (2) to identify substance abusers and to provide counseling and treatment for them; (3) to serve as a deterrent to drug use by the student-athlete; and (4) to promote education of the student-athlete;

Method of DRUG TESTING

Tests will be conducted for street drugs such as amphetamines, cocaine, marijuana, synthetic cannabinoids, and PCP as well as anabolic steroids and other so-called "performance enhancing" drugs. Alcohol related blood, breath, and urine testing may also be conducted in some cases to evaluate treatment compliance or suspected problems.

The testing may occur at any time, announced or unannounced.

New student-athlete testing results will commence for student-athletes when their respective team reports for their first official practice prior to the start of classes or after the first day of fall or spring classes, whichever occurs earlier.

A certified athletic trainer or other professional staff will collect the urine specimens.

The urine specimens will be transported to a licensed laboratory for analysis. Appropriate precautions will be observed to correctly identify the urine specimens, assure accuracy and maintain confidentiality of test results.

Confidentiality

Confidentiality of the information and documents resulting from the student-athlete's participation in this medical program will be in accordance with the law. During the course of the examination, the team physician will acquire information necessary to enable the physician to professionally serve the patient. The medical records are not subject to review by any person other than the physician and the patient and shall remain in the custody of the physician. The medical information (including urine specimens, codes and other identification of specimens and test results) shall remain confidential information. The team physician may inform only the student-athlete, his/her parents (when appropriate), his/her athletic trainer; his/her head coach, his/her sport program administrator, the athletic director, and other medical treatment personnel of the test results. Those notified shall not inform any other person of the test result.

Physician-Parent Conference

The team physician will meet privately with the student-athlete to discuss positive test results and provide the student-athlete an opportunity to comment on the test results or medical findings and, in particular, to explain why a false positive test result may have been received. The team physician shall give those comments such consideration as may be appropriate in arriving at medical conclusions.

Prescription Drugs

Student-athletes who are taking drugs pursuant to a prescription from a physician may register this fact with the team physician in writing. This information helps enable the team physician to determine the medical qualification of a student-athlete to participate in the sports program. Further, it is possible that some prescription drugs may result in a positive test in this program.

PRIOR DISCLOSURE OF THE USE OF A PRESCRIPTION DRUG HELPS AVOID A FALSE POSITIVE TEST RESULT

Medical Qualification to Participate

Under medical regulations established by the Big Ten, the team physician has final authority to determine whether the student-athlete is medically qualified to participate in practice and competition. The team physician's decision shall be made bearing in mind one of the fundamental purposes of the program, namely, protection of the student-athlete's health and safety.

Outcomes Following a Positive Drug Test:

Student-athletes who test positive for any of the following substances are subject to medically appropriate actions (including mandatory treatment), increased levels of drug testing and appropriate disciplinary action, up to and including dismissal from their team: marijuana; synthetic cannabinoids; benzodiazepines; barbiturates; opioids; cocaine; amphetamines; heroin; other stimulant-type drugs not prescribed by a licensed practicing medical provider; anabolic steroids; and other performance-enhancing drugs. Alcohol-related incidents involving legal action (such as a DUI charge or citations for public intoxication or underage drinking) may also subject student-athletes to these actions.

DIA is in the process of reviewing and renewing its Drug and Alcohol Program policy. More specific descriptions of the outcomes for positive drug tests will be included in any revised policy. Student-athletes will receive a copy of the revised policy once it has been completed.

Refusal to Participate

Student-athletes who refuse to participate in any part of the drug testing program or any other medical procedure under the authority of the team physician will be withheld from practice and competition in all varsity intercollegiate sports.

Scholarships and Financial Aid

Renewals of financial assistance are not automatic. A tender may not be renewed if the student-athlete is suspended from an athletic team for participating in the use of, sale of, or distribution of any narcotic drug or controlled substance.

Student-Athlete Hazing Policy:

Hazing is strictly prohibited and will not be tolerated among or between student-athletes.

In the section 1-302(d) of the Student Code, the University defines hazing as "any action taken or situation created for the purpose of initiation into, admission into, affiliation with, or as a continued membership in, a group or organization, to produce physical discomfort or injury, mental discomfort, embarrassment, or ridicule."

Examples of hazing include, but are not limited to, the following:

- Use of alcohol;
- Paddling in any form;
- Creation of excessive fatigue;
- Physical and psychological shock;
- Wearing of apparel which is conspicuous or not in good taste;
- Engaging in public stunts;
- Degrading or humiliating games and activities; or
- Any activities which are not consistent with the academic mission, organizational ritual or policy, applicable state or local law, DIA policies or Big Ten and NCAA rules or regulations.

An individual's willing participation in an activity does not justify participation in or sponsorship of the activity.

any violation of this policy should be reported to DIA, Dean of students, or the office for student Conflict Resolution.

Note: Hazing activities may also violate the Illinois Hazing Act 720 ILCS 120/0.01

Sanctions

Any activity or language that amounts to hazing in violation of the above policy is subject to investigation and possible sanction by the University and/or DIA.

Sanctions imposed by the director of athletics may include but are not limited to, the following:

- Written notification from the director of athletics to the student-athlete outlining the hazing policy.
- Suspension from the team for a prescribed period.
- Indefinite suspension from the team.
- Dismissal from the team.
- Non-renewal or reduction of athletic grant-in-aid.

Ga Mbl In G, bRIbe RY an D o THE R sP o RTs wa Ge RIn G aCTIVITI es:

Sports wagering is a serious issue that can have tragic consequences for student-athletes who participate in such activities. Student-athletes are strictly prohibited from participating, directly or indirectly, in any gambling activity involving intercollegiate or professional athletics.

Prohibited sport wagering activities include, but are not limited to:

- Putting up anything of value (money, merchandise, gift certificates, meals) in order to potentially win anything else of value. Examples of this type of prohibited wagering include, but are not limited to:
 - Betting with a bookie or with your friends, family or teammates;
 - Participating in fantasy leagues;
 - Participating in internet contests and betting pools; and
 - Participating in March Madness or other similar brackets.
- Providing any information concerning intercollegiate competition to any individual involved in gambling activities. (Thus, student-athletes and their families should be alert for individuals who are inquiring about the expectations of the team or the status of a key player for an upcoming competition); and
- Engaging in activities designed to influence the outcome of an intercollegiate contest or in an effort to affect win-loss margins (“point shaving”).

s anctions:

Gambling on intercollegiate athletic events or bribing participants is against federal, state, and local laws, contrary to NCAA rules and carries stiff penalties for offenders. Per NCAA rules, any violation of the rules regarding gambling by prospective or enrolled student-athletes will result in a loss of ineligibility for further intercollegiate competition for a minimum of one season. Involvement in point shaving or wagering on DIA teams will result in student-athletes losing all remaining regular-season and post-season eligibility in all sports.

Student-athletes may be expelled from the University for failure to report a solicitation to be a party to sports bribery or if they become agents of the gambling industry through the process of distributing handicap information or handling bets.

Finally, student-athletes engaged in point shaving, bribery and other activities might be subject to criminal fines and incarceration.

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Public Media – Public media refers to techniques used to communicate messages (dissemination of fact, opinion, and entertainment) and whose mission is to serve or engage a public. Public media domains include print outlets (such as newspapers, books, magazines, posters, flyers, etc.), traditional public and commercial broadcasts (such as TV, radio, film), digital (such as the Internet, e-mail, social networks, podcasting, chat rooms and blogging), and any new platforms and distribution mechanisms to expand reach and engage audiences (listeners, users).

When utilizing any public media outlets, student-athletes are expected to conduct themselves responsibly as members of their respective team, DIA, and our University.

social networks – Social network sites such as Facebook, MySpace, and Twitter and any other new digital platforms and distribution mechanisms facilitate student communicating with others. Participation in such networks has both positive appeal and potentially negative consequences. It is important that our student-athletes be aware of these consequences and exercise appropriate caution if they choose to participate.

Student-Athletes are not restricted from using any on-line social network sites and digital platforms (such as the Internet, e-mail, podcasting, chat rooms, and blog sites). However, users must understand that any content they make public via on-line social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal government, State of Illinois, University, DIA, Big Ten and NCAA rules and regulations.

Facebook and similar directories are hosted outside the University server. Violations of University policy (e.g., harassing language, University alcohol or drug policy violations, etc.) or evidence of such violations in the content of on-line social networks or digital platforms are subject to investigation and sanction under the University’s Student Code, DIA policies, and other University policies. Matters may also be pursued by law enforcement officers and student-athletes may be sued in a civil proceeding for abusive or false statements made about another person.

It is incumbent upon student-athletes to be aware of University regulations. Ignorance of these regulations does not excuse student-athletes from adhering to them.

GUIDelines

The following guidelines are intended to provide the framework for student-athletes to conduct themselves safely and responsibly in an on-line environment. Student-athletes at Illinois should:

1. Be careful with how much and what kind of identifying information is posted on on-line social network sites. Virtually anyone with an e-mail address can access social networking pages. It is unwise to make available information such as full date of birth, social security number, address, resident hall room number or other home addresses, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All can facilitate identity theft or stalking. Facebook and other sites provide numerous privacy settings for information contained in its pages; use these settings to protect private information.
2. Be aware that potential current and future employers often access information placed on on-line social network sites. Student-athletes should think about the impact any information posted on Facebook or similar directories might have on prospective employer's image of them. The information posted is considered public information. Student-athletes should maintain a self-image that they can be proud of several years from now.
3. Be careful in responding to unsolicited e-mails asking for passwords or PIN numbers. Reputable businesses do not ask for this information in e-mails.
4. The University respects its students' freedom to examine and discuss all questions of interest to them and permits them to express their opinions publicly and privately as guaranteed by the First Amendment and the Student Code. However, not all speech is protected speech. Speech that is threatening, vulgar, lewd, or that invades the rights of others will not be protected, even if done in an on-line social network forum.

ConDUCT

The University and DIA prohibit inappropriate behavior that seriously undermines the goals and integrity of the University and the mission of DIA when utilizing public media outlets. It is important that student-athletes recognize the power of public media domains and the potentially negative image that they can portray about student-athletes, coaches, the athletics program, and the University.

Student-athletes are expected to communicate about their teammates and coaches respectfully while using on-line social networks or any public media domain. Examples of disrespectful comments and behavior that will not be tolerated are:

1. Derogatory language and personal comments about their teammates or coaches; other Illinois student-athletes or coaches; student-athletes, coaches, athletics administrators or representatives of other universities or colleges; University faculty or staff; or other athletics officials, administrators, or representatives.
2. Threats to any person.
3. Comments that create a serious danger to the safety of another person or that make a credible threat of serious physical or emotional injury to another person.
4. Incriminating photos or statements depicting violent conduct; hazing; sexual harassment; gambling; vandalism; stalking; underage drinking; selling, possessing, or using controlled substances; or any other illegal or prohibited conduct.

If student-athletes are found to be inappropriately using an on-line social network, they will be in direct violation of this policy and subject to the appropriate sanctions administered by the University and/or DIA.

sanctions

Any activity or language in violation of the above policy is subject to investigation and possible sanction by the University and/or DIA, as well as civil authorities.

Sanctions imposed by the director of athletics may include, but are not limited to, the following:

- Written notification to the student-athlete outlining the policy and requiring that content in violation of this policy be removed or the social network account be deactivated;
- Temporary suspension from the team until prescribed conditions are met;
- Suspension from the team for a prescribed period;
- Indefinite suspension from the team;
- Dismissal from the team; or
- Non-renewal or reduction of athletic grant-in-aid.

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DIA is concerned with the health care of all its student-athletes. The Sports Medicine/Athletic Training Program is primarily responsible for the delivery of the health care system to these student-athletes. This includes prevention, evaluation, treatment and rehabilitation of injuries or illnesses sustained during practices or games.

Good facilities with certified athletic trainers are available for the prevention, evaluation, treatment and rehabilitation of injuries or illnesses sustained during practices or games. Should it be necessary to utilize specialists, excellent consultants are available in all areas.

eVal Ua Tion:

Physical e xaminations — Student-athletes must have a physical examination by a team physician, a sickle cell status, and medical insurance form on file before participating in any intercollegiate sport at the University. The final decision on physical qualifications or reason for rejection shall be the responsibility of the team physician. It is the policy of the NCAA that only one athletic physical exam is required during a college sports career. All eligible student-athletes who are returning will complete a health questionnaire and will have their previous medical history reviewed by the athletic training staff and team physicians.

TRea TMen T:

DIA is responsible for services administered to student-athletes who are injured in a practice and/or competition. The word injury applies only to those ailments that are caused by the participation in a practice or competition.

o ut-of-s port Injury or Illness — DIA is not responsible for any injury or illness not caused by the participation in a practice or competition, such as the removal of tonsils or appendix by surgical procedure. However, the sports medicine department may review, on a case-by-case basis, any medical services or fees incurred during the time student-athletes are not participating in their sport.

Unauthorized e quipment — The use of unauthorized equipment not approved by the athletic training staff shall be grounds for disciplinary action. Student-athletes may be suspended from the team by the head coach and from further practice and/or competition until the problem has been resolved.

Injury/Illness — All injuries received during practice or competition must be reported to the athletic training room within three days of the injury, where an examination will take place and treatment prescribed.

Referral/Consultation — The team's physicians have at their disposal medical consultants in every field of the medical profession. If student-athletes are sent to a medical consultant, they will be given a referral form or a phone call will be made on their behalf to arrange for an appointment. If, for any reason other than a life-threatening situation, student-athletes go to a doctor or hospital without prior approval of the team physicians or the athletic training staff, the student-athletes will be responsible for those fees incurred.

Mck inley s tudent Health s ervice — The student health service provides Preventive Health Awareness and Health Education Programs for all students.

Team Physicians — Team physicians pride themselves on their availability to the student-athletes. Team physicians play an integral part in the overall administration of the sports medicine program and always have the best interest of the student-athletes at heart. Team physicians assist in providing a quality health care system for all student-athletes and as well as sustaining a strong rapport between the University and the medical community. Team physicians conduct a medical clinic daily.

Dental Care — All dental injuries are to be reported to the athletic training staff during practice or competition where such injuries take place or immediately thereafter. Routine dental care, such as routine examinations, dental cavities, wisdom tooth extractions, etc., will be reviewed on a case-by-case basis by the sports medicine department. DIA will be responsible for all dental problems caused by an injury while participating during official Illinois-supervised practice and/or competition.

e ye Glasses and Contact l enses — All athletic eye glasses must be safety glasses with shatter proof lenses and frames. Contact lenses will be purchased for student-athletes who, in the opinion of the individual sports athletic trainer, are in definite need of them for practice and competition. Replacement of lost lenses will be furnished by DIA only if they are lost or damaged during practice or competition. If student-athletes lose or break their lenses, they must report the loss or break during that practice. Student-athletes are highly encouraged to carry a contact lens insurance policy.

Hospitalization and s urgery — If student-athletes require either hospitalization or surgery, the team physician or the athletic trainer will call the student-athlete's parents and advise them of the information concerning the case.

Payment of Medical bills Program — DIA's program for paying student-athletes medical bills is an excess coverage. Any claim for benefits must first be filed with the student-athlete's family group insurance and then filed with the University student insurance program. After all insurance benefits have been exhausted and the claim has been paid or denied according to the explanation of benefits, the DIA will pay any remaining amounts up to the limits of the program. If a student-athlete has family group insurance coverage, it must be utilized prior to filing with the student insurance. The premiums do not rise in cost when you file a claim.

Every student-athlete is automatically enrolled in the university student insurance program regardless of whether they have family group insurance. If an individual has previously signed a waiver for student insurance, it must be rescinded so that the student insurance will be reinstated. Any individual who does not have an insurance policy will not be issued equipment and will not be allowed to participate in organized athletics.

The DIA athletic insurance program covers injuries sustained by a student-athlete only during official Illinois-supervised practice and/or competition. Any injury must be reported by the student-athlete and evaluated by the sports medicine staff within three days of the injury, or within 24 hours of receiving emergency care. After evaluation, the student-athlete may be referred to a specialist in the local medical community. If a student-athlete wishes to seek other medical attention (ie. Physical therapy, etc.), prior written approval must be obtained from the sports medicine staff. Unapproved consultations or treatments are not covered by DIA.

The DIA program for paying student-athletes' medical bills is an accident policy and thus does not cover the following:

- An injury sustained in an activity, which is not associated with a Illinois-supervised intercollegiate activity and/or competition
- A chronic or recurrent injury, which was, sustained prior to or outside of participation in athletics at Illinois
- Any degenerative or overuse problem as diagnosed by a physician
- Any sickness or illness (prescriptions will be covered if needed)

The DIA does not assume any financial responsibility for any bills. The student-athlete and/or student-athlete's family are ultimately responsible for payment pending the insurance company's decision. However, if the proper referral and insurance procedures are followed, DIA will pay the remaining amounts generated from the care of an athletic injury and thus minimize the out-of-pocket expenses to the student-athlete. If student-athletes receive any bills, they should forward the bills to the sports medicine department as quickly as possible so that bills may be processed in a timely manner. DIA will not be responsible for the payment of any medical bills or outside medical treatment incurred 52 weeks after the date of the initial injury unless a specific extension request by the student-athlete is initiated and approved by the team physician, head trainer and director of athletics.

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a thletic Training Rooms — The Main Training Room is located in the northeast tower of Memorial Stadium. Huff Hall Athletic Training Room is located in the northeast corner of the basement. Other satellite athletic training rooms are available at the various practice facilities.

Treatment of athletic injuries prescribed by the team physician will be done daily. Treatment times will be scheduled by the team's athletic trainer. It is the student-athlete's responsibility to be present at the scheduled time, unless arrangements are made in advance.

All student-athletes must participate in practice and games except when declared unable to participate by the head athletic trainer or his/her designated representative or the team physician.

All student-athletes must follow all instructions of the head athletic trainer or his/her designated representative in all matters regarding the care and prevention of athletic injuries. In case of a serious injury or disability, the team physician will make the final decision as to whether or not an individual is able to participate.

If emergency treatment is required when a student-athlete is injured during scheduled practice or competition when the training room is closed, the sports medicine staff must be contacted. If a member of the sports medicine staff cannot be reached, the student-athlete should go immediately to the student health center or local emergency room.

If a life-threatening situation exists, call 911 or 9-911 from an on-campus phone and then call a member of the sports medicine staff.

sTUD en T-a THle Te P Re Gnan CY Pol ICY an D GUIDel Ines:

DIA will not discriminate against or punish a female student-athlete who becomes pregnant. Pregnancy places unique challenges on student-athletes. DIA has instituted this policy and guidelines for the protection of the student-athlete and her developing fetus.

w hat to Do if s tudent-a thletes become Pregnant:

Pregnant student-athletes are encouraged to be forthright about their circumstances and to seek counsel and medical care. As soon as a student-athlete learns that she is pregnant, she should notify her coach, head athletic trainer, sport administrator or the director of athletics as well as her personal physician/OBGYN, family or others who are important to her. This notification is necessary so that appropriate medical and emotional support can be made available. The coach, athletic trainer, and others who are informed are encouraged to maintain confidentiality.

Training and Competition:

DIA reserves the right to restrict a student-athlete's continued participation in competitive sports, based on consultation with the student-athlete, the coach, medical personnel and others. Assessing the risk of strenuous activity in pregnancy is difficult.

When making such decisions, these individuals shall use the following guidelines:

- The safety to participate in each sport must be dictated by the movements and physical demands required to compete in the sport. Many medical experts recommend that women avoid participating in competitive contact sports after the 14th week of pregnancy. Athletic activities associated with a high risk of falling should be avoided during pregnancy.
- Women who have medical conditions that place their pregnancies at high risk for complications should avoid physical activity until consultation with their obstetrician. The student-athlete should be aware of the warning signs to terminate exercise while pregnant: vaginal bleeding, shortness of breath prior to exercise, dizziness, headaches, chest pain, calf pain or swelling, pre-term labor, decreased fetal movement, amniotic fluid leakage and muscle weakness.

Counseling and discussion involving the pregnant student-athlete and a certified physician, written consent from the student-athlete's physician, and consultation with our certified head athletic trainer and director of athletics or designee must all occur before a determination is made whether to permit the student-athlete's participation in practice and/or competition during pregnancy.

s status on the Team and a thletic Grant-In-a id:

The pregnant student-athlete's athletic grant-in-aid, team membership status, benefits, or responsibilities will not be withdrawn during the period of the award because of pregnancy. The student-athlete's physician and head athletic trainer will determine whether or not the student-athlete is cleared to return to participation following pregnancy. NCAA rules permit a one-year extension of the five-year period of eligibility for female student-athletes for reasons of pregnancy. If the student-athlete chooses not to continue participating, it will be considered a voluntary withdrawal from the program and athletic aid will not be renewed for the following academic year.

Confidential Counseling:

It is important for the student-athlete to have appropriate counseling regarding her medical condition and risk of injury to themselves and to the fetus. The team physician will provide counseling referrals for student-athletes who are pregnant. Such referrals could be through the McKinley Health Center, the University Counseling Center or other health care professionals as deemed necessary by the team physician.

Medical e xpenses:

DIA is not obligated to cover any medical expenses associated with the student-athlete's pregnancy. All medical expenses that are a result of pregnancy are the responsibility of the student-athlete. It is recommended that if a student-athlete becomes pregnant she should refer to the "Student Injury and Sickness Insurance Plan" brochure published by the University Student Insurance Office.

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While enrolled at the University, student-athletes must always be alert to possible situations that may affect their eligibility. Understanding the appropriate application of NCAA rules to real-life situations is not always easy. However, student-athletes must be able to recognize when they are involved in a situation where NCAA rules might apply and must remember to contact the appropriate coach or the compliance office for assistance. Student-athletes who lack this sort of awareness or who fail to seek guidance from the appropriate person, are destined to encounter problems.

The information presented in this section addresses some general rules and situations. For questions regarding NCAA or Big Ten rules, always contact the compliance office directly. The compliance office is counting on everyone to do their part to uphold the integrity of the varsity teams, DIA, and the University.

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Student-athletes must maintain their amateur status to be eligible to compete in intercollegiate athletics. Therefore, student-athletes may not accept payment of any kind, directly or indirectly, for participating in their sport. Student-athletes may, however, receive actual and necessary expenses for practice and/or competition from the University. In rare situations, they may also receive money from their respective sport's national governing body or an amateur sports club, depending upon the type of competition and the circumstances related to each competition. Student-athletes and their parents should check with their head coach or the compliance office before accepting such assistance.

Student-athletes cannot be compensated for the value that they may bring to an employment opportunity because they are a recognizable University student-athlete. This includes all employment arrangements such as summer jobs, internships, and sport camps operated by the University, high schools, or other private entities. It is also not permissible for student-athletes to make appearances that may imply endorsement of a commercial enterprise or product. Examples include an appearance at a grand opening of a sporting goods store, or referring to an advertiser during a radio interview. Modeling that a student-athlete may have done prior to collegiate enrollment may be continued with certain restrictions, but must be cleared with the compliance office.

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NCAA rules provide specific criteria that must be met regarding student-athletes' employment during the academic year, which is defined as the *entire* time period beginning on the first day of fall semester classes and ending on the last day of spring semester classes or the day of a student-athlete's last final exam (whichever occurs later). **In order to ensure compliance with the n Caa rules in this area, student-athletes** must receive written permission to work from the compliance office **PRIo R To** commencing any kind of employment at any time during the academic year. Forms that student-athletes can use to initiate the process of securing written approval are available from the compliance office. If the request is approved, a compliance office representative will meet with the student-athlete to provide a written description of how NCAA rules apply to the student-athlete's specific employment arrangement.

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It is not permissible for student-athletes, or their relatives and friends, to receive any kind of “extra benefit” or “preferential treatment” that is not made available and provided to the general public or the general student body under the same terms and conditions in which it is made available and provided to student-athletes or their relatives and friends.

It is not permissible to accept such “extra benefits” or “preferential treatment” from staff members, representatives of the institution’s athletics interests (i.e., “boosters”), business owners, or other individuals.

Specifically, the NCAA defines an extra benefit as “any special arrangement by an institutional employee or a representative of the institution’s athletics interests to provide a student-athlete or the student-athlete’s relative or friend a benefit not expressly authorized by NCAA legislation”. Preferential treatment is receiving a benefit, discount or service based on an individual’s athletic reputation or skill or pay-back potential as a professional athlete.

Receipt of a benefit by student-athletes or their relatives or friends is not a violation of NCAA legislation if it is demonstrated that the same benefit is generally available to the institution’s students or their relatives or friends or to a particular segment of the student body (e.g., foreign students, minority students) determined on a basis unrelated to athletic ability.

e xamples of e xtra b enefits:

The NCAA Manual specifically identifies several types of “extra benefits” that are not permitted. An all-inclusive list is not provided here, or in the NCAA Manual, but some examples include:

- **Discounts and Credits**

Student-athletes and their relatives and friends may not receive a special discount, payment arrangement or credit on a purchase (e.g., greens fees, court time, airline ticket, clothing, rent, food) or a service (e.g., laundry, haircut, dry cleaning) unless it is offered and made available to the general public or the general student body under the same terms and conditions in which it is made available and provided to the student-athlete and their relatives and friends. Discounts or credits provided to student-athletes and their relatives and friends that are based upon the student-athlete’s participation in athletics, athletic ability, or notoriety achieved as a result of athletics are not permissible.

- **free or Reduced-Cost s ervices**

An athletics representative may not provide a student-athlete or their relatives and friends with professional services (for which a fee normally would be charged) without charge or at a reduced cost except as permitted by a specific NCAA rule. Professional services provided at less than the normal rate or at no expense to student-athletes and their relatives and friends are considered an extra benefit unless they are available on the same basis to the general student body.

Services provided to enrolled student-athletes such as the availability of tutors at no cost, academic counseling, and the availability of private computer labs in the Irwin Academic Center are examples of benefits that are permitted by NCAA rules.

- **s tudent-a thletes s elling Items Received for Participation in Intercollegiate a thletics**

Student-athletes shall not sell any item received for intercollegiate athletics participation or exchange or assign such an item for another item of value, even if the student-athletes’ name or picture does not appear on the item received for intercollegiate athletics participation.

- **Telephone and Credit Cards**

Student-athletes and their relatives and friends cannot use a telephone or credit card for personal reasons without charge or at a reduced cost.

- **e ntertainment s ervices**

Student-athletes and their relatives and friends cannot receive services (e.g., movie tickets, dinners, use of car) from commercial agencies (e.g., movie theaters, restaurants, car dealers) without charge or at reduced rates, or free or reduced-cost admission to professional athletics contests from professional sports organizations, unless such services also are available to the student body in general.

With regard to “preferential treatment”, NCAA rules state that student-athletes and their relatives and friends cannot receive “preferential treatment, benefits or services because of the student-athlete’s athletics reputation or skill or pay-back potential as a professional athlete, unless such treatment, benefits or services are specifically permitted under NCAA legislation.”

It is important to understand that if student-athletes or their relatives and friends receive an “extra benefit” or “preferential treatment” as defined by the n Caa , the student-athlete’s eligibility will be adversely affected. In all cases, the value of the extra benefit, or what was received as a result of preferential treatment, must be repaid if it is found that a violation of n Caa rules occurred. In many cases, the student-athlete will also be suspended and withheld from one or more future competitions.

RePRESENTATIVES of ATHLETICS Interests

Student-athletes and their relatives may come into contact with representatives of the institution's athletics interests. These individuals are often referred to as "boosters". The NCAA defines a "Representative of Athletics Interests" or a "booster" as anyone who has, at any time:

1. Been a member of a sports booster club, such as the "Rebounders" or "Quarterback Club";
2. Made a donation to any of the University men's or women's athletic programs;
3. Assisted in the recruitment of prospective student-athletes;
4. Arranged for or provided summer employment for enrolled student-athletes;
5. Assisted in providing any benefit to enrolled student-athletes or their families;
6. Been involved in promoting the University athletic program;
7. Purchased season tickets for University athletic events.

These representatives' activities and their interaction with student-athletes and student-athletes' relatives and friends are strictly regulated by NCAA rules.

Participation Time

Student-athletes' participation in mandatory countable athletically-related activities is limited to a maximum of four (4) hours per day and twenty (20) hours per week when the student-athletes' sport is "in season". Examples of countable athletically-related activities include: practice; competition; mandatory strength training or conditioning; individual workouts required or supervised by a coach; captain's practices; and mandatory or supervised film or videotape reviews.

Examples of activities that are not countable include: training table; physical rehabilitation; dressing; taping; academic study hall; compliance meetings; academic tutoring sessions; travel to and from practice and competition; medical exams or treatments; and voluntary workouts supervised only by strength and conditioning staff members.

During the declared playing season, student-athletes must be given a minimum of one day off per week on which no countable athletically-related activities can occur. A day of competition counts as three hours, regardless of the actual duration of the competition and the "pre-and post-game" activities. Practice may not be conducted following a competition on the same day that the competition occurs and may not occur between midnight and 5 am.

Student-athletes' participation in countable athletically-related activities that occur during their sport's "off-season" during the academic year is limited to eight hours per week. Such participation is limited to mandatory strength training and conditioning. Two of the eight hours per week may be spent on individual skill instruction in all sports. This skill instruction can involve no more than four team members at any one time at any location, prior to September 15 and after April 15. While such skill instruction is not permitted in football during the off-season, eligible football student-athletes can watch video with their coaches for up to two of the eight hours permitted each week during the off-season during the academic year.

During the academic year outside the declared season, student-athletes must be given a minimum of two days off per week on which no countable athletically-related activities may occur. No athletic activity may be required during a vacation period outside a student-athlete's sport's season.

NCAA rules prohibit a student-athlete from missing class for the purpose of participation in any practice activities, except when a team is traveling to an away-from-home contest and the practice is in conjunction with the contest. These rules apply whether or not the class instructor monitors attendance or approves of the missed class time.

Team Travel

When a student-athlete makes the team's travel squad, his or her transportation, lodging, and meals will be provided when traveling to away-from-home competitions. Student-athletes will be responsible for personal hotel charges on team trips, such as long distance calls or room service. **Personal hotel charges must be paid at the front desk before the team checks out of the hotel.**

Ticket Policy

In sports for which the University charges a fee for admission, each eligible student-athlete in that sport may reserve complimentary admission for a maximum of four (4) guests through the athletics ticket office website (www.playerguest.com). A guest may not be designated by more than one student-athlete to receive a complimentary admission for any one game. Instructions on how to access and navigate this website are located in all of the student-athlete computer labs.

Student-athletes may **not** go to a coach, manager, or staff member to receive an admission under any circumstances. In addition, a coach, manager, or staff member may **not** ask to use any of the student-athlete's complimentary admissions.

All guests of student-athletes must present proper identification at the complimentary admission receiving area. Examples of proper identification include a student ID, a driver's license, a social security card, or a picture ID. If acceptable ID is not presented, admission will be denied.

Any potential guest appearing at the complimentary admission receiving area but not listed will be denied a complimentary admission and be required to purchase a ticket (if available).

Student-athletes may not sell or exchange a complimentary admission for any item of value. Any violation of these rules will jeopardize the student-athlete's eligibility with the NCAA. In addition, the University will impose a three-game suspension of privileges for the first offense. Any subsequent offense will result in the loss of complimentary admissions for the entire year. All students are admitted free into all sports other than football, men's basketball, women's basketball and volleyball. Big Ten rules require every person, regardless of age, to have a ticket to enter football and men's basketball events. Complimentary admissions for these events are provided only for men's football and men's basketball student-athletes.

In Vol Ve Men T w ITH Re CRUITs

Student-athletes may write to prospects to encourage their enrollment at Illinois, but it may not be done at the direction and/or the expense of the University. Student-athletes may not telephone recruits, but may accept telephone calls made at the prospect's expense during the recruit's senior year.

Student-athletes are also prohibited from making any public statements about recruits. This includes, but is not limited to, statements to members of the media and postings on websites such as Twitter or Facebook about the recruit's athletic ability, or the likelihood that the recruit will attend the University.

Student-athletes may be asked by a coach to host a recruit who is on an official visit to our campus. While serving as a host, student-athletes may be given host money for the purpose of entertaining the recruit. Host money may be used for food, arcades, movies, theaters, bowling, and other activities, but **may not** be used to purchase souvenirs or apparel items (e.g., hats, t-shirts, etc.) for the recruit. **The use of alcohol, drugs, sex, gambling or any criminal activity should never be used as recruiting devices.** Student-athletes may transport the recruit to activities within a 30-mile radius of campus, but must not allow the recruit the use of a car. The University cannot provide the use of a car to student-athletes for the purpose of hosting a recruit. Student-athletes will receive a list of host instructions when given host money by the coach.

When hosting prospective student-athletes on-campus for recruiting visits, student-athletes are expected to abide by all University, Big Ten and NCAA rules as well as all local, state and federal laws. Participation in impermissible activities, either by the student hosts or the recruits, may result in the loss of athletic scholarship and/or termination from the team for the student hosts.

a Gen Ts an D a DVIsO Rs

The NCAA strictly regulates interaction with agents, advisors, and their representatives, or "runners" as they are commonly called. Student-athletes are permanently ineligible for participation in an intercollegiate sport if they have ever agreed (in writing or even just verbally) to be represented by an agent or advisor in the marketing of their athletic ability. Student-athletes and their relatives and friends are also prohibited from receiving any kind of benefit or expense, such as transportation or clothing, from agents, advisors and their representatives. The NCAA considers violations of these rules to be among the most serious. Such violations result in student-athletes being withheld from competitions and have often resulted in student-athletes being declared permanently ineligible for all further intercollegiate competition.

The involvement of agent and advisor representatives, or "runners", is an ever-growing concern in sports that have professional leagues. These individuals will often not tell the student-athletes or the student-athletes' relatives and friends that they are being paid and supported by an agent. The "runner" may offer gifts, benefits or services to student-athletes and their relatives and friends, then later attempt to steer student-athletes and the student-athletes' family toward employing a certain agent or financial advisor.

"Runners" can be former college athletes, current or former professional athletes, or even apparent friends. But do not be fooled. These individuals are surreptitiously jeopardizing the student-athlete's eligibility and unethically attempting to manipulate some financial decisions that are very important to the student-athlete and his or her family. They are essentially trying to enrich themselves at the student-athlete's expense.

DIA attempts to ensure that student-athletes and their families have the opportunity to make sound and carefully considered decisions related to potential professional athletics careers. It is important that these decisions be made in a protected environment that is free from the many unscrupulous influences in the highly competitive field of athlete representation. This is accomplished by the enforcement of a departmental policy that applies to agents and advisors.

The Policy

DIA policy prohibits any kind of in-person, telephonic, and/or electronic communication between agents, financial advisors and/or their representatives and any student-athlete, their parents, legal guardians, and/or relatives until the student-athlete has exhausted his or her eligibility, without the express written authorization of the Associate Athletic Director for Compliance or his or her designee employed in the Irwin Academic Center. Such authorization can be provided only by the Associate Athletic Director for Compliance or his or her designee and is provided only for in-person on-campus communication and telephonic communication that must occur in the presence of the Associate Athletic Director for Compliance or his or her designee or the associate athletic director for compliance.

The policy also prohibits all direct correspondence and all other forms of written communication between agents, financial advisors and/or their representative with any student-athlete, their parents, legal guardians and/or relatives until the student-athlete has exhausted his or her eligibility. The Associate Athletic Director for Compliance or his or her designee shall distribute correspondence and all other forms of written communication from agents, financial advisors and/or their representatives to any specified student-athlete, their parents, legal guardians and/or relatives prior to the time when the student-athlete exhausts his or her eligibility.

Student-athletes, their parents, legal guardians and/or their relatives must immediately report any in-person, telephonic, and/or electronic communication made by agents, financial advisors and/or their representatives if the communication is in violation of the policy. They must also immediately report the receipt of any correspondence and/or any other form of written communication from agents, financial advisors and/or their representatives if the correspondence and/or written communication are received in violation of the policy. Such reporting must be made to the student-athlete's head coach, academic counselor, the compliance office, or directly to the Associate Athletic Director for Compliance or his or her designee.

If a student-athlete or the student-athlete's family member wishes to communicate with an agent, financial advisor, or one of their representatives in any manner (e.g., in-person, via telephone, fax, letters, e-mail, etc.) the student-athlete must make the request to the Associate Athletic Director for Compliance or his or her designee who will facilitate all related arrangements.

It should be noted that adherence to the policy does not result in a ban on communication with agents and financial advisors. Rather, the policy permits communication with agents and advisors *if* the communication occurs under specified conditions.

TRansfe R RULEs

If a student-athlete decides to transfer to another school after attending the University, there are some important things to take into consideration. The following is a summary, but should not be considered a substitute for the actual wording of the transfer rules that are found in the NCAA and conference manuals. It is important for student-athletes to consult DIA's compliance office and the compliance office at the school to which they intend to transfer, to discuss all applicable NCAA and conference rules that may affect eligibility.

- Coaches or staff members of another NCAA member institution may not make contact with any student-athlete until they have received a written letter from the University giving them permission to do so.
- If a student-athlete has signed a National Letter of Intent to attend the University, transferring before the completion of one academic year here could result in the loss of one year of intercollegiate eligibility.
- Big Ten rules may affect a student-athlete's eligibility to compete and/or receive athletic aid when transferring from one Big Ten institution to another.

NCAA transfer rules require a student-athlete transferring to another four-year school to fulfill a residence requirement of one full academic year at the next institution before becoming eligible for competition. However, there are exceptions that allow a student-athlete to be immediately eligible at the next institution. The most common of these is the "one-time transfer exception." If transferring to another NCAA Division I institution, a student-athlete must be eligible upon departing University to receive athletically related financial aid at the new institution.

The one-time transfer exception can be used only if the student-athlete has not already transferred from a four-year school to the University of Illinois or to any other four-year school.

The one-time transfer exception cannot be used if the student-athlete transferring will participate in Division I baseball, basketball or Division I (FBS) football.

To receive this "one-time transfer exception," a student-athlete must maintain good academic standing and meet all satisfactory progress requirements. DIA must be able to certify that student-athletes transferring to another school would have been eligible under NCAA and Big Ten rules had they remained enrolled at the University. In addition, DIA must consent to the application of the transfer exception. Such consent is granted at the discretion of the head coach and the director.

If student-athletes need summer school hours to meet progress-toward-degree requirements to ensure their academic eligibility, prior approval of the University academic officials is required if these summer school courses will be taken at another institution.

If student-athletes transfer from Illinois to another NCAA member school at midyear, and has already competed for their team here during the sport's traditional season, they are not eligible to compete in that same sport at the next school attended during the traditional season of the same academic year.

In general, if student-athletes transfer from the University to a two-year college and enroll full-time there, the student-athletes must then graduate from the two-year college and earn at least 24 semester or 36 quarter hours at the two-year college before competing for another four-year school. These hours must be transferable degree credit to the next four-year college the student-athletes attend and they must earn a cumulative minimum GPA of 2.0 if they wish to have the opportunity to then attend another four-year school and be immediately eligible to compete.

Transfer Grievances

Step 1: Student-athletes who have a complaint related to a transfer issue must first attempt to resolve the issue with their head coach.

Step 2: If a satisfactory outcome is not reached after Step 1, student-athletes may submit a written request to the director or the director's designee. All written requests must include a full explanation of the complaint and the specific action requested. All written requests must be addressed by the director or the director's designee and a decision to grant or deny the student-athletes' request must be communicated within five (5) University business days. If the complaint is resolved to the student-athlete's satisfaction through Step 2, a written statement that defines the agreement will be issued by the director to the student-athlete and head coach.

Step 3: If a satisfactory outcome is not reached after Step 2, the student-athlete may request a hearing. The request for a hearing must be made in writing to the director or the director's designee. The hearing must be conducted and written results of the hearing must be provided within fifteen (15) University business days from receipt of the written request and must be heard by the Transfer Athletic Review Panel (see below). The student-athlete requesting the hearing will be provided with the opportunity to actively participate in the hearing (e.g., in person, via telephone). The decision of the Transfer Athletic Review Panel will be final.

Transfer Athletic Review Panel

This panel hears cases related to transfer issues and is composed of personnel from outside the DIA. Members are appointed from the following offices and/or committees: Chair of the Athletic Board or designee; Faculty Athletics Representative; and an officer of the Student-Athlete Advisory Committee (SAAC).

Financial Assistance

Many student-athletes at the University will receive some form of financial assistance. The source of this assistance might be institutional (from the University itself) or non-institutional (from a source outside of the University). However, any financial assistance received by a student-athlete, regardless of the source, must comply with the rules and regulations of the NCAA, the Big Ten and the University. These rules and regulations govern: the amount of financial assistance that can be provided to student-athletes; the process of offering and accepting offers of financial assistance; and the length of time financial assistance may be offered to student-athletes.

The University, DIA and our student-athletes all share the responsibility of making sure that these rules and regulations are followed.

Types of Financial Assistance:

Institutional Financial Aid:

Institutional financial aid is considered all funds administered by the University or aid from government or private sources where the University is responsible for administering the funds. Examples of institutional financial aid include: scholarships, grants, tuition waivers, employee-dependent tuition waivers (e.g. lessened tuition when one of the student-athlete's parents work for the University) and loans.

Receiving financial assistance from DIA is a privilege that student-athletes must earn by participating to the best of their ability, not only on the playing field, but in the classroom as well. In order to maintain their athletic institutional aid, student-athletes must be responsible members of the team and responsible citizens of the University community.

Non-Institutional Financial Aid:

Although student-athletes may receive financial aid that is not administered by the University, to remain eligible for competition, the non-institutional financial aid must meet certain criteria:

First, it might not be considered pay or promise of pay for athletic skills (a term defined by the NCAA).

Second, the funds can only be received from: (a) someone upon whom the student-athlete is naturally or legally dependent; (b) awarded solely for non-athletic ability reasons; or (c) awarded through an established and continuing program to aid students, so long as the recipient's choice of college or university is not restricted by the individual or group providing the financial aid and that donor has no direct connection to the University.

Note: NCAA rules limit the types of scholarships received from any source outside of the University. To comply with these rules, such scholarships should always be awarded through the University. Either the awarding agency can forward the scholarship check directly to the Student Financial Aid Office (which is the preferred approach) or, if the awarding agency sends the scholarship check directly to the student-athlete, the student-athlete must deliver the check to the Student Financial Aid Office. Failing to comply with these steps is a violation of NCAA rules and can lead to a student-athlete being determined ineligible to compete.

Limits on Financial Assistance:

With limited exceptions, the NCAA prohibits student-athletes from accepting financial aid beyond the value of the student-athlete's tuition and fees, room and board and required course-related books (the NCAA calls the total amount for all these expenses "a full-grant-in-aid"). **student-athletes who receive more financial assistance than their full-grant-in-aid value and who do not meet one of the NCAA's exceptions will not be eligible to participate in intercollegiate athletics.**

Financial aid that must be considered when determining whether a student-athlete's financial aid exceeds the value of a full grant-in-aid, includes, but is not limited to, the following types of financial aid:

- All Institutional Financial Aid and scholarships, except for honorary academic awards or research grants;
- All government grants for educational purposes (i.e., Monetary Award Program Grant or other state grants), except for certain types of grants like: Pell Grant, Montgomery GI Bill, AmeriCorps Programs, Military Reserve Training Programs, U.S. Government Entitlement Programs, Vocational Rehabilitation for Service-Disabled Veterans Program, and State Grants for Disabled Veterans;

- All gifts given to a student-athlete following completion of eligibility in appreciation for, or in recognition of the student athlete's athletic accomplishments;
- All stipends, bonuses or salary (no matter when received or contracted for) from a professional sports organization;
- All other income (no matter when received or contracted for) from participation in an athletic event;
- Any loans, except legitimate loans which are based upon a regular repayment schedule, available to all students and administered on the same basis for all students, such as Federal Direct Subsidized or Unsubsidized loans, Perkins loans, and University of Illinois Long Term Loans.

qUes TIons Re Ga RDIn G n on-Ins TITUTional fl nan CIal aID :

Student-athletes are responsible for ensuring that they do not jeopardize their eligibility by accepting unauthorized financial aid. If coaches or student-athletes have any question as to whether accepting any non-institutional financial aid or funding would be allowed under the rules established by the NCAA, they must contact the compliance office for clarification before accepting such an award as the consequences can be severe. Student-athletes, who receive non-permissible aid, may have their eligibility be suspended until the aid is either returned or is re-routed through the Office of Student Financial Aid.

Student-athletes who are uncertain as to the legitimacy of financial aid should consult the grant-in-aid specialist in the Academic Services Office or Office of Student Financial Aid.

Mon ITo RIn G fl nan CIal aID :

To ensure compliance with all NCAA and Big Ten financial aid requirements, all financial aid received by a student-athlete must be monitored by the institution and included in the individual's grant-in-aid limitation calculation. One way DIA monitors such financial aid issues is by requiring student-athletes to complete the Big Ten Statement of Financial Support, on which they will list financial aid received from outside sources and compensation received from summer and school-year employment. This form is completed during the compliance "check-in" meeting for each individual team.

In Co MIn G fR es HMen e l IGIBII ITY fo R fl nan CIal aID an D a ss Is Tan Ce:

Incoming freshmen with no previous full-time college attendance must meet certain NCAA grade point average, test score and high school course requirements to be eligible for athletically-based institutional aid. Individuals who do not meet these NCAA academic requirements can only receive non-athletic institutional financial aid based solely on their financial need.

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Initial Tender and National Letter of Intent

- a. A coach shall request a tender by completing an Initial Tender Request Form which is available from Academic Services.
- b. The coach shall complete the form entirely and accurately.
- c. If a prospect is a transfer student, it must be indicated if the prospect has or has not signed a National Letter of Intent at the previous institution.
- d. If a dollar amount is being applied for a partial scholarship, the amount for the year and the semester shall be communicated by the coach to the Grant-In-Aid Specialist in Academic Services.
- e. Before a tender can be processed, the signature of the Head Coach must be obtained.
- f. The tender and National Letter of Intent will be returned to Academic Services unless otherwise indicated.
- g. An initial tender which has been issued to an incoming student-athlete shall not be amended or modified, except as noted below, and may not be modified during the first year of the award. In the event a signed National Letter of Intent is declared null and void, an initial tender does not automatically become invalid and may not be modified upon re-issuance.

Note: An institution may modify only the date of issuance if a tender must be re-issued (e.g., because of non-receipt of the original tender). A tender modified by the date of issuance shall be so noted.

Te RMs of awa RDs:

Most awards of institutional athletic financial aid will be awarded for a length of time not to exceed a student-athlete's five-year period of eligibility. However, individual coaches can receive permission from their Sports' Administrators to offer their teams' institutional financial aid awards on one-year basis.

Ins TITUTional fl nan CIal aID Renew al an D non-Renew al P Ro Ce D URes:

Returning student-athletes whose financial aid period is one academic year and who have eligibility remaining in the sport in which their financial aid was awarded will be notified in writing by July 1 if their athletic aid is to be renewed, reduced, or not renewed for the following year. Notification of athletic financial aid renewals will be made by Academic Services, and reductions and non-renewals will be made by the Office of Student Financial Aid.

Reasons for Reducing or failing to Renew a student-athlete's Institutional financial aid

If there is a reason to believe that a student-athlete is failing to meet any of the responsibilities placed upon him or her, it is within the authority of the student-athlete's head coach and/or the director to authorize the cancellation of a grant-in-aid or the adjustment of the amount of aid provided. The head coach of the sport providing the grant-in-aid must initiate non-renewal or tender adjustment action.

Student-athletes who have been diagnosed by a medical staff member as unable to participate due to injury, illness or physical or mental condition need not continue to compete to earn renewal of their grant-in-aid. However, students cannot hope to keep an athletic grant-in-aid if they voluntarily withdraw from the athletic program or their absenteeism and uncooperative attitude abdicates their responsibilities.

Renewal Tender Change of Aid Statistics

- a. Per NCAA Bylaws, the renewal of institutional financial aid for the fall semester shall be made on or before July 1 prior to the academic year in which it is to be effective. The associate director for academic services shall notify each head coach of this guideline prior to July 1 and shall ask each head coach to indicate whether a student-athlete's financial aid is to be renewed, reduced, increased, or not renewed.
- b. The associate director for academic services shall send a list of all student-athletes who received any form of athletic aid for the previous academic year to each head coach in the spring. If the degree of aid is to remain the same for the upcoming academic year, the head coach will simply initial the student-athlete's name approving the renewal.
- c. If the head coach wishes to make a change to the aid, the coach is required to fill out the Renewal Tender Request Form, a form that asks what aid should be offered and what period of time the change should be activated. A head coach may also put a "hold" on the scholarship in order to make a change at a later date.
- d. The head coach must sign the renewal scholarship before returning it to Academic Services.
- e. The same renewal procedure shall be used for scholarship renewals for the spring semester only for those 6th year student-athletes that have signed a semester by semester scholarship.

Voluntary Withdrawals from a Team:

If a student-athlete voluntarily withdraws from participation in a sport for personal reasons, the student's grant-in-aid will be canceled at the conclusion of the semester in which the student ended his/her participation.

Outside Aid

Any financial aid that is not permitted by NCAA legislation may be deducted from the athletic grant-in-aid or could render the student-athlete ineligible for intercollegiate athletics participation.

Each year during the compliance "check-in" meeting for each individual team, student-athletes will complete the Outside Scholarship Form. This form shall be one method by which non-institutional aid is monitored.

Summer School and Fifth-Year Aid:

DIA is committed to facilitating and supporting the educational pursuits of all of its student-athletes and may provide grant-in-aid for selected student-athletes who complete degree requirements during the University's summer session or during their fifth-year of enrollment. Guidelines for receipt of summer term or fifth-year aid are as follows:

summer school for Current student-athletes

Athletic aid will only be awarded with the approval of the head coach and director (or the director's designee). Aid will be provided only to those student-athletes who meet NCAA and Big Ten requirements. Student-athletes who require summer school attendance in order to meet eligibility standards must have given their full cooperation to the college, department, and DIA personnel in all matters during the academic year.

Student-athletes receiving summer athletic aid must enroll in and carry to completion a minimum of three semester hours during Summer Session I and six semester hours during Summer Session II. Further, the credits must be countable toward the student-athlete's degree.

Student-athletes who wish to attend summer school must discuss an academic plan of study for their degree pursuit with their athletic academic counselor. Student-athletes who wish to attend summer school because of scheduling conflicts, or to earn additional credit hours to meet graduation requirements, must submit their request in writing. To apply for financial aid for the summer, student-athletes must complete the Summer Athletic Aid Application, upon which they will list the courses they wish to take and the reasons they wish to take these courses. After completing the form, student-athletes should obtain the signatures of their coach and athletic academic counselor on the form. The form, with the signatures, should be delivered to the associate athletic director for academic services, Irwin Academic Services Bldg., 402 E. Armory, Champaign, IL 61820. All requests for summer attendance must be made in writing.

Student athletes who received an athletic scholarship for the preceding academic year must also have a signed athletic scholarship for each summer session before the first day of classes. These will be available to student-athletes for signature after their application for either, or both, Session I and Session II, has been approved by their head coach, their academic counselor, and the associate athletic director for academic services.

Subsequent to initial full-time enrollment, student-athletes may not receive athletic aid for attendance during a summer session unless they received such athletic aid during the previous academic year. Further, such aid may only be awarded in proportion to the amount of athletic aid received during the previous academic year.

An exception applies to the awarding of athletically related financial aid to a prospective student-athlete to attend an institution in the summer prior to the prospective student's initial, full-time enrollment at the certifying institution.

The Division of Intercollegiate Athletics reserves the right to have any or all requests for Summer School Grant-in-Aid reviewed by a committee appointed by the Director of Athletics.

summer school for Incoming student-athletes:

- a. A coach shall request a summer tender by completing an Initial Summer Tender Request Form, which is available from Academic Services.
- b. The coach shall complete the form entirely and accurately.
- c. If a prospect is a transfer student, it must be indicated if the prospect has or has not signed a National Letter of Intent.
- d. The student and the parents' signatures must be obtained on the tender prior to the first day of summer session.
- e. Aid will only be awarded with the approval of the head coach and athletic director or designee.
- f. Aid will only be provided to student-athletes who meet NCAA and Big Ten requirements.
- g. Incoming Student-Athletes will only be allowed to take Summer II term.

Student-athletes receiving Grants-In-Aid from DIA must enroll in and carry to completion six semester hours for Summer School, which counts toward the athlete's degree.

fifth Year aid

DIA is committed to the educational pursuits of all student-athletes and will assist selected student-athletes in completing degree requirements in their fifth-year. However, fifth-year athletic aid is not automatic and will be awarded on a case-by-case basis. To receive fifth-year aid, a student-athlete must submit in writing a request for continuation of aid. This request must be submitted to, and supported by, the student-athlete's head coach. Final approval will be made by the director (or the director's designee). Fifth-year aid will only be approved for student-athletes who meet NCAA and Big Ten requirements for such aid. Further, fifth-year student-athletes who have exhausted eligibility must complete degree requirements in the shortest period of time possible. Before fifth-year athletic aid is awarded, a letter must be submitted to the Academic Services Office from the student-athlete's college, which lists the remaining courses required for graduation as well as the college's course requirements for graduation. Student-athletes who are exempt for medical reasons will be awarded fifth-year aid when extenuating circumstances prevent the student-athlete from completing degree requirements within a four-year period. Fifth-year aid for student-athletes who have exhausted their eligibility and/or who are exempt for medical reasons will only be awarded aid on a semester-by-semester basis. These student-athletes are also required to submit a letter from their respective colleges listing their course requirements each year. Student-athletes receiving fifth-year aid will be assigned to a unit in DIA for the semester per the degree completion program.

Financial Aid Grievance:

Student-athletes shall be provided written notice of any termination, reduction or change in their grant-in-aid. If student-athletes wish to appeal a termination, reduction or change to a grant-in-aid award, they must use the following procedure:

- a. First, the student-athlete must request, in writing, a meeting with the head coach within five days from the date of mailing of the notice of change. The coach shall grant a hearing to the student-athlete within 5 days from the date of mailing of the student-athlete's request. After the hearing, the coach shall provide the student-athlete with his or her decision, in writing, within two days of the hearing.
- b. If the student-athlete disagrees with the coach's decision, the student-athlete may submit a written request for a hearing to the director. The request should be delivered to the director within five days of the date of mailing of the coach's decision. An in-person hearing with the director, or the director's designee, will be held within seven days of the date of mailing of such request. The director or the director's designee shall, within five days after such hearing, provide to the student-athlete a written notice of the director's decision.
- c. If the student-athlete disagrees with the director's decision, the student-athlete may request a hearing before the Financial Aid Review Committee. Notice of the student-athlete's request for such a hearing must be mailed within ten days from the date the director's decision was mailed to the student-athlete. Within fifteen days from the date of mailing of such request, the Financial Aid Review Committee shall provide to the student-athlete a written notice of the time and place of such hearing, which shall be conducted by said Committee in an informal manner. The Committee shall mail to the student-athlete a notice of its decision within fifteen days after the date of the hearing.

- d. The decision of the Financial Aid Review Committee shall be final and binding upon the Division of Intercollegiate Athletics, the student-athlete and all others.
- e. Each of the requests or decisions required under the foregoing procedure shall be in writing. Notice to the coach, the director of athletics, or the Financial Aid Review Committee shall be e-mailed directly or mailed to the Bielfeldt Athletic Administration Building, 1700 South Fourth Street, Champaign, Illinois 61820. Notice to the student-athlete shall be directly e-mailed and/or sent to the mailing address designated on the grant-in-aid acceptance, or any address subsequently filed by the student-athlete in writing with the director of athletics.

Other Financial Aid Matters:

Book Policy

Each term, coaches will receive instructions outlining the distribution of books for student-athletes who receive books as a part of their athletic scholarship. Each student-athlete receiving books will need to fill out an authorization form providing DIA permission to pull their schedules and order their books.

At the time of book pick-up, student-athletes must check each bag of books they receive for accuracy and sign a form verifying receipt of all the correct textbooks and materials. **Student-athletes are responsible for returning all the books listed on the form. Assuring the accuracy of this list when the books are delivered to them ensures student-athletes will not be responsible for returning books that they never actually received!**

A book slip is required to obtain any required texts, readings, or materials that are not included in the bag of books received at the beginning of the semester. Student-athletes can obtain book slips by bringing copies of their schedule and class syllabi to Irwin 207b. After student-athletes receive a book slip for the extra materials, the book slip must be taken to the bookstore where the additional materials will be provided to them. Student-athletes **are also responsible for returning all books/materials you have signed for, been reimbursed for, and/or charged using a book slip.** ALL purchased texts, study guides, packets, CDs, workbooks, recorders, calculators, etc. must be returned to the Irwin Academic Services Center by 4pm on the last day of finals. Student-athletes may keep books only under the following circumstances: (a) the books are needed for an extension or a course through the Office of Continuing Education; (b) the books will be re-used by the student-athlete in a class the following session; or (c) the student-athletes buy the book for one-half the cost of the purchase (the student-athlete will be charged on their student account). **ARRANGEMENTS FOR THESE CIRCUMSTANCES MUST BE MADE IN ADVANCE.**

If books are not returned by the deadline listed in the previous paragraph, the student-athlete's student account will be charged for one-half of the purchase price of the text(s).

Additional Sources of Aid, when Needed:
Special Assistance Fund

This Special Assistance Fund has been established from monies provided by the NCAA and is administered by the Big Ten. All student-athletes, including walk-ons and medical non-counters, who are Pell Grant recipients may apply for this fund. Applications are available at the Irwin Academic Center in Room 207b.

The NCAA has previously approved the following requests for funds:

- \$500 a year to be used for clothing or other essential expenses (not entertainment);
- Medical and dental costs not covered by another insurance program: hearing aids, vision checks and contacts or eyeglasses, off-campus psychological counseling, dental checks and expenses;
- Cost of expendable academic course supplies, rental of non-expendable materials (e.g. computer equipment, cameras, field expenses) that are detailed in the Campus Timetable; and
- Cost of documented expense for travel related to a family emergency.

Student-Athlete Opportunity Fund (SAOF)

The Student-Athlete Opportunity Fund (SAOF) is intended to provide direct benefits to student-athletes or their families as determined by conference offices. As a guiding principle, the fund shall be used to assist student-athletes meet financial needs that arise in conjunction with participation in intercollegiate athletics or enrollment in an academic curriculum. All student-athletes, including walk-ons and medicals, are eligible for SAOF monies. For more information about SAOF funds, approved and prohibited uses, and the process for requesting SAOF monies, please see the grant-in-aid specialist located in the Academic Services Center.

DIA , bIG Ten , & nCaa a w a RDs

DIA a w a RDs:

Varsity awards: Varsity awards shall be awarded each academic year by the Award Committee as a mark of athletic distinction in varsity sports.

Varsity awards are given as follows:

- First year (of participation) Wool Letter Jacket
- Second year (of participation) Letter Blanket
- Third year (of participation) Watch
- Fourth year (of participation) Varsity Ring or Framed Jersey

Student-athletes shall not receive more than one major award per academic year. A certificate(s) shall be presented to multi-sport student-athletes earning more than one award per academic year. General requirements pertaining for receiving athletic awards:

- The student-athletes must represent themselves, their sport, DIA and the University in a credible and complimentary manner;
- Student-athletes must adhere to all University, program and team rules and regulations;
- Student-athletes must demonstrate a genuine interest in and dedication to amateur athletics and the sport in which they are participating;
- Student-athletes must maintain academic eligibility throughout the semester(s) of their regular competitive season; and
- Student-athletes must be making normal progress toward a degree.

Process for recommending and awarding varsity awards:

All final recommendations for varsity awards shall be made through the director, based on the following guidelines:

- The initial recommendation for award consideration must be made by the head coach of the given sport in which the student-athlete has engaged.
- The head coach may recommend a first-year award be granted to a student-athlete with at least three years of competition whose cumulative record of achievements and services to the particular sport warrant such consideration. The head coach must supply supporting evidence with the recommendation.
- A coach may recommend an award be granted to a student-athlete whose potential for outstanding performance has been interrupted for reasons of injury or illness. Such a recommendation by a coach will have to be accompanied by strong supportive evidence.
- The head coach shall submit a list of all those student-athletes who in the coach's opinion meet DIA's requirements to receive such awards (listed above). If a head coach recommends that a student-athlete has not met the requirements for an athletic award, that coach should submit the reasons substantiating this decision.

scholar athlete Reception:

Every year a reception will be held to honor all graduating University student-athletes. Awards presented at the banquet include:

- Fighting Illini Newcomer Award
- Fighting Illini Spirit Award
- Outstanding Scholar-Athlete Award
- Outstanding Team GPA Award
- Dike Eddleman Athlete of the Year Award
- Big Ten Medal of Honor Awards
- Illini Life Skills Team Competition Award
- Illini Leadership Academy- Leader of Distinction Award
- Illini Leadership Academy-Leader of Merit Award

scholar-athlete of the week award:

DIA Academic Services presents this award to student-athletes who have a minimum of a 3.0 cumulative GPA or higher and who have had a noteworthy athletic performance in their respective sport.

Big Ten Awards:

- **Wayne Duke Postgraduate Award**

This award is given as an annual scholarship of \$5000 recognizing one male and one female Big Ten senior student-athlete pursuing a postgraduate degree for achievements in academics, athletics, civic service, and leadership. Each Big Ten institution may nominate one male and one female student-athlete.

- **Big Ten Postgraduate Award**

Each Big Ten institution will annually present two student-athletes (one male and one female) with one-time postgraduate scholarships of \$7,500 each. The applicants will be evaluated based primarily on their achievements in academics.

National Awards Available to Students Eligible to Win:

- **Academic All-Big Ten**

Awarded each season to letter winners with a cumulative GPA of 3.0 or better who are in at least their second year of attendance at their institution.

- **Chi Alpha Sigma**

Juniors and seniors who have earned a varsity letter and have a 3.4 or higher cumulative GPA are eligible.

- **Arthur Ashe Junior Sports Scholars Award**

Award recognizes contributions of student-athletes of color who have completed one full academic year, have a GPA of 3.2 or better, and are active in community service.

- **Division 1 Degree Completion Award**

Student-athletes who have exhausted their eligibility for institutional financial aid (in five years), are within 30 semester hours of completing their degree requirements may apply. Full-time students receive grants equal to a full athletics grant at the institution; part-time students receive tuition and an allowance for books.

- **The Freedom Forum-NCAA Foundation Sports-Journalism Scholarship**

Eight \$3,000 scholarships are awarded to college juniors pursuing careers in sports journalism and majoring in journalism, or who have experience in campus sports journalism. The scholarship is designed to foster freedoms of speech and press while promoting quality sports journalism education at the collegiate level.

- **Telemaco Academic American Teams**

In order to be nominated, a student-athlete must be a starter or key reserve with at least a 3.20 GPA. Students are eligible only after reaching sophomore level in both athletic and academic standing. Junior college transfers are eligible after one academic year.

- **Jim McKay Scholarship**

Annually awards a \$10,000 postgraduate scholarship to one male and one female student-athlete in recognition of their outstanding academic achievement and potential to contribute to the sports communications industry. Eligible recipients must have an overall undergraduate grade-point average of 3.5 or better.

- **NCAA Ethnic Minorities and Women Enhancement Post Graduate Scholarships for Careers in Athletics**

Twenty-six \$6,000 scholarships (13 for ethnic minorities and 13 for women) are available annually to college graduates who will be entering the first semester of their initial post graduate studies.

- **NCAA Honors Program**

- * The Theodore Roosevelt Award recognizes former varsity letter winners in college who have become citizens of national recognition and of outstanding accomplishment.

- * The Today's Top VIII awards honor eight outstanding senior student-athletes with a varsity letter.

- * The Silver Anniversary Award recognizes six distinguished former student-athletes on the 25th anniversary of their graduation.

- **NCAA Postgraduate Scholarship Program:**

The NCAA awards 174 postgraduate scholarships annually to student-athletes who have excelled academically and athletically and who are in their final year of athletic eligibility. Student-athletes are nominated by their institution.

- **NCAA Walter Byers Postgraduate Scholarship Award:**

This award recognizes and encourages excellence in academic performance by senior student-athletes. Recipients of the award must have a 3.5 grade-point average (4.0 scale), demonstrate evidence of superior character and leadership and show that participation in athletics has been a positive influence on their personal and intellectual development.

Va Rs ITY “I” asso CIA Tion

Fighting Illini student-athletes will always be a part of the Illinois athletic family and the Varsity “I” Association is a very exclusive group that consists of all former Illini athletes and letter winners from across the decades. Student-athletes’ time as an Illini student-athlete may only be a short few years, but they are an Illini for life. After leaving school, the Varsity “I” Association serves as a resource for former student-athletes, performing the following tasks:

- *Making Varsity “I” a family;*
- *Helping members network with other follow Illini for jobs, moving-related questions, and general advice;*
- *Keeping student-athletes connected to their teammates and other Varsity “I” Association members through newsletters, reunions, tailgates and other activities;*
- *Keeping student-athletes connected to the Illinois athletic department; and*
- *Securing the future of the Varsity “I” family by supporting the current Illini student-athletes.*

Coaches and administrators come and go, but the bonds of friendship with a student-athlete’s teammates and the Varsity “I” Association will always be there. As student-athletes leave school and move throughout their lives, they should make sure that Varsity “I” has their current contact information.

The Varsity “I” can be reached at:

217-333-7777

www.facebook.com/varsityI

www.twitter.com/varsityi

a THle TIC a DMIn Is TRa Tion

(Area Code: 217)

DIRe CTor of a THle TICs	333-3631
a THle TIC De Pa RTMen T a DMIn Is TRa Tion	333-3630
bUsIness off ICE	244-4286
asse Mbl Y Hall	333-2923
Co MPI Ian Ce	333-5731
Co RPo Ra Te Rela Tions	244-2474
e Ven T Mana Ge Men T	333-8839
TICke TIn G	333-9323
PUBl IC Rela Tions	244-6533
sales an D Ma Rke TIn G	244-0016
De Velo PMen T off ICE	333-6595
f a CII ITies	333-2303
foo Tball o Pe Ra Tions	333-1401
s Po RTs Me DICIne	265-8059
s TRen GTH an D Con DITIon In G	244-5989
Va Rs ITY Roo M	333-0117
Va Rs ITY “I” asso CIA Tion	333-7777
eq UIPMen T	333-1498
a Ca De MIC se RVICes	333-2240

f a CUI TY a THle TICs Re PResen Ta TIVE

Matt Wheeler	333-2239
Christopher Span	333-9865

Sports

baseball	244-8144
baseball, Men's	333-3400
baseball, women's	333-8612
football	333-1400
Golf, Men's	333-8604
Golf, women's	333-8610
GYMnasiums, Men's	333-7973
GYMnasiums, women's	333-7974
softball	333-4783
softball	265-8229
swimming & diving	333-7670
Tennis, Men's	333-7971
Tennis, women's	333-8622
Track & Field, Men's	333-2957
Track & Field, women's	244-8258
Volleyball	333-8606
wrestling	333-5853

Campus Resources

Admissions (admissions.illinois.edu)	333-0302
Bus Service Information	384-8188
C.A.M.P.U.S.	244-HELP
(Car assistance Motorist Protection - A University service)	
Campus Police (dps.illinois.edu)	333-1216
Campus Recreation (campusrec.illinois.edu)	333-3806
Career Center (careercenter.illinois.edu)	333-0820
Child Care Resource Service (ccrs.illinois.edu)	333-3252
CITES Help Desk (cites.illinois.edu)	244-7000
Campus Information Technologies & educational services	
Counseling Center	333-3704
Counseling Center Crisis Line (After Hrs)	359-4141
Daily Illini	337-8300
Dean of Students Office (www.odos.uiuc.edu)	333-0050
Dial-A-Nurse 24 hrs a day	333-2700
Division of Rehabilitation Education Services (disability.uiuc.edu)	333-1970
Emergency Dean (www.odos.illinois.edu/emergency/)	333-0050
Financial Aid (www.osfa.illinois.edu/)	333-0100
Graduate Studies (grad@illinois.edu)	333-0035
Greek Affairs	333-7062
ID Card Office (icardhelp@uillinois.edu)	265-6464
Illini Union Bookstore (uofibookstore.illinois.edu)	333-2050
Illinois Student Senate (iss.uiuc.edu)	333-6543
International Student Affairs (iss.illinois.edu)	333-1303
Krannert Center for the Performing Arts (krannertcenter.com)	333-6280
McKinley Health Center (mckinley.illinois.edu)	333-2701

Minority Student Affairs (www.omsa.illinois.edu/)	333-0054
Parking and Transportation (parking.illinois.edu)	333-3530
Residence Hall Information (housing@illinois.edu)	333-7111
SAFERIDES	265-7433
Safewalks	333-1216
Student Accounts (studentaccounts@illinois.edu)	333-2180
Student Affairs (www.studentaffairs.illinois.edu)	333-1300
Student Conflict Resolution (conflictresolution.illinois.edu)	333-3680
Student Insurance (si.uiuc.edu)	333-0165
Student Legal Services (www.odos.illinois.edu/sls/)	333-9053
Study Abroad (www.studyabroad.illinois.edu)	333-6322
Tenant Union (www.tenantunion.illinois.edu)	333-0112
Undergraduate Records	333-0210
University Directory Assistance	333-1000
Volunteer Programs (www.union.illinois.edu/ovp)	333-7424
Writer's Workshop (www.cws.illinois.edu/workshop)	333-8796

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ACES (Agricultural, Consumer and Environmental Science)	333-0460
AHS (Applied Health Sciences)	333-2131
Architecture	333-1330
Art & Design	333-0855
Business	333-2747
Chemistry	333-5071
Chemical Sciences	333-5070
Education	333-0960
Engineering	333-2151
FAA (Fine and Applied Arts)	333-6061
Labor and Employment Relations	333-1482
Law	333-0931
LAS (Liberal Arts and Sciences)	333-1705
Transition Program	244-1588
Division of General Studies	333-4710
Life Sciences and Integrative Biology	333-3044
Medicine	333-5465
Media	333-2350
Music	333-2620
Nursing	333-2507
Social Work	333-2261
Veterinary Medicine	333-2760

web sITes

Assembly Hall.....	www.uofiassemblyhall.com
Campus Recreation.....	www.campusrec.illinois.edu
Dining Services.....	www.housing.illinois.edu/dining
Division of Intercollegiate Athletics.....	www.fightingillini.com
Financial Aid.....	www.osfa.illinois.edu
Illinois Leadership.....	www.illinoisleadership.illinois.edu
Illini Union.....	www.union.illinois.edu
Illini Union Bookstore.....	www.uofibookstore.illinois.edu
Krannert Center for the Performing Arts.....	www.krannertcenter.com
Library.....	www.library.illinois.edu
Local Weather.....	www.atmos.uiuc.edu/weather
McKinley Health Center.....	www.mckinley.illinois.edu
Carmike Beverly Cinema.....	www.carmike.com
Savoy 16.....	www.savoy16.com
MTD.....	www.cumtd.com
CITES Express Email.....	www.cites.illinois.edu

e Me RGen CY an D Heal TH n UMbe Rs

Police, Fire and Emergency (from campus phones 9-911).....	911
Campus Fire (non-emergency).....	333-2428
Campus Police (non-emergency).....	333-1216
Champaign Fire.....	333-8911
Champaign Fire Department (non-emergency).....	403-7200
Urbana (non-emergency).....	384-2420
Champaign Police.....	351-4545
Champaign Police Department (non-emergency).....	351-8911
Urbana Fire Department.....	384-2421
Urbana Police Department.....	384-2320
Carle Hospital (General Information).....	383-3311
Christie Clinic (General Information).....	366-1200
Presence Health (formerly Provena Hospital) – (General Information).....	337-2000
McKinley Dial-A-Nurse.....	333-2700
MTD Safe Rides.....	265-7433
Poison Control.....	800-222-1222
Student Emergencies.....	333-0050
24 hour Rape Crisis Hotline.....	355-5203
24 hour Crisis Line at Community Elements.....	359-4141

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Illinois Loyalty

We're loyal to you, Illinois,
We're Orange and Blue, Illinois,
We'll back you to stand 'gainst the best in the land,
For we know you have sand, Illinois, Rah! Rah!
So crack out that ball, Illinois,
We're backing you all, Illinois,
Our team is our fame protector,
On boys, for we expect a victory from you, Illinois!
Che-he! Che-ha! Che-ha-ha-ha! Go Illini, go!
Che-he! Che-ha! Che-ha-ha-ha! Go Illini, go!
Illinois! Illinois! Illinois!
Fling out that dear old flag of Orange and Blue,
Lead on our sons and daughters fighting for you,
Like men of old on giants placing reliance, shouting defiance,
Oskee-Wow-Wow!
Amid the broad green fields that nourish our land,
For honest labor and for learning we stand,
And unto thee we pledge our heart and hand,
Dear Alma Mater, Illinois

Hail to the Orange

Hail to the Orange,
Hail to the Blue,
Hail Alma Mater,
Ever so true!
We love no other
So let our motto be
Victory, Illinois! Varsity!



Appendix 10

UNIVERSITY ETHICS AND COMPLIANCE OFFICE

[University Ethics and Compliance Office](#) [Office](#) [Ethics Line](#) [Training](#) [Compliance](#) [Resources](#) [Forms](#)

[University of Illinois Ethics and Compliance Office » Compliance » Code of Conduct](#)

Code of Conduct

This Code of Conduct establishes guidelines for professional conduct by those acting on behalf of the University including executive officers, faculty, staff, and other individuals employed by the University using University resources or facilities, and volunteers and representatives acting as agents of the University.

This is not an attempt to define specifically what one should and should not do, but to communicate the University's expectations of proper conduct and what professional conduct the University values. It is an expectation that the Code of Conduct serves as the basis, on which, employees should make decisions related to the best interests of themselves, their co-workers and the University. University policies, procedures, and state law serve to reinforce the concepts presented in the Code of Conduct.

The Code

Those acting on behalf of the University have a general duty to conduct themselves in a manner that will maintain and strengthen the public's trust and confidence in the integrity of the University and take no actions incompatible with their obligations to the University.

With regard to professional conduct, those acting on behalf of the University should practice:

- Integrity by maintaining an ongoing dedication to honesty and responsibility;
- Trustworthiness by acting in a reliable and dependable manner;
- Evenhandedness by treating others with impartiality;
- Respect by treating others with civility and decency;
- Stewardship by exercising custodial responsibility for University property and resources;
- Compliance by following State and Federal laws and regulations and University policies related to their duties and responsibilities;
- Confidentiality by protecting the integrity and security of university information such as student records, employee files, patient records, and contract negotiation documents.

Those acting on behalf of the University shall seek appropriate guidance when faced with ethical dilemmas. For additional information related to ethical dilemmas, please contact the University Ethics and Compliance Office on the Toll-free Ethics Help Line at: 866-758-2146 or via e-mail at: ethicsofficer@uillinois.edu.

[Compliance](#)

[Code of Conduct](#)

[Elements of an Effective Compliance Program](#)

[Compliance Advisory Committee](#)

[Ethics, Political Activity, and Gifts](#)

[Statements of Economic Interests](#)

[Training](#)

[Procurement Communications Reporting](#)

[Revolving Door Employment](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

[Health Insurance Portability and Accountability Act \(HIPAA\)](#)

Contact us: ethicsofficer@uillinois.edu
University Ethics and Compliance Office
Human Resources Building, Room 20
One University Plaza, HRB 20
Springfield, IL 62703-5407
Ethics Line: 866-758-2146



Appendix 11

Sent as attachment, [REDACTED], to e-mail: Illinoiswbb@illinois.edu

[REDACTED]

Matt Bollant
Head Women's Basketball Coach
University of Illinois
Ubben Practice Facility
1750 South Fourth Street
Champaign, Illinois 61820

**Re: [REDACTED] of [REDACTED] from Illinois
Women's Basketball Team**

Dear Matt,

In order that we are all on the same page, set forth below are the [REDACTED] you communicated to us by phone, on [REDACTED], as the basis for your decision to [REDACTED] [REDACTED] from the basketball team beginning [REDACTED] for an [REDACTED], and as of [REDACTED], [REDACTED].

[REDACTED]

1. Sometime in [REDACTED], you had a discussion with [REDACTED] in the hallway at Ubben concerning her facial expression at the end of a recent game, stating that it appeared she was unhappy with her lack of playing time.

2. On [REDACTED] at the team practice after Illinois lost to [REDACTED] on [REDACTED], you told the team that the bench did not cheer enough during the game, and specifically mentioned [REDACTED].

3. On [REDACTED], you asked [REDACTED] to meet with you in your office, along with Mike Divilbiss, and informed [REDACTED] that she was [REDACTED], because; 1. After the win at [REDACTED] it was said that [REDACTED] was sulky and had a "stone face just like [REDACTED]", and 2. That you felt she was sulky after the loss by Illinois at [REDACTED] a few days after.

You said you were not sure how long the [REDACTED] would last, but you would get back to us in the next few days. You also assured us the [REDACTED] did not affect her athletic scholarship.

We asked you specifically if there were other issues you had with [REDACTED] that we should be aware of, for instance; does she work hard in practice, show up on time, follow team rules, get along with her teammates, shows respect to coaches, staff, and teammates, attend team functions and perform community service, etc. You

stated, you had no other issues regarding [REDACTED] behavior or her effort in practice, and assured us that [REDACTED] worked hard in practice, was not disrespectful to coaches, staff or teammates, followed team rules, and was well liked by her teammates.

[REDACTED]
On Tuesday, [REDACTED], you asked [REDACTED] to meet with you in your office to discuss the [REDACTED]. You informed [REDACTED] that you would not be allowing her [REDACTED], and that she should begin to look for [REDACTED] the sooner the better. You stated she should decide by the next day, [REDACTED], at 11:00, whether she wanted to 1). announce that she has decided to [REDACTED] and [REDACTED], or else 2.) You would state that she was [REDACTED].

We are sorry it has come to this, and admit we are disappointed in the suddenness of your actions. We would have expected, that if you had a player with behavioral issues so significant it could possibly warrant the [REDACTED] [REDACTED], that you would have made more of an effort to work with that player and try to get her on track. That you would have called that player into your office at least once, for a one-on-one, to explain your concerns and to inform her of the severe consequences that could ensue if she did not correct the behavior. When sanctions of "[REDACTED]" and [REDACTED] are possible outcomes, we would expect that there would be serious discussions explicitly outlining the violations and sanctions, so that the athlete is well informed and has a fair opportunity to correct those actions.

This is especially warranted when the alleged violations are not of the nature, where in the past, an Illini student athlete has been [REDACTED] I found one instance, where two football players, in 2006, were released from the Fighting Illini football team when they were charged with felony burglary and theft, after allegedly stealing cell phone, laptops and wallets. Even recent DUI violations by a few Illini athletes only resulted in game suspensions.

You told us yourself, that you have no other issues with [REDACTED]. Why not sit her down and communicate with her the gravity of your concerns and the potential consequences, and outline what you expected her to change. This entire action has come as a complete surprise to [REDACTED] and to us. Facial expressions, body language, and/or level of cheering on the bench does not bring to mind an [REDACTED] [REDACTED] from the team. Those consequences are generally reserved for felony charges, criminal behavior or persistent academic non-performance.

The fact that you chose the day before the semester classes began, means that [REDACTED] has no option to [REDACTED], and is [REDACTED] remain on

campus, living with teammates, [REDACTED] all basketball activities, faced with the stigma from [REDACTED]. It is cruel to do to a [REDACTED] player, who has worked very hard to get to where she is, and has committed two years to the Illinois basketball program, without one other disciplinary, academic, or team violation. She has recently been accepted in to the [REDACTED] of the University, has a [REDACTED] was inducted into the [REDACTED] Academic Honor Society at the end of her [REDACTED] year, and was asked by you at the beginning of the season, to be [REDACTED]

Division of Intercollegiate Sports-University of Illinois Code of Conduct (“DIA”)

In Section B. II of the DIA, there appears to be a formal disciplinary procedure regarding suspensions, releases and financial aid issues of Illini student-athletes. If the disciplinary action will extend beyond 10 days or more, the Director of Athletics is to notify the athlete of the “specific charge(s) of misconduct” and “substantiation concerning the charges”, and provide the opportunity for the student to explain her side, and then shall notify the student in writing of the “decision to impose sanctions based on misconduct under the DIA Code of Conduct.

This also includes a sanction of “[REDACTED]” if the Director of Athletics, the Head Coach, the Faculty Athletic Representatives, and other appropriate University officials, “determines that either the severity or the frequency (of the misconduct) necessitates the [REDACTED]”

Procedure for Student-Athlete Grievances:

Section V. of the DIA provides every athlete a procedure by which to appeal “transfer, disciplinary and welfare issues and financial aid issues”. Resolution of student-athlete issues first occurs with a meeting between the Head Coach, Sport Administrator and the Associate Athletic Director for Academic Services. who “will operate in the role of student advocate to ensure the student’s interests are paramount”. This collaborative involvement is to occur in the initial stages of the discussion and include the student and/or the parents.

I think this would be beneficial to have this meeting as provided, including [REDACTED], so that we can better understand what is going on and where we go from here. Leaving these decisions in the hands of a [REDACTED] year old, still shocked at the outcome is not a fair or just procedure. There are significant academic, financial, and basketball career options at stake in this decision, and we need to all be informed so we can carefully weigh the options.

Also provided is a student-athlete four step appeal process for “disciplinary action related to the student’s athletic status or financial aid”. The first step is a meeting

with the Head Coach to try and work out the issues. We are planning on a phone conference with you on [REDACTED], at 10:00am.

[REDACTED] Options:

It is too late for [REDACTED] to consider any [REDACTED]. If she would like to explore [REDACTED] schools, she will need a "Permission to Contact" general letter, that allows her to talk to any coaches. We would also expect that she would be given a full-release to participate at any school and any conference, without any eligibility penalties.

As you know, the stigma attached to "bad attitude" and "[REDACTED]" will be major obstacles in finding another basketball program where a coach will be willing to give her a chance, as well as limit her options regarding the type or division of program, size and quality of academics of the school, financial aid available, if any, whether there is a [REDACTED] major, which she just been accepted into the [REDACTED] at Illinois, and has been working toward that degree, with the goal of becoming a [REDACTED]. All of this on top of [REDACTED] teammates, who are like sisters, the coaches and trainers who have helped her and supported her these last two years, and the managers and academic advisors, who try to make life run a little smoother for a student-athlete. This action will greatly change [REDACTED] world.

Scholarship:

Per NCAA Bylaw 15.3.4.2, a coach or university may only terminate a student-athletes scholarship during the period of the award if the recipient:

- (a) Renders himself or herself ineligible for intercollegiate competition;
- (b) Fraudulently misrepresents any information on an application, letter of intent or financial aid agreement;
- (c) Engages in serious misconduct warranting substantial disciplinary penalty; or
- (d) Voluntarily (on his or her own initiative) withdraws from a sport at any time for personal reasons; however, the recipient's financial aid may not be awarded to another student-athlete in the academic term in which the aid was reduced or canceled. A student-athlete's request for written permission to contact another four-year collegiate institution regarding a possible transfer does not constitute a voluntary withdrawal.

██████████ has a multi-year athletic scholarship, per the Big Ten Tender, dated ██████████, that states the "Period of Reward", ends with the ██████████, school term. If ██████████ does not find ██████████ that she is satisfied with, or that we can afford, and she does not ██████████ her scholarship at the University of Illinois, it will continue until its expiration after the ██████████. She will have to understand that this means her college basketball career is over, but she will be able to finish her education and get her degree as planned.

NCAA:

In this process, I hope that we will be advised by the University of Illinois Athletic Department as to ██████████ compliance, eligibility, rights and good standing with the NCAA. This would include the NCAA Student-Athlete's Bill of Rights which states;

Student-Athletes' Right #1. Each student-athlete shall have the right to participate in intercollegiate athletics at a member institution provided the athlete (a)

has the talent to compete at the level desired by each team, (b) is in good standing with his or her school and team, (c) follows team, institution, conference, and NCAA rules and regulations, and (d) is academically eligible and otherwise qualified to participate and compete in NCAA- sanctioned events.

Student-Athletes' Right #2 Each student-athlete shall have the right to be governed by a penalty system that (a) protects a student-athlete's participation opportunities if he or she is not charged with violations of NCAA rules, (b) requires every student-athlete to comply with the rules and policies of the NCAA and punishes those who violate its rules, (c) punishes guilty parties commensurate with the severity of the infractions and strives for consistency when penalties are needed, (d) does not impose institutional sanctions that deny participation opportunities for entire sport teams to participate in post-season competition when few or none of the student-athletes are charged with rules violations, and (e) is compatible where possible with the minimum due process standards of the Constitution of the United States.

The behavior you have communicated to us and to ██████████ does not seem commiserate with the punishment. ██████████ seems to us to be the last resort for a coach to take, after the coach has put his best effort in trying to correct the problem. ██████████ did not commit a crime, she did not disrespect her team, the coaches or the program, she did not break team rules, show up late, skip team responsibilities, or study hours, cheat, lie, steal, threaten or harm any member of the program. She ██████████ because you felt in the instances mentioned

that she portrayed a negative attitude and did not cheer enough on the bench.

We know that you are going through a rough spell in the season right now, and are frustrated with the performance of the team, and the struggles in the Big 10 season. [REDACTED] is an easy target to make the “whipping post” as she is a hard worker but expendable. Her stats this season include a total of [REDACTED] played in the [REDACTED] games.

We also know that this is a business for you and winning is paramount. We recognize [REDACTED] is the youngest of [REDACTED] and that as a true [REDACTED], [REDACTED] this semester would free up a scholarship for an incoming [REDACTED]. This type of maneuver is well known in college basketball, especially with new coaches, as a way to weed out players they did not recruit and free up scholarships for players that maybe fit their style of basketball better.

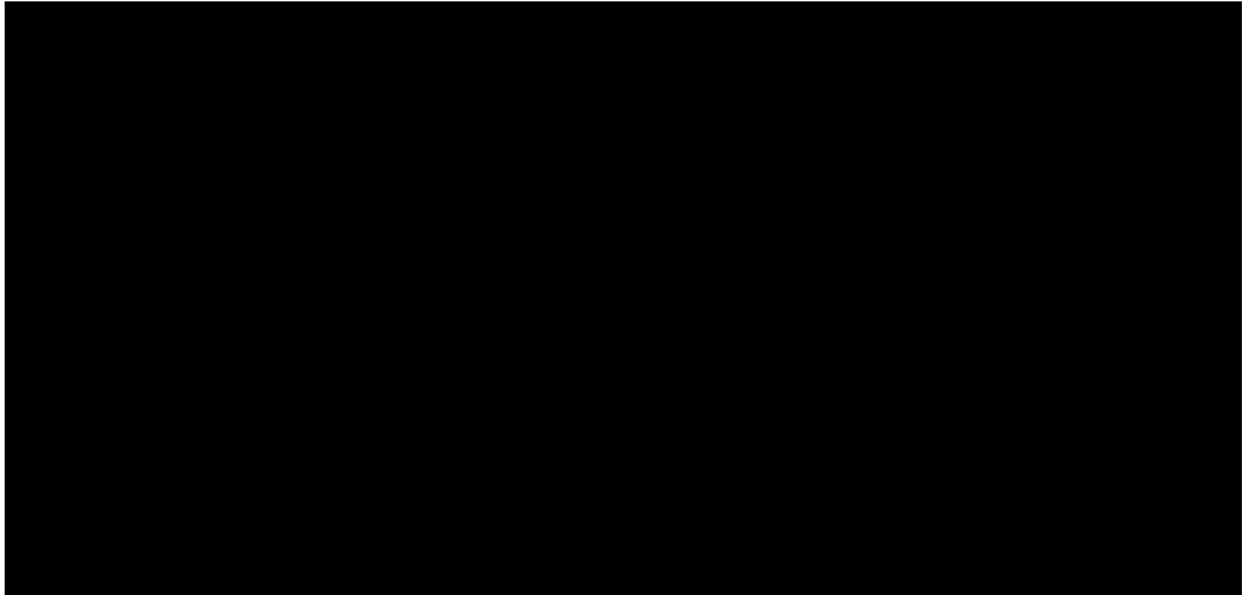
In fact, at the end of your second season of coaching at Green Bay, four players announced their transfer out of the Green Bay program; including three Sophomores and one Freshmen. One month later in May 2009, you had already signed two transfers on to the team, one of which was highly recruited by you the year before, but had committed to K-State.

Coach Groce did this last spring with three of his sophomores, and he did it with respect and integrity, so as to give those players the best opportunity to continue their basketball and academic aspirations. He waited until the end of the season, had a heart to heart, and as far as we know, we can believe they chose to “move on”, and all is good.

You have not treated [REDACTED] with the same respect or integrity. She will have a big black check mark against her saying: [REDACTED]. How is that going to translate to a [REDACTED]. That is what [REDACTED] is going to face, because you were not willing to meet with her, give her a [REDACTED], or allow her to [REDACTED] with respect and integrity. She has committed [REDACTED] to you and Illinois and we would have expected that you would have at least initiated meetings or conferences with her to discuss the severity of the violations mentioned and the possibility that she would be suspended and expelled from the program. The only formal meeting you had with [REDACTED] concerning these incidents was [REDACTED] when you informed her she was [REDACTED].

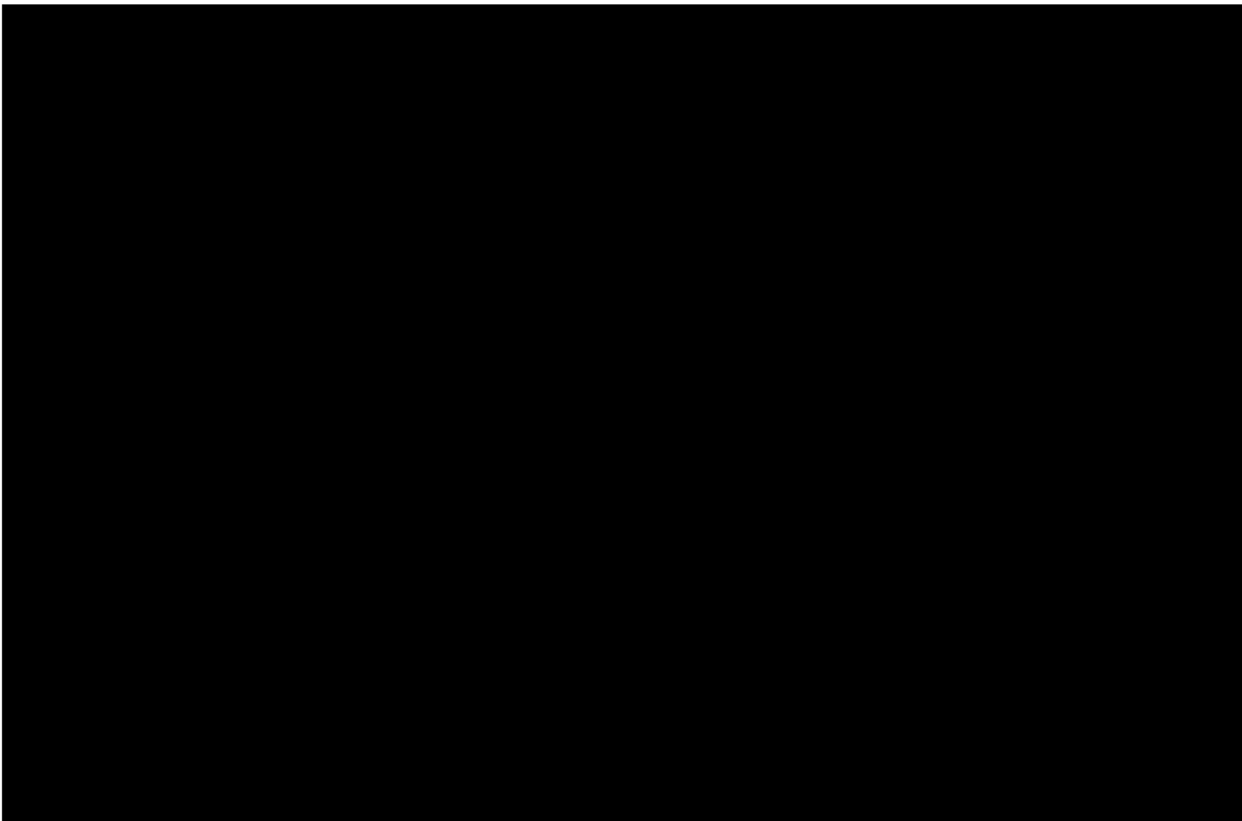
You as a parent and a coach, know that the teenage years are full of second chances....and even third and fourth. These kids are just trying to grow up. This isn't a case of bad choices and breaking rules, or of intentional disrespect and lashing out....its about having the passion to play and not letting that be misconstrued as negativity. How do you distinguish, [REDACTED] frustration at [REDACTED] [REDACTED] started, which resulted in three weeks [REDACTED].

██████████ and extended workouts and lifting during finals week, from negativity for not playing enough? These are subjective conclusions you are making, but for ██████████, those interpretations have had and will have, life changing consequences.



CHOICES:

As you know this has totally blindsided us, as well as ██████████, and we have been trying to figure out what happens next.



Media and Announcement:

[REDACTED]

[REDACTED] would like us to be involved in all future discussions concerning this [REDACTED], so please include us in any meetings or phone calls you have with [REDACTED]. She is trying to deal with this the best she can.

[REDACTED]

We have not included discussions we have had with [REDACTED] regarding the three incidences stated above, which are the same ones that you conveyed to [REDACTED] in the meeting [REDACTED], as the basis for her [REDACTED]. We do not want to engage in a he-said/she-did dialogue at this time. Lastly, we hope teammates and staff are not dragged in to this with random statements of she-said this and she-did that. The players may be put in uncomfortable situations given the dynamics surrounding this action and the relationships amongst the parties. That is not fair to anybody and lends itself to issues of self-preservation, and hearsay. They should be free to focus on the rest of the Big 10 season, and finish it out with positive energy and team pride.

We look forward to discussing this letter and the issues herein, with you [REDACTED] [REDACTED] at 10:00 am, by conference call.

Sincerely,

[REDACTED]

[REDACTED]

By Attachment to e-mail: FightingilliniAD@illinois.edu
CC: Michael J. Thomas
Director of Athletics University of Illinois
Bielfeldt Athletic Administration Building
1700 South Fourth Street
Champaign, Illinois 61820

By Attachment to e-mail: mtwoods@illinois.edu
Maria Ochoa Woods
Senior Associate Athletic Director
Bielfeldt Athletic Administration Building
1700 South Fourth Street
Champaign, Illinois 61820

Appendix 12

Hard-Smart-Together

Hard

1. Give your best every time you step between the lines (the feeling of achievement is great when you know you have given it all).
2. Sacrifice for the team by diving on the floor, setting screens, and taking charges. Do the little things to help us win.
3. Spend the time necessary to be a **champion** (shooting and position coach breakdown). We need to lead the country in 3pt shooting and FG percentage.
4. Seek excellence in everything you do (Be the best player, person, and teammate you can be). It is our job to help you achieve that!
5. Earn respect from your teammates by playing hard every possession.

Smart

1. Do the right thing, the right way, **every time**.
2. Practice the right way and we will play the right way.
3. Make the extra pass to get the best shot.
4. Know your role (Do what you do well).
5. Be fundamentally sound, take care of the basketball.
6. Understand your teammates' strengths and weaknesses.
7. Respond to your coaches emails, texts, and phone messages in a timely manner.

Together

1. Put the team **FIRST** in everything we do.
2. Make your teammates better on and off the court (keep each other accountable). That is what can make this program great! Player led programs WIN!
3. Acknowledge a team play. Be enthusiastic when someone makes an unselfish or team play.
4. What are you doing or what can you do to bring us together?
5. You are in control of our team chemistry. It is your responsibility to make sure you feel a part of it and that others around you feel welcome.
6. No complaining unless you can offer a solution.
7. No excuses; No explanations.
8. "Two points": When you receive praise.
9. "Rebound": When you receive correction.

3 Team Rules

1. Do the best you can at everything you do. (**Hard**)
2. Do what is right. (**Smart**)
3. Treat others as you wish to be treated. (**Together**)

TALK TALK TALK! QUIET TEAMS ARE LOSING TEAMS!

Hard-Smart-Together Practice

Hard

1. Give your best every time you step between the lines! Leave off the floor distractions *off* the floor! We expect to have your highest level of attitude and effort regardless of what is going on off the floor...you owe that to your team.
2. Sacrifice for the team by diving on the floor, setting screens and taking charges. Do the little things to help us win and do them every day. If a teammate is on the floor, do something to acknowledge it, i.e. help them up, high 5, point, recognize their unselfishness.
3. Spend the time necessary to be a champion by doing your out of practice work
4. Seek excellence in everything you do: Be the best player, person, and teammate you can be. It is our job to help you give that! Be aware of and buy into daily points of emphasis which will be reinforced! We will have an offensive and defensive point each day, i.e. *defensive*: don't get beat middle, pressure the ball without fouling, everyone in a stance, close out high hands, and communicate screens; *offensive*: own your space, pass with feet on the floor, sprint to screen, run floor hard, make the easy pass, and see the weak side.
5. Two Points: when you receive praise
Rebound: when you receive correction

Smart

1. Do the right thing, the right way, every time.
2. Practice the right way and we will play the right way.
3. Make the extra pass to get the best shot.
4. Know your role (Do what you do well).
5. Be fundamentally sound, take care of the basketball.
6. Understand your teammates' strengths and weaknesses.
7. Know your 1st, 2nd and 3rd option on every play.
8. Take responsibility for knowing our scouting report inside and out because of how we defend; i.e. switching screens. Game to game adjustments from our scouting report is key.
9. Understand its correction not criticism.

Together (It is hard to measure...you will make it happen)

Examples of things that help make it happen. It is a CHOICE.

1. Put the team **FIRST** in everything we do.
2. Make your teammates better on and off the court (keep each other accountable). That is what has made this program great (remember you are correcting a teammate). **People don't care how much you know until they know how much you care.**
3. Be hard to play against and easy to play with.

3 Team Rules

1. Do the best you can at everything you do. (**Hard**)
2. Do what is right. (**Smart**)
3. Treat others as you wish to be treated. (**Together**)

ACADEMIC EXPECTATIONS

Team GPA Goal (Fall 2014): **3.30**

1. Attend all classes...Sit in the first 3 Rows of Class
2. Make sure your professor knows who you are
3. Put your phone(s) away during class
4. Ask an intelligent question every week
5. Be a great planner. Get Organized!
6. Be on time to all tutor and counselor appointments.
There will be consequences for "no shows".

STUDY HALL HOURS

8 hours

Freshmen

6 hours



4 hours



INVEST IN YOUR FUTURE

Appendix 13

Message

From: Pro Shot Shooting System [paul@focusedshooter.ccsend.com]
on behalf of Pro Shot Shooting System [proshotssystem@yahoo.com@ccsend.net]
Sent: 3/7/2015 11:22:14 AM
To: Bollant, Matthew M [mbollant@illinois.edu]
Subject: MARCH MANIA NEWSLETTER (Day7): Motivation, Burnout and Passion in Players

Motivation, Burnout and Passion in Players



Dear Shooting Enthusiasts,

Last night I watched the movie "Whiplash". If you haven't seen it, we highly recommend it. The movie revolves around a promising drummer who enrolls at a music conservatory. It is there where he meets an abusive instructor who will do anything to get his students to reach their potential.

Throughout Whiplash you see the main character, Andrew Nieman, as a individual who is focused on one thing: becoming a great drummer. Some might call it an obsession to be the best and others might call it true passion.

At some point you will coach a compulsive player that wants to be great. They want to become truly extraordinary. To stand out from their peers and their competition. They have dreams and aspirations to be different.

One of my favorite movies is "Pistol" which chronicles "Pistol" Pete Maravich's seventh grade year in South Carolina. There is a scene of

young Pete standing in front of the classroom and reading from an essay he wrote regarding his life long goals. Pete would include that he wanted "to be a professional basketball player" and "to be the first professional basketball player to make a million dollars." Both remarks would get mocking laughs from his classmates.

Society often times is not too kind to these self-driven individuals. So often they are looked down upon by their peers. Many individuals seek to be average and when a person comes along that wants to be different and extraordinary, they are mocked at, laughed at or excluded from the group.

In a way, mankind can be similar to the Fiddler crabs. If you put a few dozen Fiddler crabs in a bucket (they are the small crabs), there will always be one adventurous crab that tries to crawl out of the bucket. He gets nearly to the top, but eventually gets pulled down by the other crabs. They don't want him to escape.

So many individuals with aspirations get pulled down by their peers, but also by their coaches and even their parents. We believe coaches need to fuel this fire and not extinguish it. Talk to the player. See what drives him or her. What gives them the passion.

THE DRIVE

True greatness is all about "THE DRIVE." In other words, what motivates a player?. Some individuals are self-driven.

A decade ago, I worked with two twin girls. Both basically came out of the womb at the same time (a few minutes apart). Both had the same upbringing. Same parents. Same house. Same schooling and the same coaching.

One of the girls had a great attitude. She was passionate about basketball and had dreams. She practiced hard, listened well and continued to improve.

The other girl had a terrible attitude. She had a sour face all the time, was lackluster in practice and never listened to her coaches. She was a nightmare to coach.

The girl with the great attitude ending up going to Connecticut on a basketball scholarship. Her sister never became more than a role player on a high school team. Your attitude basically becomes your altitude.

BURN OUT

One question we get asked often is about burnout. If a player spends a great deal on a sport, will they eventually get burned out? Basketball is almost like a drug because it is such a fast paced game. You get players that literally love this sport and can't get enough of it. I have been around players that live and breathe 24/7/365 basketball.

These players will never get burnt out. As a coach, you need to give them more because that's what they want. So when does burnout happen?

It happens to the players that don't like basketball (or sports) at all or just like it a little bit. Lets face it, some youngsters came into this world burned out. Nothing motivates them. One day of basketball practice for these individuals might give them burn out.

Usually, however, burn out occurs throughout outside sources: the parent or the coach. A parent can be so involved in the athlete's life that basketball (or any sport) doesn't become fun anymore. Because the parent is over critical, the youngster soon tunes out the parent and often times the sport.

Coaches can definitely assist in a player's burnout. Constant negative feedback, screaming and embarrassing a player in front of his or her teammates may allow a player to burn out. For some players, the same dull and predictable practice routine may have that individual dread going to practice. Over time, he or she may start hating the sport.

WRAP UP:

Players with great passion for the game and for improving their skills can sometimes be hard to find. Sometimes it can be like finding a needle in a haystack. It is important for coaches to help fuel the fire to these players.

It is also crucial for each coach to fully understand what motivates each athlete. The best coaches clinic I ever attended was nearly 20 years ago when Roland Todd (former UNLV coach) spoke about players and motivation.

Coach Todd said, "It doesn't matter what the parent wants or what the coach wants. Ultimately, it is what the athlete wants. You can't motivate a player if he or she doesn't want to be on the team or is happy to sit on the bench. As a coach, you MUST understand what each player wants." We 100% agree. It is interesting how many youth and high school coaches verbally attack the weakest player on the team (usually the one who lacks

motivation) constantly in practices, but rarely gives the best playert constructive critcsm. Those coaches figure its easier to pick on the defenseless sheep than the hungry wolf.

VIDEO: Odds of Getting D-1 College Basketball Scholarship

NEW VIDEO: NBA Shooting Secrets: High School Years (Melo, Klay, Durant)

We focus on why great shooters are able to over come their middle school and high school coaches in regards to shooting mechanics.

NEW VIDEO: NBA Shooting Secrets: High School Years (Melo, Klay, Durant)

FREE EBOOK "Pro Shooting Secrets"

Pro Shooting Secrets is my 150 page book that is now a free eBook. This is the 2014 edition full of new stories and techniques. I guarantee you will look at shooting differently after reading Pro Shooting Secrets.

Free 150 Page Ebook for Download

SPRING / SUMMER SHOOTING CLINIC?

Coaches, lets get your players into a shooting system that works!!! We are looking for coaches and program directors that would be interested in a Spring or Summer Shooting Clinic (3-6 hours). We will improve your players to become quicker and more accurate shooters. We GUARANTEE you will see improvement!!!

Yes, Please Contact Me About a Shooting Clinic

PRO SHOT

"If you want to be a great shooter, you need to be a straight shooter"

proshotssystem@yahoo.com

(866) 892-NETS
<http://www.proshotsystem.com>

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Try it FREE today

This email was sent to mbollant@illinois.edu by proshotsystem@yahoo.com |
[Update Profile/Email Address](#) | Rapid removal with [SafeUnsubscribe™](#) | [Privacy Policy](#).

Pro Shot Shooting System | PO BOX 501 | ATHENS | OH | 45701

Appendix 14

Message

From: Divilbiss, John Michael [divilbi@illinois.edu]
Sent: 6/9/2014 9:59:59 PM
To: Bollant, Matthew M [mbollant@illinois.edu]; Kirkland, Tianna L [tiannak@illinois.edu]; Malone, Lakale [lkmalone@illinois.edu]; Ratka, Celeste M [hoewisch@illinois.edu]
Subject: Fwd: Leadership Promises - Choose Achievement Over Affirmation

Unbelievable that this showed up. :) no crabs welcome

Sent from my iPhone

Begin forwarded message:

From: EQUIP <info@iequip.org>
Date: June 6, 2014, 5:01:37 AM CDT
To: mike divilbiss <divilbi@illinois.edu>
Subject: Leadership Promises - Choose Achievement Over Affirmation
Reply-To: <info@iequip.org>

June 6

Choose Achievement Over Affirmation

"Instead, to suit their own desires, they will gather around them a great number of teachers to say what their itching ears want to hear." 2 Timothy 4:3 (niv)

If you want to make an impact during your lifetime, you have to trade the praise you could receive from others for the things of value that you can accomplish. A friend once explained something to me that illustrates this concept very well. He told me that as people catch crabs, they'll toss the crustaceans into a basket. If you have only one crab in the basket you need a lid to keep it from crawling out, but if you've got two or more, you don't. When there are several crabs, they will drag one another down so that none of them can get away.

A lot of unsuccessful people act the same way. They'll do things to keep others from getting ahead. But the good news is that if you observe someone trying to do that, you don't have to buy into their belief system. You can get out and stay out of the basket by refusing to be a crab.

Excerpt from *Your Road Map for Success*

To subscribe to this Daily Devotional [CLICK HERE](#).

If you are interested in purchasing a hard copy of this devotional, click on the picture below:



Appendix 15

2-11 INDIANA ROOMING LIST

Illinois Women's Basketball		
Rooming List		
1	King	Matt Bollant- Head Coach
2	King	Mike Divilbiss- Associat Head Coach
3	King	LaKale Malone- Assistant Coach
4	King	Tianna Kirkland- Assistant Coach
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
7	Double	[REDACTED]
8	Double	Zach Altfillisch
9	Double	Sam Laingen- Trainer (Needs 2 beds)
10	Double	[REDACTED]
11	Double	[REDACTED]
12	Double	[REDACTED]
13	Double	[REDACTED]
14	King	[REDACTED]
15	Double	[REDACTED]
16	Double	[REDACTED]
17	Double	Mike Koon
		Ben Taylor
18	King	Bus Driver
19	King	Howell Hope

Maryland 1/18/15

Illinois Women's Basketball		
Rooming List		
1	King	Matt Bollant- Head Coach
2	King	Mike Divilbiss- Associat Head Coach
3	King	LaKale Malone- Assistant Coach
4	King	Tianna Kirkland- Assistant Coach
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
7	Double	[REDACTED]
		[REDACTED]
8	Double	Ben Taylor- SID
		Mike Koon
9	Double	Kevin Southworth
		[REDACTED]
10	Double	Sam Laingen- Trainer (Needs 2 beds)
11	Double	[REDACTED]
		[REDACTED]
12	Double	[REDACTED]
		[REDACTED]
13	Double	[REDACTED]
		[REDACTED]
14	Double	[REDACTED]
		[REDACTED]
15	Double	[REDACTED]
		[REDACTED]
16	Double	[REDACTED]
		[REDACTED]
17	Double	[REDACTED]
		[REDACTED]
18	Double	[REDACTED]
19	King	Dave Loane
20	King	Bus Driver
21	King	[REDACTED]
19	King	Guests???

1/26/15 Michigan

Illinois Women's Basketball		
Rooming List		
1	King	Matt Bollant- Head Coach
2	King	Mike Divilbiss- Associat Head Coach
3	King	LaKale Malone- Assistant Coach
4	King	Tianna Kirkland- Assistant Coach
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
7	Double	
8	Double	Ben Taylor- SID
		Mike Koon- Radio
9	Double	
10	Double	Sam Laingen- Trainer (Needs 2 beds)
11	Double	
12	Double	
13	Double	
14	Double	
15	Double	
16	Double	
17	Double	
18	King	
19	King	Dave Loane

1-15-15 Michigan St

Illinois Women's Basketball		
Rooming List		
1	King	Matt Bollant- Head Coach
2	King	Mike Divilbiss- Associat Head Coach
3	King	LaKale Malone- Assistant Coach
4	King	Tianna Kirkland- Assistant Coach
		[REDACTED]
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
7	Double	[REDACTED]
		[REDACTED]
8	Double	Ben Taylor- SID
		Mike Koon
9	Double	[REDACTED]
		[REDACTED]
10	Double	Sam Laingen- Trainer (Needs 2 beds)
11	Double	[REDACTED]
		[REDACTED]
12	Double	[REDACTED]
		[REDACTED]
13	Double	[REDACTED]
		[REDACTED]
14	Double	[REDACTED]
		[REDACTED]
15	Double	[REDACTED]
		[REDACTED]
16	Double	[REDACTED]
		[REDACTED]
17	Double	[REDACTED]
		[REDACTED]
18	Double	[REDACTED]
19	King	[REDACTED]
		[REDACTED]
20	King	Dave Loane

1-29-15 Nebraska

Illinois Women's Basketball		
Rooming List		
1	King	Matt Bollant- Head Coach
2	King	Mike Divilbiss- Associat Head Coach
3	King	LaKale Malone- Assistant Coach
4	King	Tianna Kirkland- Assistant Coach
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
7	Double	Manager
		Manager
8	Double	Ben Taylor- SID
		Mike Koon-Radio
9	Double	Illini Productions
		Manager
10	Double	Sam Laingen- Trainer (Needs 2 beds)
11	Double	
12	Double	
13	Double	
14	Double	
15	Double	
16	Double	
17	Double	
18	King	
19	King	Dave Loane
20	King	
21	King	Bus Driver
22	King	

2/8/15 Rooming List

Illinois Women's Basketball		
Rooming List		
1	King	Matt Bollant- Head Coach
2	King	Mike Divilbiss- Associat Head Coach
3	King	LaKale Malone- Assistant Coach
4	King	Tianna Kirkland- Assistant Coach
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
7	Double	Manager 1
		Manager 2
8	Double	Ben Taylor- SID
		Mike Koon- Radio
9	Double	Illini Productions
		Manager 3
10	Double	Sam Laingen- Trainer (Needs 2 beds)
11	Double	
12	Double	
13	Double	
14	Double	
15	Double	
16	Double	
17	King	
19	King	Dave Loane
20	King	Bus Driver
22	Double	Rick Raven
		Manager 3

7/15 Rooming List

Illinois Women's Basketball		
Rooming List		
1	Double	Matt Bollant- Head Coach
		[REDACTED]
		[REDACTED]
2	King	Mike Divilbiss- Associat Head Coach
		[REDACTED]
3	Double	LaKale Malone- Assistant Coach
4	Double	Tianna Kirkland- Assistant Coach
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
		[REDACTED]
7	King	Manager
8	King	Ben Taylor- SID
9	King	Illini Productions
10	Double	Sam Laingen- Trainer (Needs 2 beds)
11	Double	[REDACTED]
		[REDACTED]
12	Double	[REDACTED]
		[REDACTED]
13	Double	[REDACTED]
		[REDACTED]
14	Double	[REDACTED]
		[REDACTED]
15	Double	[REDACTED]
		[REDACTED]
16	Double	[REDACTED]
		[REDACTED]
17	Double	[REDACTED]
		[REDACTED]
18	Double	[REDACTED]

1/4/15 Penn State Rooming list

Illinois Women's Basketball		
Rooming List		
1	King	Matt Bollant- Head Coach
2	King	Mike Divilbiss- Associat Head Coach
3	King	LaKale Malone- Assistant Coach
4	King	Tianna Kirkland- Assistant Coach
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
7	Double	Manager
		Manager
8	Double	Ben Taylor- SID
		Mike Koon
9	Double	Illini Productions
		Manager
10	Double	Sam Laingen- Trainer (Needs 2 beds)
11	Double	[REDACTED]
		[REDACTED]
12	Double	[REDACTED]
		[REDACTED]
13	Double	[REDACTED]
		[REDACTED]
14	Double	[REDACTED]
		[REDACTED]
15	Double	[REDACTED]
		[REDACTED]
16	Double	[REDACTED]
		[REDACTED]
17	Double	[REDACTED]
		[REDACTED]
18	King	[REDACTED]
19	King	Dave Loane
20	King	Bus Driver

2/21 Purdue Rooming List

Illinois Women's Basketball		
Rooming List		
1	King	Matt Bollant- Head Coach
2	King	Mike Divilbiss- Associat Head Coach
3	King	LaKale Malone- Assistant Coach
4	King	Tianna Kirkland- Assistant Coach
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
7	Double	[Redacted]
8	King	Mike Koon- Radio
9	Double	[Redacted]
10	Double	Sam Laingen- Trainer (Needs 2 beds)
11	Double	[Redacted]
12	Double	[Redacted]
13	Double	[Redacted]
14	Double	[Redacted]
15	Double	[Redacted]
17	Double	[Redacted]
18	King	Dave Loane
19	King	Bus Driver

Cancel Room

Changed room mates

Cancel Room

2/17/15 Rutgers Rooming List

Illinois Women's Basketball		
Rooming List		
1	King	Matt Bollant- Head Coach
2	King	Mike Divilbiss- Associat Head Coach
3	King	LaKale Malone- Assistant Coach
4	King	Tianna Kirkland- Assistant Coach
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
7	Double	Manager
		Manager
8	Double	Manager
		Illini Productions
9	Double	Sam Laingen- Trainer (Needs 2 beds)
10	Double	
11	Double	
12	Double	
13	Double	
14	Double	
15	King	
16	Double	
17	King	Mike Koon
		Ben Taylor
18	King	Bus Driver
19	Double	Hope Howell
19	King	Dave Loane

Cancel room

Change room to King (Remove Ben)

Change room to double (add [redacted])

12/9/ Seaton Hall Rooming List

Illinois Women's Basketball		
Rooming List		
1	King	Matt Bollant- Head Coach
2	King	Mike Divilbiss- Associat Head Coach
3	King	LaKale Malone- Assistant Coach
4	King	Tianna Kirkland- Assistant Coach
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
7	Double	Managers (two)
8	Double	Ben Taylor- SID and Mike Koon
9	Double	Illini Productions and manager
10	Double	Sam Laingen- Trainer (Needs 2 beds)
11	Double	[REDACTED]
		[REDACTED]
12	Double	[REDACTED]
		[REDACTED]
13	Double	[REDACTED]
		[REDACTED]
14	Double	[REDACTED]
		[REDACTED]
15	Double	[REDACTED]
		[REDACTED]
16	Double	[REDACTED]
		[REDACTED]
17	Double	[REDACTED]
		[REDACTED]

12/6/14 SIU Rooming List

Illinois Women's Basketball		
Rooming List		
1	Double	Matt Bollant- Head Coach (Need 2 beds)
		[REDACTED]
2	King	Mike Divilbiss- Associat Head Coach
3	King	LaKale Malone- Assistant Coach
4	King	Tianna Kirkland- Assistant Coach
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
7	Double	Managers (two)
9	Double	Illini Productions and manager
10	Double	Sam Laingen- Trainer (Needs 2 beds)
11	Double	[REDACTED]
		[REDACTED]
12	Double	[REDACTED]
		[REDACTED]
13	Double	[REDACTED]
		[REDACTED]
14	Double	[REDACTED]
		[REDACTED]
15	Double	[REDACTED]
		[REDACTED]
16	Double	[REDACTED]
		[REDACTED]
17	Double	[REDACTED]
		[REDACTED]



12/13/ Valparaiso Rooming List

Illinois Women's Basketball		
Rooming List		
1	King	Matt Bollant- Head Coach
2	King	Mike Divilbiss- Associat Head Coach
3	King	LaKale Malone- Assistant Coach
4	King	Tianna Kirkland- Assistant Coach
5	King	Hannah Quilling- Director of Operations
6	King	Celeste Ratka- Video Coordinator
7	Double	Manager and Manager
8	Double	Illini Productions and Manager
9	Double	Sam Laingen- Trainer (Needs 2 beds)
10	Double	[REDACTED]
		[REDACTED]
11	King	[REDACTED]
12	Double	[REDACTED]
		[REDACTED]
13	Double	[REDACTED]
		[REDACTED]
14	Double	[REDACTED]
		[REDACTED]
15	Double	[REDACTED]
		[REDACTED]
16	Double	[REDACTED]
		[REDACTED]
17	Double	Mike Koon
		Ben Taylor
18	King	Bus Driver
19	King	Howell Hope

Bradley Rooming List

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]
7. [REDACTED]
8. Head Coach Matt Bollant
9. Coach Mike Divilbiss
10. Coach LaKale Malone
11. Celeste Ratka
12. Jessica Abitz
13. Mike Basgier
14. Sam Laingen
15. [REDACTED]
16. Camille Terry and Kaitlin Dixon
17. Dave Loane

18. Bus Driver

1. Matt Bollant, [REDACTED] (head coach-suite)
2. Mike Divilbiss, [REDACTED] (king bed)
3. LaKale Malone
4. Tianna Kirkland
5. Celeste Ratka, [REDACTED] (king bed)
6. Jessica Abitz
7. [REDACTED]
8. [REDACTED] (double)
9. Sam Laingen (athletic trainer, needs two beds for taping)
10. [REDACTED]
11. [REDACTED],
12. [REDACTED]
13. [REDACTED]
14. [REDACTED]
15. [REDACTED]
16. [REDACTED]

Colorado Rooming List - Omni hotel

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]
7. [REDACTED]

8. Matt Bollant (need 2 beds)
9. Mike Divilbiss
10. LaKale Malone
11. Tianna Kirkland
12. Celeste Ratka
13. Jessica Abitz
14. Ben Taylor and Mike Koon
15. Managers (need 2 beds)
16. Sam Laingen (need 2 beds)
17. [REDACTED]
18. [REDACTED]

11 doubles

8 singles

Georgia Rooming List

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]
7. [REDACTED]

8. Matt Bollant (need 2 beds)
9. Mike Divilbiss
10. LaKale Malone
11. Tianna Kirkland
12. Celeste Ratka
13. Jessica Abitz
14. Dave Loane
15. Ben Taylor and Mike Koon
16. [REDACTED]
17. [REDACTED]
18. Sam Laingen (need 2 beds)
19. Bus Driver

Indiana Rooming list

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED] [REDACTED]
5. [REDACTED]
6. [REDACTED]
7. Sam Laingen (needs 2 beds)

All following on a separate floor

8. Head Coach Matt Bollant (needs two beds)
9. Mike Divilbiss
10. LaKale Malone
11. Tianna Kirkland
12. Celeste Ratka
13. Jessica Abitz
14. Ben Taylor
15. Mike Basgier
16. Managers (need 2 beds)
17. [REDACTED]
18. Bus Driver

Iowa Rooming List

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. Sam Laingen (need 2 beds)

Different floor

7. Matt Bollant
8. Mike Divilbiss
9. LaKale Malone
10. Tianna Kirkland
11. Celeste Ratka
12. Jessica Abitz
13. Hope Howell
14. Dave Loane
15. Ben Taylor and Mike Koon
16. [REDACTED]
17. Kevin Southworth
18. Bus Driver

Michigan Rooming List

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]
7. [REDACTED]

8. Matt Bollant (need 2 beds) [REDACTED]
9. Mike Divilbiss
10. LaKale Malone
11. Tianna Kirkland
12. Celeste Ratka
13. Jessica Abitz
14. Dave Loane (TRAVELING SEPARATELY)
15. Ben Taylor
16. [REDACTED]
17. Kevin Southworth and Robbie Fink
18. Sam Laingen (need 2 beds)
19. Bus Driver

Michigan State Rooming List

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]

Different floor

6. Matt Bollant (need 2 beds)
7. Mike Divilbiss
8. LaKale Malone
9. Tianna Kirkland
10. Celeste Ratka
11. Jessica Abitz
12. Hope Howell
13. Dave Loane
14. Ben Taylor and Mike Koon
15. [REDACTED]
16. Kaitlin Southworth and Camille Terry
17. Sam Laingen (need 2 beds)
18. Bus Driver

Minnesota Rooming List

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]

Different floor

7. Matt Bollant (need 2 beds)
8. Mike Divilbiss
9. LaKale Malone
10. Tianna Kirkland
11. Celeste Ratka
12. Jessica Abitz
13. Dave Loane
14. Ben Taylor and Mike Koon
15. [REDACTED]
16. [REDACTED]
17. Sam Laingen (need 2 beds)
18. [REDACTED]
19. Bus Driver

Nebraska Rooming List

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. Sam Laingen (needs 2 beds)

All following on a separate floor

6. Head Coach Matt Bollant
7. Mike Divilbiss
8. LaKale Malone
9. Tianna Kirkland
10. Celeste Ratka
11. Jessica Abitz
12. Dave Loane
13. Ben Taylor and Mike Koon
14. Kaitlin Southworth and Moneesha Sibley
15. [REDACTED]
16. Hope Howell
17. Bus Driver

Northwestern Rooming List

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]
7. [REDACTED]

8. Matt Bollant (need 2 beds) [REDACTED]
9. Mike Divilbiss
10. LaKale Malone
11. Tianna Kirkland [REDACTED]
12. Celeste Ratka
13. Jessica Abitz
14. Ben Taylor
15. [REDACTED]
16. Kevin Southworth and Robbie Fink
17. Sam Laingen (need 2 beds)
18. Bus Driver

Ohio State Rooming List

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]

On separate floor

6. Matt Bollant (need 2 beds)
7. Mike Divilbiss
8. LaKale Malone
9. Tianna Kirkland
10. Celeste Ratka
11. Jessica Abitz
12. Dave Loane
13. Ben Taylor and Mike Koon
14. [REDACTED]
15. [REDACTED]
16. Sam Laingen (need 2 beds)
17. Bus Driver

Rooming List Georgia Tech

1. Matt Bollant, [REDACTED]
2. Mike Divilbiss
3. LaKale Malone
4. Tianna Kirkland
5. Celeste Ratka
6. Jessica Abitz
7. Dave Loane
8. Ben Taylor and Mike Koon
9. Keiko Price
10. [REDACTED]
11. Maria Woods
12. Kaitlin Southworth and Moneesha Sibley
13. Sam Laingen (double please)
14. [REDACTED]
15. [REDACTED]
16. [REDACTED]
17. [REDACTED]
18. [REDACTED]
19. [REDACTED]
20. [REDACTED]
21. [REDACTED]

1. [REDACTED]
2. [REDACTED]
3. [REDACTED]
4. [REDACTED]
5. [REDACTED]
6. [REDACTED]

7. Matt Bollant (needs two beds)
8. Mike Divilbiss
9. LaKale Malone
10. Celeste Ratka
11. Jessica Abitz
12. Sam Laingen
14. [REDACTED]

Appendix 16

July 8, 2015

Coach Matt Bollant:

We are writing to you with regard to the recent scandal within the women's basketball program at Illinois. As parents of [REDACTED] and strong supporters of the Illinois women's basketball team we want to express our extreme displeasure in the mandatory resignation of Coach Mike Divilbis.

Coach "D" is obviously the victim of false allegations as proven by both of the University's investigations. Why you and the administration felt it was necessary to act in such a way is beyond our comprehension. It is interesting to read the letters written by the parents of the two quitters and the graduated player and then to discover that Coach D was asked to resign as a result of the letters. If any investigation would have been conducted into the backgrounds for the letters it would have been very easy to see that the three disgruntled players had sensationalized their individual situations and were merely unable to accept the fact that they had been "recruited over".

In reviewing the situation with [REDACTED] we find it rather interesting that she could not understand how any players could make such allegations and furthermore how an administrative staff could actually require an assistant coach to resign based on such unsubstantiated (per the University's investigations) claims.

When Coach D and the rest of the Illinois staff were recruiting [REDACTED] they showed utmost respect for the current players, the University and the Illinois women's basketball program as a whole. Coach D was a huge part of [REDACTED] decision to travel [REDACTED] from home and commit to play for the Fighting Illini. Not to take anything away from Coach Bollant and the rest of his staff, but Coach D was [REDACTED] and we had the opportunity to visit with him, listen to his vision for [REDACTED] his vision for Illinois women's basketball and vision of the future of both.

Now just [REDACTED] later, the future of Illinois women's basketball is as unclear as ever. Fortunately there is one thing that will give the Fighting Illini hope and that is Coach Bollant and his staff. Unfortunately, we're concerned to the extent Coach Bollant and his staff will be allowed to coach now that this precedence has been set. This precedent being that any allegation(s) brought forth by a player who was recruited over could result in the mandatory resignation of a coach despite the findings of an investigation into the allegations.

We're also concerned to what degree the coaching staff will be able to coach as they very well could be under a microscope for the rest of [REDACTED] college career. As the "surviving" coaching staff attempts to appease the administration and the players [REDACTED] we are concerned

for [REDACTED] whether she will now be coached or will she be coddled? Will she be pushed or will she be pampered? Will she be challenged or will she be in an environment where the coaches must fear any allegation regardless of validity? Frankly, will the coaching staff be allowed to demand the most from her and her teammates or will they have to walk on “egg-shells” for fear of other allegations, regardless of accuracy?

Given all of these concerns and the precedence established by the Illinois administration with regard to the unwarranted (forced) resignation of Coach Divilbis can the Illinois experience develop [REDACTED] If the coaching staff is unable to “stretch” [REDACTED], will she need to consider other options where coaches can coach and false allegations will not result in the dismissal of a great coach?

We’re so disappointed with the rush to judgement by the University and its Administration. To ruin a good man’s reputation without just cause is beyond anything we could ever imagine.

Given the situation and how it was handled, Two questions come to mind: 1) Is Illinois really the place for a student athlete to attend? 2) What do we tell the parents of potential recruits if / when asked for our opinion of Illinois?

We know the surviving coaching staff will receive positive support from us but can we say the same for the University as a whole?

Sincerely,

[REDACTED]

Cc Chancellor Wise
 President Killeen
 Mike Thomas A.D.

Appendix 17

ADDRESSING THE ISSUE OF VERBAL, PHYSICAL AND PSYCHOLOGICAL ABUSE OF ATHLETES

A. GENERAL RATIONALE

All types of abuse can occur in sport as they do in many other institutional contexts such as the workplace, government, religious organizations and the home. Specifically, abuse in sport, whether sexual or not, deters girls and women from participating and developing as athletes. The development and implementation of policies regarding such abuse will help create organizational climates in which women and girls, as well as men and boys, can participate and feel free to report such incidents. Setting policy on verbal, physical and psychological abuse is also likely to decrease the likelihood of such offenses. The Women's Sports Foundation acknowledges that abuse occurs in athletics and seeks to prevent its occurrence through the development of this policy and position statement. Abuse is the willful infliction of injury, pain, mental anguish, unreasonable confinement, intimidation or punishment through physical, verbal, emotional or sexual means. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Moreover, romantic and/or sexual relationships between coaches and athletes are regarded as an abuse of professional status and power. While this paper does not refer to sexual abuse or harassment, other Women's Sports Foundation resources do.

Leaders of sports governing bodies, educational institutions and athletic programs are encouraged to formulate, implement and evaluate policies on verbal, physical and psychological abuse as unacceptable behavior by coaches toward their athletes or by players toward their teammates. The following policy statement is intended to serve, in part, as a model for sport leaders to adopt and/or adapt in order to meet the needs of their respective organizations and add their own procedures for reporting and responding to abuse. Though the ostensible focus of this policy statement is on coach-athlete and athlete-athlete relationships, the policy should state that it applies to other professionals who work with athletes such as athletic trainers, sports psychologists, officials and sports information personnel.

B. TYPES AND DEFINITIONS OF ABUSE

1) VERBAL ABUSE – The most commonly occurring type of abuse in sports includes

- a) name calling,
- b) hurtful comments regarding performance,
- c) swearing at players or game officials, and
- d) comments meant to demean a person's integrity.

Examples:

- a) Trainer to player: "Fatty, lose some weight so you can actually get down the court."
- b) Coach to team: "You all suck. I thought you were better than that, but I guess I was wrong."
- c) Any and all expletives.
- d) Coach to player: "I hope you aren't proud of yourself. You shouldn't be."

2) PSYCHOLOGICAL OR EMOTIONAL ABUSE – such as but not limited to:

- a) having unrealistic goals or expectations of athletes,
- b) keeping athletes from participating in games or practices because of assumed limits or underdeveloped skills,
- c) issuing threats, or
- d) continually making demeaning statements.

Examples:

- a) A coach putting the success of a team on the shoulders of one "superstar."
- b) Before putting a non-starter in the game, a coach says, "I guess we will have to let you play, you're the only one left."
- c) Coach to team: "If we lose any games this season, none of you will be invited back next year."

3) PHYSICAL ABUSE –

- a) When coaches use any type of hurtful touch causing physical pain;
- b) The use of excessive exercise, denial of fluids and/or imparting unreasonable requests as a form of punishment or a way of creating team discipline.

Examples:

- a) Slapping, grabbing, spitting, shoving, hitting or throwing equipment.
- b) A team loses and the coach demands that his or her players run around the track until they vomit or pass out.
- c) Team returns late at night after an away contest and goes right to the gym for a punishment practice.

4) BULLYING – Bullying is a form of verbal, physical or psychological abuse and includes the deliberate, repeated and sometimes health-endangering mistreatment of one or more persons (the target(s)) by a perpetrator (the bully) whose destructive actions are fueled by the bully's need to control the target(s).

Example:

Bullying is usually an ongoing physical or verbal mistreatment where a “game” of usurping control is an attempt to win while the other loses. Bullying coaches or players may often target more passive players. When the assaulted person appears to be upset, the bully often says things like, “What’s the big deal?” or “She asked for it.”

5) HAZING - Any activity expected by existing team members or coaches themselves of someone joining a team or to maintain full status on a team that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate.

Example:

Instances in which coaches or other players know about or are participants in any harmful or degrading initiation rituals involving new players. Examples of these rituals include walking in cooked spaghetti, running through a line of players who mildly assault the player, performing lewd acts or drinking excessive amounts of alcohol.

The development of any of the above disrespectful relationships between coaches and athletes, or athletes with other team members, compromises the professional integrity of the program and the educational mission of athletics. Such situations greatly increase the chances that an athlete may be personally exploited. Coaches exercise power over athletes, whether in giving them praise or criticism, evaluating them, making recommendations that further their athletic goals or conferring any other benefits on them. In the same way, some athletes may exert power over other athletes as a function of the bullying individual's status, such as standing with the coaching staff, school, sponsoring organization; playing time; media attention; or skill level.

The use of derogatory language and intentionally hurtful statements from coach to athlete or among athletes is wrong because coaches and sponsoring schools have a professional responsibility for the players.

C. WOMEN'S SPORTS FOUNDATION POSITION STATEMENT: ABUSE OF ATHLETES BY COACHES AND/OR PEERS

1. The verbal, physical or psychological abuse of athletes subverts the mission of sports organizations and educational institutions to provide leadership and resources for the purpose of improving the physical, mental and emotional well-being of all females through sport and physical activity participation.
2. Any type of abuse has debilitating consequences both for its victims and for the society as a whole. In the context of athletic programs it lowers the self-esteem and limits the ability of participants to develop their full potential in sports and physical activities. It impairs the future capacity of its victims to experience full athletic participation and to pursue employment and leadership roles in athletics. This, in turn, deprives the society as a whole of the contributions of these individuals and damages a genuine appreciation of participant's athletic achievements and contributions.
3. Abusive behavior of coaches and/or teammates toward other players undermines the professionalism of organized sport, taints the atmosphere of mutual trust and respect between coach and athlete and between teammates, and hinders the fulfillment of the overall educational mission of athletics.
4. In some instances, abuse may expose a school to liability.
5. The Women's Sports Foundation recognizes that this type of abuse occurs in sport as it does in other institutional contexts. In order to effectively deal with cases of abuse in athletics, as well as to prevent future abuse of female athletes, the Foundation encourages officers of sports governance bodies, athletic directors and school administrators to formulate policy guidelines and procedures that include training, distribution of the policy and subsequent evaluation of its effectiveness.

D. WOMEN'S SPORTS FOUNDATION GUIDELINES FOR ADMINISTRATORS CHARGED WITH HIRING AND SUPERVISING COACHES

Officials who are responsible for the administration and oversight of coaches and athletic programs should implement a policy prohibiting any ritual verbal, psychological or physical abuse of any player by a coach or fellow teammate that assaults, belittles or demeans. Suggestions for action are noted as follows:

1. Formulate a written policy that details appropriate and inappropriate behavior of coaches and athletes. The policy should clearly describe potential violations and the sanctions for such abuse. In addition, job descriptions for coaching staff and volunteers should address the issue.
2. Develop and distribute clear rules that prohibit inappropriate behavior of coaches toward athletes or of athletes toward their peers to all coaches and related personnel, potential and actual student-athletes, families, teachers, guidance counselors and others to whom students may tell of such abuse.
3. Provide coaches with information, training and continuing education about how power and dependence can influence relationships and abusive behavior. Upper-level administrators need to take responsibility for organizing educational and training sessions for coaches, staff and players.
4. Develop a complaint procedure for reporting such abusive treatment. Athletes should be given multiple opportunities to report cases of abuse to neutral persons, that is, officials from outside the athletic department; e.g. guidance counselors, school psychologists, school nurses, the campus Health Center, campus Crisis Hotline and Student Affairs might be identified as referral agents. Ensure that these persons have training and know how to respond to such complaints. Procedural guidelines should also recognize that, in addition to needing direction and assistance in order to process the complaint itself, victims may benefit from personal counseling.

5. As much as possible, ensure that procedures for reporting abuse protect the privacy of the athletes and coaches involved. It is helpful to distinguish between informal and formal procedures for reporting such incidents. Informal procedures may involve initial discussion of alleged incidents with athletes, clarification of circumstances and perceptions, counseling and resolution accepted by the harassed person without formal hearings and investigations. Formal procedures incur the filing of an official complaint against the alleged perpetrator usually followed by an investigation and formal finding. Athletes and coaches should be advised of their rights at this time and limitations on confidentiality must be explained. Confidentiality should be retained to the fullest extent possible for both informal and formal reports. Information should be released only on a need to know basis.
6. Ensure that procedures for determining whether abuse has occurred protect the legal rights of coaches and players until an investigation has been completed.
7. An appeals procedure should be developed in the event that the accused or the alleged victim is dissatisfied with the outcome of the investigation or hearing, if appropriate. Coaches or athletes cannot be denied their right to pursue legal redress in a court of law. Administrators need to inform those involved about statutes of limitations, although institutions are at liberty to set longer timeframes for reporting abuse.
8. Policy guidelines must protect coaches and athletes from retaliation during and after a hearing or appeals process. Retaliatory behavior should be viewed as seriously as abuse itself and can occur independently of whether a charge of abuse is substantiated.
9. Respond quickly to allegations of abuse. Take immediate action to ensure that the environment is free of abuse and ensure that an investigation proceeds in a timely manner. Have time frames for how soon an investigation begins, how long it should take, how soon parties should be notified of the findings and how soon sanctions, if any, should be decided and implemented. Have investigatory guidelines to ensure that investigators follow proper procedures for a fair and effective investigation. Provide training for investigators.
10. Prepare a press statement that specifies your organization's verbal, physical and psychological abuse policy. This statement should be posted in prominent places, distributed to all athletes at the start of their season and distributed to staff.

11. Screen all applicants for coaching staff and volunteer positions. The policy on verbal, physical and psychological abuse between coaches and athletes or among athletes should be explained in all pre-employment interviews with all prospective staff or volunteers. Such persons can also sign a statement agreeing not to engage in any physical or psychological abuse or sexual harassment.

E. WOMEN'S SPORTS FOUNDATION GUIDELINES FOR COACHES

1. Coaches have the duty and responsibility to establish and maintain an educational and athletic environment free of abuse of or between their players.
2. Coaches have a duty and responsibility to take seriously and respond to all incidents or complaints of such abuse. Coaches should be required to keep written records of all complaints and know to whom all such complaints should be reported.
3. Coaches should be required to participate in training and educational experiences that enhance coaches' understanding of issues surrounding verbal and psychological abuse.

F. WOMEN'S SPORTS FOUNDATION GUIDELINES FOR ATHLETES

1. Materials about abuse should be distributed to students (as well as coaches).
2. All athletes should be encouraged to immediately report an incident that happens to herself or to another that she believes is a form of verbal, physical or psychological abuse either by a coach or a teammate.
3. Athletes should inquire about their rights to confidentiality before reporting an incident of abuse to a professional. Athletes should be encouraged to discuss confidentiality throughout the entire reporting process. Statements of confidentiality can be made verbally by professionals, but athletes should understand that such agreements do not guarantee that such requests will be honored. Athletes should be advised that it is better to receive such assurances in the form of written policy statements or a written agreement. While schools cannot offer total confidentiality, they can provide a list of people who will be informed. This list

should only be people who need to know. Athletes should retain the same confidentiality rights for formal or informal phases of a reporting process. (See section D5 above).

4. Athletes being recruited at the collegiate level should carefully investigate coaching styles and their personal levels of sensitivity to coaches prone to critical styles of teaching. At the collegiate level, many athletes have control over the teaching environment that she prefers. This is not to excuse verbal abuse but to recognize that some athletes prefer nurturing environments as opposed to environments that include more negative than positive reinforcement. In any case, even highly critical coaches do not have the right to engage in any type of abuse of their athletes.

Acknowledgements

The Women's Sports Foundation thanks the following contributors for their assistance in reviewing this resource: Doreen Greenberg, Ph.D., of Richard Stockton College of NJ; Kristin M. Harrer, Women's Sports Foundation former Advocacy Intern; Terri Lakowski, Women's Sports Foundation Public Policy Officer; Pat Lamb, Minnesota Community Foundation; Dr. Donna Lopiano, Women's Sports Foundation Chief Executive Officer; Bernice Sandler, Senior Scholar, Women's Research and Education Institute; Celia Slater, Executive Director of the Winstar Foundation; Dr. Marj Snyder, Chief Programs and Planning Officer; Rosie Stallman, NCAA Director of Education Outreach; and Chris Voelz, Women's Sports Foundation Leadership Gifts Officer.

Founded in 1974 by Billie Jean King, the Women's Sports Foundation is a charitable educational organization dedicated to advancing the lives of girls and women through sports and physical activity. The Foundation's Participation, Education, Advocacy, Research and Leadership programs are made possible by individual and corporate contributions.

The Foundation is located in Nassau County, N.Y. For more information, please call the Foundation at (800) 227-3988 or visit www.WomensSportsFoundation.org.