



**2016-2017  
GEORGETOWN  
ATHLETICS  
PARENT HANDBOOK**



Dear Hoya Families:

On behalf of Georgetown's Department of Athletics, let me welcome you to our world of intercollegiate athletics. This Handbook is intended to provide you with helpful information about matters of interest to you, including your appropriate role in athletics at Georgetown and the parameters for navigating the system, if and when questions arise.

Please take the time to read through this Handbook at your convenience. This information is important. Though Georgetown is a moderately sized institution, the number of sports teams that our Athletic Department manages is among the largest in the nation. When dealing with a wide variety of issues, we rely upon a shared understanding of mission, goals, and objectives throughout the institution and among our external constituents. In the course of the coming year, we will all depend upon this mutual awareness to stay the course. We also will rely upon the processes set forth in our Handbooks for both student-athletes and parents.

You are needed to play an important role in the further education of your daughter or son. While it is less hands-on than in the past, the support you can provide when called upon is invaluable.

I look forward to a positive and rewarding relationship.

Hoya Saxa,



**Lee Reed**

Francis X. Rienzo, Director of Intercollegiate Athletics  
(202) 687-6513 - Work  
athleticdirector@georgetown.edu

Successful athletics programs are COACH  
driven, STUDENT-ATHLETE centered and  
ADMINISTRATOR assisted.

**Hoya Saxa**



## **HOYA PARENT 101**

### **WHAT'S A HOYA?**

Many years ago, when all Georgetown students were required to study Greek and Latin, the University's teams were nicknamed "The Stonewalls." It is suggested that a student, using Greek and Latin terms, started the cheer "Hoya Saxa!" which translates into "What Rocks!" The cheer proved popular and the term "Hoyas" was eventually adopted for all Georgetown teams.

### **MISSION**

Georgetown University has a distinctive identity in intercollegiate athletics, Inspired by the University's Jesuit identity and educational missions, our Athletics program seeks to develop the talents, character and leadership qualities of all student-athletes and members of our community. We aspire for our coaches and student-athletes to exemplify the excellence and integrity of the Georgetown community.

### **CORE VALUES**

INTEGRITY  
EDUCATIONAL EXCELLENCE  
COMPETITIVE SUCCESS  
COMMUNITY  
LEADERSHIP

Successful athletics programs are STUDENT-ATHLETE centered, COACH driven and ADMINISTRATOR assisted.

### **HOYA SAXA**

Georgetown University Code of Conduct:  
<http://studentconduct.georgetown.edu>

# Georgetown University Athletic Department

McDonough Arena | Washington, DC 20057  
202.687.2435

## Lee Reed

Director of Intercollegiate Athletics

Dan O'Neil, *Senior Associate Athletics Director for External Affairs*

Dan Trump, *Senior Associate Athletics Director for Internal Operations*

Sharon Brummell, *Senior Associate Athletics Director for Business and Finance/SWA*

Brian McGuire, *Associate Athletics Director for Facilities and Operations*

Mike Lorenzen, *Assistant Athletics Director for Student-Athlete Leadership and Development*

Pat McArdle, *Executive Director for Athletic Relations*

## Athletic Development 202.784.6223

Brenda Smith, *Senior Director of Development for Athletics*

Matt Harrigan, *Director of Development for Athletics*

Lindsay Crouch, *Senior Development Associate for Athletics*

Steve Alleva, *Executive Director for Ticket Operations and Donor Relations*

Kelli Myers, *Director of The Annual Fund for Georgetown Athletics and Hoyas Unlimited*

Matt Altum, *Associate Director of The Annual Fund for Georgetown Athletics and Hoyas Unlimited*

Heather May, *Associate Director of The Annual Fund for Georgetown Athletics and Hoyas Unlimited*

Charlie Coon, *Assistant Director of The Annual Fund for Georgetown Athletics and Hoyas Unlimited*

## Athletic Ticket Office 202.687.HOYA (4692)

## Sports Information 202.687.2492

Mex Carey, *Assistant Athletics Director for Communications*

Barbara Barnes, *Director of Sports Information*

## Sports Medicine 202.687.1898

Shawn Hendi, *Assistant Athletics Director for Student-Athlete Health and Wellness/Head Athletic Trainer*

## Academic Resources 202.687.9177

Shelly K. Habel, Ph.D., *Associate Director of the Academic Resource Center for Student-Athlete Services*

## Head Coaching Staff

Pete Wilk, *Baseball*

John Thompson III, *Men's Basketball*

Natasha Adair, *Women's Basketball*

Shannon Soares, *Field Hockey*

Rob Sgarlata, *Football*

Tommy Hunter, *Men's Golf*

Katie Brophy, *Women's Golf*

Kevin Warne, *Men's Lacrosse*

Ricky Fried, *Women's Lacrosse*

Luke Agnini, *Men's Rowing*

Steve Full, *Women's Rowing*

Mike Callahan, *Sailing*

Brian Wiese, *Men's Soccer*

Dave Nolan, *Women's Soccer*

Pat Conlan, *Softball*

Jack Leavitt, *Swimming & Diving*

Gordie Ernst, *Men's & Women's Tennis*

TBA, *Track & Field/Cross Country*

Arlisa Williams, *Volleyball*



## FACILITIES

<b>Albert G. McCarthy, Jr. Swimming Pool</b>	Swimming & Diving	Yates Field House, Georgetown University 3700 O St. NW, Washington, DC 20057
<b>Cooper Field</b>	Football, Men's Lacrosse, Women's Lacrosse, Field Hockey	Georgetown University 3700 O St. NW, Washington, DC 20057
<b>Georgetown Visitation Preparatory School</b>	Men's Tennis Women's Tennis	1524 35 <sup>th</sup> Street NW Washington, DC 20007
<b>Guy Mason Field</b>	Softball	3600 Calvert Street NW Washington, DC 20007
<b>John R. Thompson, Jr. Intercollegiate Athletics Center</b>	Multi-Sport	Georgetown University 3700 O St. NW, Washington, DC 20057
<b>McDonough Arena</b>	Multi-Sport	Georgetown University 3700 O St. NW, Washington, DC 20057
<b>Members Club at Four Streams</b>	Men's Golf, Women's Golf	19501 Darnestown Road Beallsville, MD 20839
<b>Shaw Field</b>	Men's Soccer, Women's Soccer	Georgetown University 3700 O St. NW, Washington, DC 20057
<b>Shirley Povich Field</b>	Baseball	10600 Westlake Drive Bethesda, MD 20852
<b>Thompson Boat Center</b>	Rowing	2900 Virginia Avenue NW, Washington, DC 20007
<b>Verizon Center</b>	Men's Basketball	601 F Street, NW Washington, DC 20004
<b>Washington Sailing Marina</b>	Sailing	1 Marina Drive Alexandria, VA 22314

**For ticket information, please visit**

**[WeAreGeorgetown.com/tickets](https://www.WeAreGeorgetown.com/tickets) or call 202.687.HOYA (4692)**



# CALENDAR OF EVENTS

August 27, 2016

## **Freshman and Parent Student-Athlete Orientation**

An Introduction to Georgetown Athletics  
Location: Leo J. O'Donovan Dining Hall; 2-3 p.m.

August 31, 2016

## **Classes Begin**

September 2016

## **GUHoyas.com Online All-Sports Auction**

This year-round auction helps raise money to support every student-athlete and varsity program. Please consider making a donation to the auction or bidding online at any time throughout the season. For more information about donating, please call 202.687.7159. Your donation is tax-deductible and counts as a gift in-kind to the sport of your choice.

September 23-25, 2016

## **Homecoming Weekend**

Join alumni, parents, and fans watch the Hoyas! Visit GUHoyas.com for a schedule of home athletics events.

## **30<sup>th</sup> Annual Athletic Recognition Event**

Celebrate the 2015-2016 year in athletics with fellow alumni, student-athletes, parents, and loyal supporters. To RSVP please email [heather.may@georgetown.edu](mailto:heather.may@georgetown.edu)  
Location: Leo J. O'Donovan Hall; Sept. 23, 6-8:30 p.m.

October 14-16, 2016

## **Parents' Weekend & Community Day**

Spring 2017

## **Hall of Fame Ceremony and Reception**

Join the Athletic Department at this signature event to welcome the newest class to the Athletic Hall of Fame and celebrate the legacy they helped build during their time on the Hilltop.  
Location: Rafik B. Hariri Building, Time: TBD

If you are interested in making a gift in support of any of the events above, please contact The Annual Fund for Georgetown Athletics at the phone or email below.

***Follow us on Facebook and Twitter!***  
*facebook.com/hoyasunlimited | @hoyasunlimited*

**WeAreGeorgetown.com**  
**phone: 202.784.6223**  
**email: [athleticsannualfund@georgetown.edu](mailto:athleticsannualfund@georgetown.edu)**



# THE ANNUAL FUND FOR GEORGETOWN ATHLETICS

**WeAreGeorgetown.com / phone: 202.784.6223 / email: athleticsannualfund@georgetown.edu**

The Annual Fund for Georgetown Athletics is the lifeblood of the athletic department. By making a contribution to The Annual Fund for Georgetown Athletics, Georgetown alumni, parents, fans, and friends help to support Georgetown Athletics' 29 Division I varsity programs and 750 student-athletes.

Annual Fund support helps to fund travel, equipment, scholarship, recruiting, salary and other operational costs for the athletic department at Georgetown. Growing The Annual Fund for Georgetown Athletics in dollars and participation is critical to the future development and potential budget enhancements of the department.

By making a contribution to The Annual Fund for Georgetown Athletics, you can make an immediate impact on your child's experience. A gift to your son or daughter's athletic team helps to improve the quality of the student-athlete experience that Georgetown provides. **We hope that The Annual Fund for Georgetown Athletics will be a philanthropic priority for all parents of student-athletes.**

By making your gift directly to the sport of your choice, you are impacting that team's success. There are several other ways in which to contribute such as supporting an event or special project. You can make a gift by contacting The Annual Fund for Georgetown Athletics at 202.784.6223 or by visiting [WeAreGeorgetown.com/giving](http://WeAreGeorgetown.com/giving).

**Kelli Myers**

**Director of The Annual Fund for Georgetown Athletics**

**Office: 202.687.6308**

**Hoyas Unlimited:** Hoyas Unlimited is a group of alumni, faculty, staff, parents, and friends who support Georgetown University Athletics financially and through volunteerism. The volunteer leadership is asked to assist The Annual Fund for Georgetown Athletics with specific fundraising initiatives, while serving as positive public advocates for the athletic department and Georgetown University.

## **Board Leadership (Fiscal Year 2017: July 1, 2016 – June 30, 2017)**

Ashley Darcy Mahoney (N'06) - President, [ashleydarcy@gmail.com](mailto:ashleydarcy@gmail.com)

Christina Besozzi Cary (C'05) - President-Elect, [besoz13@gmail.com](mailto:besoz13@gmail.com)

TC Roberge (C'96, L'99) - Secretary, [tc\\_roberge@yahoo.com](mailto:tc_roberge@yahoo.com)

If you are interested in volunteering or learning more about Hoyas Unlimited, please contact one of the volunteer leaders listed above.

**Athletic Development:** The Office of Athletic Development works directly with alumni, parents, and friends who would like to make a significant and lasting impact on Georgetown Athletics. The endowment of scholarships, coaching positions and programs, as well as larger facility enhancement projects are vital to the future of Georgetown Athletics. Legacy commitments can be arranged through the Office of Planned Giving. Should you have any interest in supporting Georgetown Athletics in this manner, please contact Brenda Smith, Senior Director for Development for Athletics, at 202.687.9247 or [bms43@georgetown.edu](mailto:bms43@georgetown.edu).

## Hoya Parent Partnership

### Introduction

We would like to welcome you into what we hope will be a life-changing, four year partnership in developing your child into a young adult who will both change the world and realize their dreams upon graduation from Georgetown! Congratulations on the remarkable job of successfully raising a young adult over the course of 18 years to become a young adult who has the intellectual, emotional and physical abilities to achieve the pinnacle of competitive athletics in a rigorously demanding college environment.

The challenge for the next four years will be as great for you as it is for your son/daughter in some ways. You will never stop being their parents, but the role you play in their student, sport, and social lives must be radically different than it was in high school if they are going to fully realize their development during this critical period. We hope this document will give you some ideas about which to reflect, as well as some tangible tools to help you navigate the journey ahead.

Additionally, please feel free to access the [Georgetown Athletics Student-Athlete Handbook](#) on the [Athletics Department website](#), which provides further information and resources for you and your son or daughter.

### Parenting Athletes Is Challenging

There can be strong, colliding undercurrents that can make the relationship between coaches and parents challenging. In important respects the closed culture of sports conflicts with modern parents' desire for much more involvement in their kids' lives. While for decades most school teachers have been expected to be responsive to parents who ask about their practices and decisions, coaches have historically not been expected to be transparent with parents about playing time and other key decisions.

At the same time, coaches, especially at the college level, sometimes try to keep parents at arm's length because they are trying to quickly create a sense of family on a team. Many coaches also quite explicitly see sports as a kind of oasis for young people from the pressures of the outside world, including parental ones. Most coaches feel like one of the keys to success is having clear boundaries where parenting decisions are left to parents, and athletics decisions are left to the coaches. Those lines can understandably blur at times, particularly when a student-athlete travels away to college and coaches become more engaged in matters that used to be the purview of parents.

Many of you have invested thousands of dollars in training and competition as "customers" of private clubs and training academies. You have filled a variety of roles that may have included coaching, cheerleading, bus driving, catering, planning, organizing, and otherwise putting the rest of your life on hold as the parent of an elite athlete. Now that your student-athlete has reached the pinnacle of athletic competition

as a Division I student-athlete, things for you are going to change as radically as they are for them. Though it is a stretch to ask, in many ways we're asking you to now kick back, relax, and enjoy the fruits of the last 18 years of labors!

### **Being a Parent of a College Athlete**

This new phase will require of most of you a very significant change in your role and we think it is one of the best parts of college athletics - from this point forward you get to "just" be a parent! While there may be some volunteer opportunities to help organize tailgates after competitions or host a team meal during a trip, and while the university will certainly ask you for financial generosity at some point, those are rare events and completely optional. All we want you to do is to become our partner in developing your young person in every aspect of their identity - as students, as athletes, and as social beings.

So what does it mean to be a partner? At its best we believe that means that we work together to embrace our respective roles, respect our boundaries, and consistently make decisions through the lens of "what is ultimately best for the young person whose development is our responsibility". And, perhaps most importantly, it means that we create the space for our student-athletes to start wearing the mantle of responsibility, ownership, self-awareness, self-efficacy, and self-care that will be required of them in the world beyond graduation.

A recent study that made national news noted that "narcissism levels have been increasing among Western youth, and contribute to societal problems such as aggression and violence". While we're not overly concerned about violence by student-athletes, the key finding of the study has some important implications for us in terms of the development of young people—parental overvaluation leads to narcissism, while parental warmth leads to self-esteem. College athletics participation is an opportunity for them to learn ownership of their lives and choices in a relatively safe environment that will ideally prepare them for the world beyond graduation.

For parents and coaches alike, we have to find a healthy balance that is warmly supportive of young people, but also helps them to be grounded in a realistic view of their value, abilities, and place compared to other people. They need to feel cared about, but not superior or deserving of special treatment. Most importantly, we need to teach them that their value in the world beyond college will largely be based upon how hard they work, how well they connect with other human beings, how aware they are of their own strengths and weaknesses, how they accept accountability and criticism, and how effectively they can work with other people as both leaders and enthusiastic followers. We believe there is no better laboratory within which to learn those lessons than collegiate athletics.

If you agree to be a Hoya Parent Partner, you are committing to help us work through the best possible way to develop your son or daughter and every aspect of their identity based on their individual needs and circumstances. But we're going to do so in a team

environment that helps them to value the needs of others ahead of their own in order to become people of influence and service. That is the essence of “men and women for others”, a core component of Georgetown’s institutional philosophy.

## **A Shared Understanding**

For us to complete this developmental challenge successfully in the next four years, we know that it is critical that we are truly partners who respect our boundaries and respect our different roles and contributions to the process. Some educational experts call this a “**shared understanding**” that acknowledges that coaches and parents have both reciprocal and competing influence. Both sides likely have deeply grounded fundamental beliefs that are unlikely to change and may make consensus impossible at times, but with a shared understanding everyone can still work together productively.

For example, parental coaching from the sidelines is not only disruptive and inappropriate, but has also been shown to influence the dropout rates of adolescent swimmers’ sport participation (Fraser-Thomas, Cote, & Deakin, 2008). To reduce or eliminate these behaviors that are counterproductive to athlete development, it is only fair that we explicitly state expectations about parental behavior at games and practices. To Georgetown coaches, any parental coaching from the sidelines is unwelcome because it distracts the players from focusing on the task at hand. While we respect your right to have an opinion and be a vocal fan, parents who are partners respect our coaches’ wishes to refrain from behavior that makes success for everyone more difficult.

Developing a shared understanding in the coaching context is also different from negotiating and consensus building. Not everything is negotiable, and coach-parent-athlete consensus is not always required. Sideline coaching is one example; another might be playing time (who gets it and under what conditions). Coach-parent-athlete consensus about playing time is not the desired outcome, nor are parents allowed to negotiate on behalf of their child for more of it. Student-athletes should be engaged in regular conversations with their coaches so they understand where they can improve to gain more playing time or improve their position, but such decisions are solely the responsibility of the coaching staff.

A shared understanding is achieved when parents and student-athletes understand exactly how players are granted playing time and trust the coaches to apply that standard consistently. Note the importance of that word “trust” - we take the trust issue very seriously and understand the commitment your son or daughter has made to us by choosing to attend Georgetown. But we also hope it was a well-informed choice based on your family’s understanding of our program and its leadership. Perhaps more importantly, if there are any questions in the student-athlete’s mind about playing time, place on the roster, scholarship status, or anything else related to the sport, they must take responsibility for communicating and gaining understanding through direct conversation with coaches. This is the first place they get the chance to practice

communicating with “bosses” in an outcome-oriented, results-based environment, aka what the rest of their working lives will likely entail. That is the essence of ownership.

### **Roles and the “Athletic Triangle”**

We can not emphasize strongly enough that shared understanding requires respect of roles by coaches, parents and student-athletes (what some educators would call the “athletic triangle”). Each member of that triad comes to the college experience with different knowledge, skills, and dispositions that underlie their temperaments and guide their behaviors.

Athletes come with knowledge and skills learned through participation in physical education class and on other sport teams, extra coaching from their parents, or informal pick-up experiences with friends and family. No player arrives devoid of knowledge and skills, but each arrives with differing levels grounded in their own personal experiences.

Parents come with intimate knowledge of their children and parenting skills necessary to deal with them. They also come with variety of strengths that may include varying degrees of knowledge and expertise about the sport, an understanding of the developmental needs of a particular group of students, or skills in managing the athletes.

Coaches arrive with varying degrees of sport-specific knowledge, skills, and pedagogies. Although paid coaches may have a higher level of experience and knowledge than volunteer coaches, all arrive with a well-intentioned willingness to teach the athletes and a passion for what they do. Our coaches have chosen their vocation because of the opportunity to engage in the development of young people and it is their passion.

Importantly, parents and coaches also come to the partnership with parenting and coaching philosophies that underlie their dispositions and guide their decisions and behaviors. These philosophies are grounded in their beliefs about a myriad of aspects that affect the child’s experience as an athlete. These include beliefs about discipline, work ethic, winning, determinants of playing time, what constitutes commitment and skill improvement, and even the role of the coach.

Given those various roles and experiences, and how different the college experience is than club or high school, we would like to ensure that you understand the process you and your student-athlete should follow if they have any kind of concern related to playing time, practice, treatment, or any other issue that may arise in the context of their sport.

## What Do I Do When....

- *My son/daughter seems to be struggling in class*

Tell student-athletes first to ATTEND CLASS! Going to class is the major part of the college experience and the only way to earn a passing grade, graduate and remain eligible for competition. Tell students to get to know their professors by introducing themselves and their sport during office hours. The university is a big place and it makes a difference if the professor can put a face with a name. Encourage your student to ask for academic help EARLY if they are falling behind or have concerns about their homework. no need to say names here or label what each person does. Make appointments with professors, use tutors, get the folks in the Academic Resource Center (Kim Curry for men's basketball, Adam Polacek for women's basketball, Dr. Shelly Habel for everyone else) involved early and don't be shy about asking for help! One of Georgetown's unique features is the role of academic deans, who are often primary academic advisors, and your student's dean should know their name, face, major and areas of interest by the end of their first semester.

- *My son/daughter has a physical injury or illness*

Get ready to be much less informed about the everyday "tweaks" or minor injuries your student might have in training or competition. Your student-athlete is an adult and Georgetown must honor personal privacy for them, safeguarding the caregiver's relationship directly with your student. This includes any medical information from the team trainer or athletic doctor that cannot be shared with you unless your child gives prior authorization. You are always welcome to contact your student-athlete's coach if you have concerns about their health or wellness, but we must ask you to not contact the medical staff unless they request a contact from you.

Remind your son/daughter to tell the athletic trainer for their sport if they get sick or have ANY issues relating to physical, mental, or emotional health. Athletic medicine is a vital component of our athletic department and the athletic training staff have sole responsibility for approving your student for play or practice. The athletic trainer may direct them to Student Health but most issues can be handled by our athletic training staff and the team physician. They should NOT just tough it out and stay in bed and they should NOT ignore health issues or seek treatment without the guidance of the athletic trainer. If your student has any kind of chronic condition, be sure to inform the athletic trainer early.

- *My son/daughter is having issues with their roommate or housing situation*

With almost every aspect of their college experience outside of academic requirements or health-related issues, your son/daughter's first stop should be their head coach. The role of the coach is not to solve problems all the time, but rather to act as an advocate and guide in problem solving for the young men and/or women under their care. There may be times when we (coaches and/or administrators) need to become actively



involved to facilitate resolution of challenges, but the first step is always for the young person to engage with the appropriate offices and authorities to try to work things through on their own. We hope they will keep coaches informed so we can provide help when necessary, but a critical part of the college experience is for students to learn how to work through the obstacles that life will inevitably throw at them.

- *My son/daughter has a social media issue*

Athletes' social media accounts are monitored for content by coaches and our sports information staff. Remind your student-athlete to use really good judgment on the posts and links that create their social media identity, because their social identity is inextricably and publicly linked to their identity as student-athletes and representatives of Georgetown University. The Athletic Department has an on-going program to keep student-athletes in compliance. Remind your student that pictures of them might be posted on another Facebook page so be diligent in policing inappropriate photographs and setting appropriate levels of privacy on all of their social media accounts. As representatives of Georgetown, their team, and your family, we want to do everything we can to encourage healthy identity development and to avoid even one poor exercise in judgement that could come back to haunt them later.

- *I don't know if my son/daughter is managing their social life well*

Your student is now an adult in an adult world. She/he may look like your "child" but he/she is now an Adult, Student, Athlete, Citizen, and many other descriptors. Trust your own training and development of values to carry the day as they navigate the process of increased independence and decreased external accountability. Remember your own days as a young adult and expect that there will be some "learning experiences" along the way.

Having said that, there are some prudent pieces of advice and guidelines that are worth passing on in terms of safety. Remind your son/daughter about urban safety. We have a tremendous safety record and it is easy to feel very relaxed in the immediate area around campus. However, they should not walk anywhere alone at night (there are campus escort services available) and should be aware of their surroundings when they're walking on campus.

While at parties, remind your student-athlete to use personal safety (e.g., getting their own beverage). They should not let someone else offer them a drink in case of drug additives. They should travel safely in well-lighted pathways, ask for escorts, and work together to remain alert.

Students are now almost all adults, not minors. Remind your student that downloading music and videos is illegal and monitored regularly on the college intranet. Pirating music and video is against the law and in violation with the Georgetown Student Code Of Conduct.

Remind your son/daughter that they are at college to develop their identity in three principal ways - academically, physically, and socially/emotionally. The last piece is important but by coming to Georgetown they have made a choice to challenge themselves - our student-athletes must prioritize school and sport first, with whatever time might be left for social activities. This may be different than what you experienced in college or what most of their peers experience and it will feel like a sacrifice to them at times. We believe that the forty year value of that sacrifice more than justifies the short term trade-offs of occasional missed parties or social trips. If you have concerns, speak to your student-athlete directly and remind them of that balance, but you are also welcome to contact their head coach and engage them in the conversation.

- *My son/daughter has complaints/concerns about the coaches*

We understand that you love your student-athlete and want to protect them, prevent them from suffering, and ease their path into adulthood. However, we are asking your help in preparing them for life beyond college and one of the toughest lessons to learn is how to constructively manage conflict with people who have power or influence.

## **INFORMAL & DEVELOPMENTAL GUIDELINES FOR STUDENT-ATHLETES LEARNING TO MANAGE GRIEVANCES:**

In most situations there is an appropriate informal process to follow that will teach young men and women how to effectively manage conflict and grievances without triggering formal administrative and investigative processes. The path to resolution would look something like this:

### **Step 1: Student talks with the team captains or other seniors**

Team captains are usually junior or senior student-athletes who have had enough experience with the team, the university and the coach to know how best to deal with most problems, including coaching conflicts. It is appropriate to approach upperclass team members for advice, to ask them to advocate for the student, or to accompany the student during a meeting with the coach.

### **Step 2: Student talks with the assistant coach(es)**

Head coaches often rely on assistant coaches to be an effective problem solving option for student-athletes. They can help provide insight and guidance in terms of the best way to approach a head coach, but they are also generally younger and more recently retired from being athletes so they can more easily empathize with younger students.

### **Step 3: Student talks with the head coach**

The head coach is the CEO of the team and in most athletic departments they are left to run their programs with minimal guidance from administration. Administrators oversee multiple sports and provide coaching and guidance in some areas, but head coaches

are expected to act with a fair degree of independence. They are the people who can directly solve or resolve most of the problems your student may encounter. Because they are in a position of considerable power, students may find it frightening to approach a head coach, but one of the most powerful lessons any young person can learn is how to appropriately “manage up” with people in positions of power. There are legal and campus safeguards against retaliation that make this a safe place within which to practice this life skill.

#### **Step 4: Parent talks with the head coach**

If your student-athlete has made a good faith effort to speak to the head coach and has either been refused or feels they were treated inequitably, that ***may*** be an appropriate time for you to reach out and ask for a conversation. We would ask that you begin that conversation with a question and the assumption that everyone involved wants what is best for your child, rather than adopting the emotional response of a young man or woman who does not have your wisdom or life experience. Model for them how you want them to approach and resolve conflict in their work and adult lives.

#### **Step 5: Student talks with the sport administrator**

If, and only if, both students and parents have made serious efforts to have a conversation with the coaching staff but feel unheard or ignored, the next appropriate step is for the student to contact the sport administrator. This is an Assistant, Associate, or Senior Associate Athletic Director who has functional expertise in an area like compliance, facilities, or marketing, but also has supervisory responsibilities for a number of sports. Administrators should be helpful resources in resolving conflict and mediating disputes between student-athletes and coaches. Please know that our first question when approached by a student or a parent will always be “Have you spoken with the head coach?”

#### **Step 6: Parent talks with the sport administrator**

If the student has made the effort to speak with the sport administrator but still is not satisfied that they have been appropriately heard, it may be time for you to step in and have a conversation with the sport administrator. Again, please start with a question (as opposed to an attack) and enter the conversation with the aim of gathering information and perspective, just as we would hope to hear your perspective. Both are part of the “shared understanding” that requires all parties to contribute to a constructive dialogue.

#### **Step 7: Student and parent talk with the athletic director**

The athletic director is the CEO of the entire department, which is a multimillion dollar enterprise comprised of over 700 student-athletes and more than 100 full-time staff. The job comes with a myriad of responsibilities, but first and foremost it is creating a great experience for all of our student-athletes. If you have pursued every other avenue available to you (steps 1 to 6) and believe you have still not been heard, the

athletic director is prepared to meet with students and parents. Because we want to continually emphasize the need for young people to problem solve, we would request that you and your child have a conversation together with the AD, which gives us the opportunity to model for them how adults manage conflict and disagreement.

Please remember that at any point in this process we may not agree and at that point you and your student-athlete may have to make a choice about continued participation in Georgetown Athletics. Consensus is not always the goal or required. Being a student-athlete is a privilege and a choice, but the fit is not right for everyone and every year there are a few instances of students realizing they have lost their passion for the sport, are no longer willing to make the tradeoffs and sacrifices that Division I athletics requires, or simply don't feel like the Hilltop is the right place for them. We will do everything we can to help ease that transition or transfer if that becomes the right step.

If you do not feel like you or your student-athlete was heard (which is not the same thing as agreed with) at any of those levels, after going all the way through our system, you are well within your rights to seek an audience with administrators at Georgetown outside of the athletic department. However, we would respectfully ask that you encourage your son/daughter to practice their conflict resolution skills by addressing concerns that they have directly with the people who are in the best position to resolve those concerns. And, perhaps more importantly, we would ask you to model that same approach. In most of your adult lives you would never dream of leapfrogging multiple levels of your organization to try to get something in your workplace resolved. If you have a concern with a vendor or other organization outside of your work life, you would mostly likely start with the customer service people who can understand and create change, not try to get an audience with the CEO immediately.

We commit to listening and hearing you (though not always agreeing) if you come to us and have questions or concerns. We will do everything in our power to resolve those in the best possible way for your student. Every year, though, we spend incredible amounts of coaches' and administrators' time trying to manage concerns in the most inefficient way possible - at the end of a long game of "telephone" where we learn about those concerns only after parents have gone directly to people at the university outside of the athletics department. Please give us the chance to work with you and give us the trust that we are professionals who care deeply about what we do before you seek an audience with anyone else.

#### **FORMAL GRIEVANCE PROCEDURE:**

If a student-athlete believes that he or she has experienced unfair or improper treatment by a member of the Athletics Department or by another student-athlete relating to his or her participation in a sport at Georgetown, he or she may pursue the following grievance procedure:

1. **Informal Resolution with Staff** - It is the general practice that the student-athlete should first discuss the problem with the individual(s) most directly responsible

(e.g., if the matter involves the coach or a team policy established by the coach, the student-athlete should contact the coach or the captain(s) of the team and work on an informal basis to resolve the issue with the coach).

2. **Informal Resolution with Sports Administrator** - If no resolution results from Step 1, or if the student feels uncomfortable raising the concern directly with the individual most directly responsible, the student-athlete should consult with their Sport Administrator. The Sport Administrator will work with the student-athlete and head coach to resolve the issue. Serious efforts should be made to resolve the issues at an informal level by both the Sport Administrator and the student athlete.

3. **Written Complaint to Director of Athletics** - If resolution through informal resolution proves unsuccessful, the student-athlete may elect to submit a written complaint to the Director of Athletics. To do so, the student-athlete must set forth, in writing, the substance of the complaint, the grounds on which it is based, and the efforts taken to date to resolve the matter. 3. The grievance document will be submitted to the Director of Athletics. The Director of Athletics, in consultation with Senior Staff and/or Sport Administrators, shall initiate a review in a timely manner, which should normally be completed within thirty days, depending on the extent and nature of the allegations. The Director of Athletics and Senior Staff shall take appropriate action based on the results of their review and will inform the student-athlete in writing when the complaint has been resolved.

Further Information: Inquiries concerning the Athletics grievance procedure should be directed to Dan Trump, Senior Associate Athletics Director for Internal Operations.

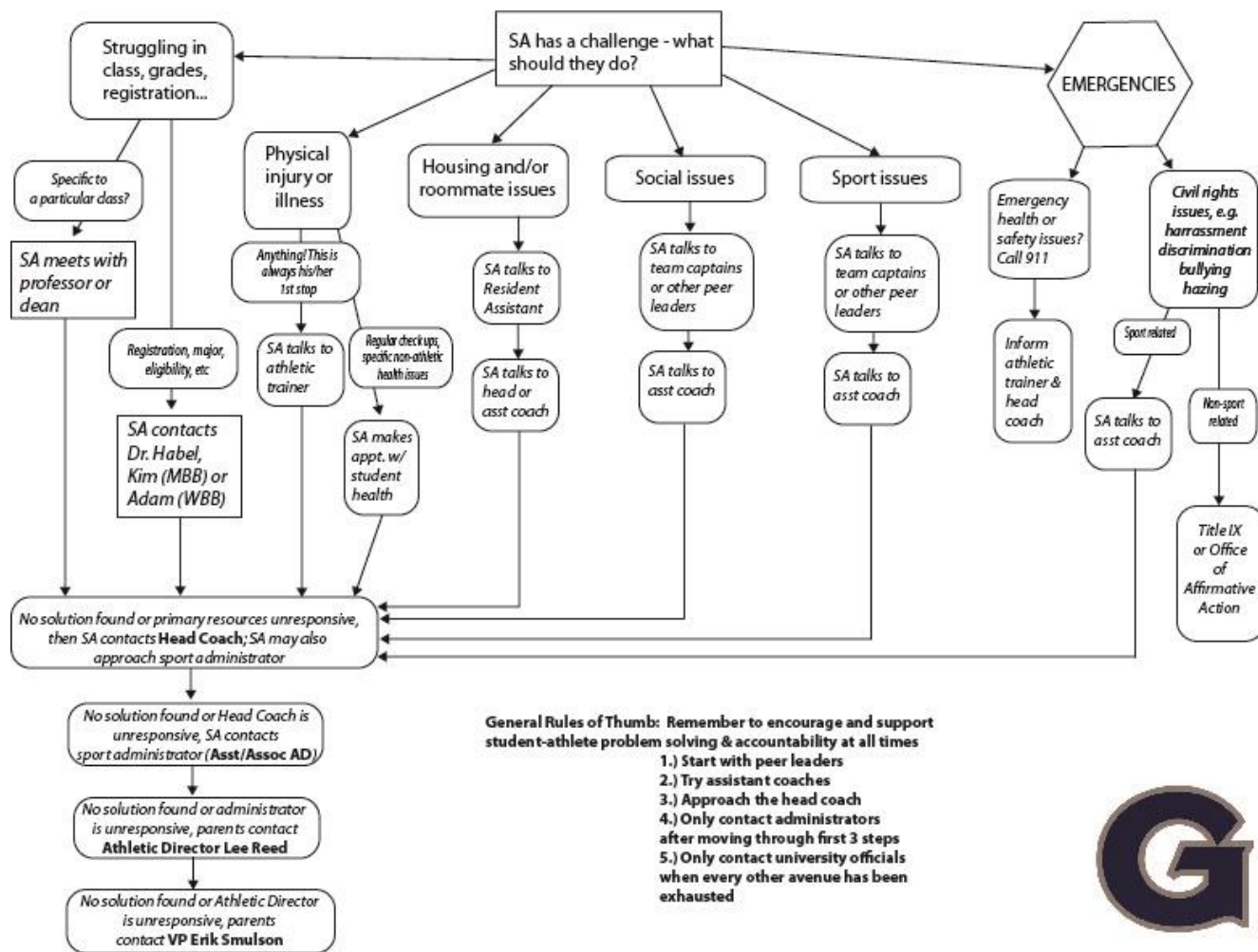
### ADDITIONAL RESOURCES

**Discrimination and Harassment** - Georgetown University prohibits discrimination on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, political affiliation, source of income, disability or any other basis prohibited by law. If you believe you have experienced discrimination or harassment, contact Georgetown's Office of Institutional Diversity, Equity & Affirmative Action at <http://ideaa.georgetown.edu/>

**Sexual Misconduct** - Georgetown University prohibits sexual misconduct, including sexual harassment, sexual assault, domestic/dating violence, and stalking. Please visit this website for resources for students relating to sexual misconduct, including how to report incidents. <http://sexualassault.georgetown.edu>

**Hazing** - Georgetown University is committed to the Jesuit understanding of education as a process that involves the transmission of knowledge and the formation of character, both in the classroom and outside of the classroom. Student organizations and teams recognized by the University can provide students with tremendous opportunities for the development of knowledge, the cultivation of virtue, the building of community, and the development of student leadership. However, students should

never be subjected to hazing as a condition for seeking to join, holding membership, or affiliating with a student group at Georgetown University. <http://stophazing.georgetown.edu/>



## Suggestions/Reminders for Parents

**1. It's not about you, it's about them.** Do not live your own sports dreams through your kids. It's their turn now. Let them make their own choices, both good and bad, and give them the freedom to appropriately fail, suffer and work through difficulty

**2. Never talk to a coach about your student's playing time - this is an issue between the coach and the athlete.**

**3. Never yell at officials.** They are trying and are human enough to make mistakes. If something egregious happens, trust that the coaches and administration will take care of it. One of the important lessons we try to teach is emotional intelligence - being aware of our emotional responses and responding in appropriate ways. We're not

always perfect and neither will you be if we're all passionate, but let's keep trying to be effective models.

**4. Please do not coach your student-athlete from the sideline.** Your job is to be a cheerleader, not a coach. According to a great deal of research, the most appropriate response when greeting your son/daughter after a contest is "I love to watch you play" or to praise effort. Leave it to the coaching staff to critique everything else. When in doubt, just ask, don't tell. If your son/daughter asks for your thoughts, please be mindful of your boundaries and supportive of the coaches.

**5. It is unlikely you are raising a professional athlete.** Relax, let them have a good time and learn the lessons they are supposed to be learning in sports. That doesn't mean we don't take this very seriously and that we're not really competitive. It does mean that we continually try to keep perspective on the role of sports in our lives.

**6. If you have nothing nice to say, please don't say anything.** We ask our teams to follow a "no gossip" rule, which states that negative or critical comments about a person should only be said to that person. Third party conversations "about" someone should only be positive. A great deal of drama could be avoided if parents and students followed that guideline.

**7. Let them fail.** Forgotten equipment, not working out, not practicing at home? Let them suffer the consequences of that. Be willing to be honest with yourself and with them - they might have been stars in high school but they've moved to a very different level. Let them work through the reality of not necessarily being "special" or "a star". It will make them better and more ready for life after their athletic careers.

**8. Your kids (and their friends) are watching you. Make them proud.** We love to celebrate our experiences and share meals together after competition. If you like to drink and have a good time, great! But know that a lot of impressionable young people are watching you and listening to you. Every moment you spend with your son/daughter and their friends is a moment of influence and none of them are neutral - you're either influencing positively or negatively, the choice is yours.

**9. Be the source of balance and perspective for your student-athlete.** One of the secrets to emotional intelligence is being able to frame and reframe the things that happen to us that stimulate primal emotional responses like fear, anger and sadness. One of the most helpful things you can do is to aid your student in reframing the story they're telling themselves, whether it's overly optimistic or overly pessimistic, in a way that may more accurately reflect objective reality

## **ACADEMIC SUPPORT FOR STUDENT-ATHLETES**

### **Student-Athlete Handbook**

The Handbook includes information about working with each academic dean's office, services for students with disabilities and the accommodation process. An exhaustive list of important campus resources is also included.

### **Hoyas Lead Student-Athlete Leadership Development**

All freshmen and sophomore student-athletes are required to attend Georgetown's non-credit leadership training program called "Hoyas Lead". These classes are designed to introduce the foundation of Hoya leadership theory and practice as a critical part of the student-athlete development experience within athletics. The program is designed and led by Assistant Athletic Director for Student-Athlete Leadership and Development Dr. Mike Lorenzen and you may contact him directly if you have questions ([ml1281@georgetown.edu](mailto:ml1281@georgetown.edu)).

### **Academic Support Services for Student-Athletes**

Georgetown University is committed to providing academic support for all students and to integrating students with disabilities as fully as possible into all aspects of University life. The Academic Resource Center, located in 335 Leavey Center ([guarc.georgetown.edu](http://guarc.georgetown.edu)), fulfills this mission by striving to facilitate the success of Georgetown University students through services for students with disabilities, student-athletes, and any student facing academic challenges.

### **Academic Coordinators for Student-Athletes**

Ms. Kimberly Curry (Men's Basketball) - 202-687-0301, [kac266@georgetown.edu](mailto:kac266@georgetown.edu) - 2<sup>nd</sup> Floor, West Wing, McDonough Arena

Mr. Adam Polacek - (Women's Basketball) - 202-687-0727, [Adam.Polacek@georgetown.edu](mailto:Adam.Polacek@georgetown.edu), 2nd Floor, East Wing, McDonough Arena

Dr. Shelly Habel (all other student-athletes) - 202-687-9177, [skh@georgetown.edu](mailto:skh@georgetown.edu) - Academic Resource Center - 335 Leavey Center

Academic coordinators work with student-athletes, coaches, faculty and deans to ensure academic success. They assist student-athletes with planning, academic instruction and monitor progress towards degree. Contact the appropriate academic coordinator if you have questions or require additional information.

### **Academic Deans**

Each of the four undergraduate schools at Georgetown University requires all first year students to schedule an individual meeting with their academic counselor during the first few weeks of the semester. The deans also assist with scheduling classes; approving course overloads, independent studies, consortium courses, service-learning credit, pass/fail or audits of courses, course withdraws, and transfer credit. They also facilitate



internal and external transfers, as well as academic, medial or personal leaves of absence.

### **Workshops**

The Academic Resource Center offers study skills workshops for all undergraduate students, with several workshops available on-line.

### **Tutoring**

The Academic Resource Center provides tutoring in foreign languages through the Intermediate II level, and Chemistry. Tutoring is available through the following academic departments: the Math Assistance Center, the Economics Assistance Center, and the Writing Center. Athletics also provides tutors for a variety of subjects each semester, depending upon demand, with typical offerings of Accounting 101, Finance, Business Statistics, among other courses.

### **Academic Accommodations**

The Academic Resource Center provides accommodations for students with disabilities based on documentation from a medical professional. Accommodations are provided on a case-by-case basis following review of this documentation and a meeting with an Academic Resource Center administrator. Students are encouraged to be in contact with the appropriate ARC staff member as soon as they know that they will be requesting accommodations. Incoming students are highly encouraged to submit documentation prior to arriving on campus so that they may begin the accommodation process as soon as possible. Review of documentation may take 3 - 4 weeks.

### **Family Educational Rights and Privacy Act (FERPA)**

Georgetown University accords its students all rights under the Family Educational Rights and Privacy Act (FERPA) of 1974. No one outside the University shall have access to students' educational records, nor will Georgetown disclose any information from these records without the written consent of the student or unless otherwise permitted under FERPA.

### **Athletic Compliance Reminder**

Per NCAA rules, prior to practicing or competing in athletic competitions for Georgetown University, a student-athlete must be enrolled in a minimum of 12 credit hours each semester and certified to participate by Georgetown University. If you have any questions or concerns about compliance issues, please contact Greg Featherston, Director of Compliance, at 202-687-8206, or email at [gdf9@georgetown.edu](mailto:gdf9@georgetown.edu).

## WELCOME TO GEORGETOWN ATHLETICS

Dear Parents of Georgetown University Student-Athletes:

The following guide is part of Georgetown's ongoing NCAA rules education program. This is designed to help you, the parents of our student-athletes, navigate the sometimes complex rules of the NCAA and assist you when facing circumstances that could impact your son/daughter's NCAA eligibility.

We want you to know Georgetown University is committed to operating our athletics program in a manner consistent with the letter and spirit of the NCAA rules. The University will not compromise the integrity of the institution when it comes to rules compliance. Everyone associated with our department is responsible for rules compliance. Coaches, Administration,, Boosters as well as Student-Athletes and their family play a role in maintaining our institutional integrity.

NCAA, Big East Conference, Patriot League and Georgetown University rules are extensive and complex. This guide is meant to assist you in understanding the basics and provide you with information related to your child's participation in Division I Intercollegiate Athletics.

### QUESTIONS AND ADDITIONAL INFORMATION:

For more information or questions related to the material provided in this brochure please contact the Compliance Office below:

#### COMPLIANCE OFFICE

202.687.8262

[athleticscompliance@georgetown.edu](mailto:athleticscompliance@georgetown.edu)

Greg Featherston

Assistant AD for Compliance  
[gdf9@georgetown.edu](mailto:gdf9@georgetown.edu)

Matt Keane

Assistant Director of Compliance  
[mbk52@georgetown.edu](mailto:mbk52@georgetown.edu)

## STUDENT-ATHLETES AND BOOSTERS

As a parent of a Georgetown student-athlete you should be aware the NCAA has imposed limitations on the kinds of interactions that you may have with a “representative of GU’s athletics interests”, more commonly referred to as a booster.

A booster is any individual, agency or corporate entity who has:

- Assisted in providing benefits to enrolled student-athletes or their families or otherwise promoted the GU athletics program;
- Participated in, or been a member of, any organization promoting GU’s athletic program (i.e. Hoyas Unlimited, GU Annual Fund, etc.);
- Assisted or been asked by the athletics department staff to assist in the recruitment of prospective student-athletes.

*Once an individual or entity becomes a booster that identity is retained indefinitely, even if involvement with the athletics program ceases.*

### PERMISSIBLE BOOSTER INVOLVMENT:

Under NCAA rules, a booster may:

- Employ an enrolled student-athlete during the academic year or summer, provided the student-athlete follows all NCAA regulations for employment (i.e. paid the going rate, not hired based on athletics reputation or ability, not provided benefits above normal employees);
- Have contact with enrolled student-athletes before or after a game or at any other location;
- Participate in an occasional meal once approved by the head coach and Compliance Office;
- Make donations in-kind for the benefit of a team.

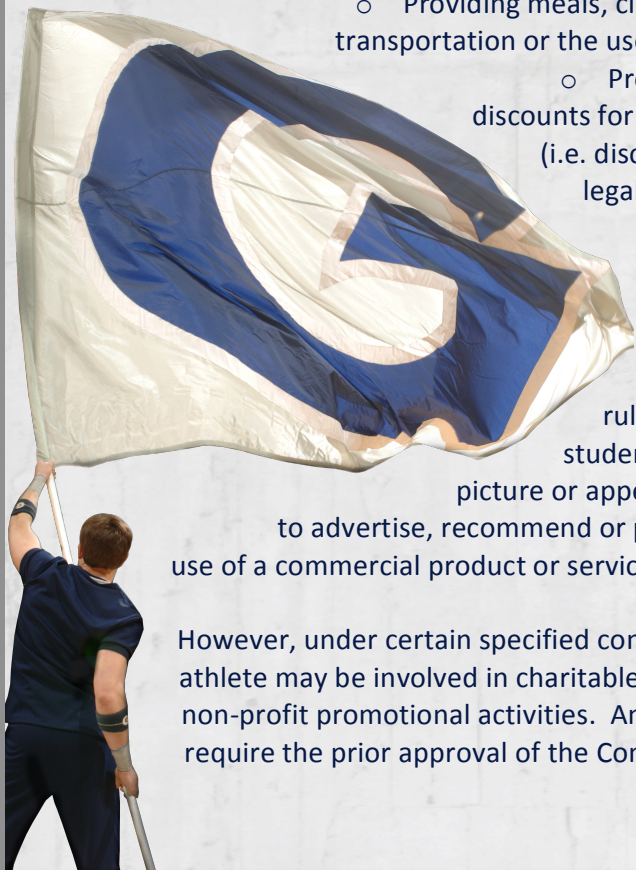
The logo for Georgetown University's athletic teams, featuring the word "Hoyas" in a large, bold, blue, cursive script font.

## IMPERMISSIBLE BOOSTER INVOLVEMENT:

Under NCAA rules, a booster may NOT:

- Provide an enrolled student-athlete, their family or friends any benefits or special arrangements which are not expressly authorized by NCAA rules, unless such benefits are generally available to all Georgetown students, their family and friends. Examples of impermissible benefits include:
  - Providing cash or loans in any amount;
  - Co-signing a loan;
  - Providing gifts of any kind, including birthday or holiday gifts;
  - Providing free or reduced-cost housing;
    - Providing meals, clothing, transportation or the use of an automobile;
    - Providing special discounts for goods or services (i.e. discount car repairs, legal services, haircuts);
    - Involving student-athletes in commercial advertising. NCAA rules do not permit a student-athlete's name, picture or appearance to be used to advertise, recommend or promote the sale or use of a commercial product or service of any kind.

However, under certain specified conditions a student-athlete may be involved in charitable educational and non-profit promotional activities. Any such activities require the prior approval of the Compliance Office.





## EXTRA BENEFITS

Acceptance of an extra benefit by student-athletes (or their relatives or friends) is a violation of NCAA regulations. The NCAA defines an extra benefit as any special arrangement by an institutional employee or a booster to provide a student-athlete (or a student-athlete's relative or friends) a benefit that is not generally available to the public or other GU students and is not expressly authorized by NCAA rules.

Some examples of extra benefits include:

- Tangible benefits from an employee of Georgetown or a Georgetown Athletics booster (i.e. use of a car, clothing, gifts, money, tickets, payment of a bill, apparel, meals and transportation);
- Cash, gift certificates or other items of value;
- Free or reduced cost room and/or board;
- Free or reduced cost storage room for personal belongings over the summer months.

## FAMILY MEMBERS:

*A family member is an individual with any of the following relationships to a student-athlete: spouse, parent or legal guardian, child, sibling, grandparent, domestic partner or any individual whose close association with the student-athlete is the practical equivalent of a family relationship.*

*NOTE: A student-athlete's family member may provide meals to team members on an occasional basis at any location.*

## POTENTIAL PENALTIES:

The receipt of an extra benefit by the student-athlete (or their relatives or friends) can potentially result in:

- Declaring a currently enrolled student-athlete temporarily or permanently ineligible to participate for GU;
- Perminantly jeopardizing the eligibility of a prospective student-athlete;
- Sanctions placed on the University and its athletic program.

## AMATEURISM

Per NCAA legislation only an amateur student-athlete is eligible for intercollegiate athletics participation.

A student-athlete may NOT:

- Be paid (in any form) or accept the promise of pay for participating in an athletics contest or on an athletics team, including directly or indirectly receiving any salary, bonus, award or educational expenses from an amateur or professional team;
- Use athletics skill for pay in any form (i.e. television commercials, demonstrations);
- Compete on a professional athletics team;
- Sign a professional sports contract or verbally commit to an agreement with a professional sports team.

### AGENTS:

During your child's collegiate enrollment, he or she may be contacted by a sports agent or financial advisor. A sports agent may want to represent your son or daughter in contract negotiations or commercial endorsements if he or she shows the potential to be a professional athlete in a particular sport.

Your child will be ineligible for intercollegiate competition if they agree orally or in writing to be represented by an agent while in high school or college, regardless of whether the agreement becomes effective immediately or after his or her last season of collegiate enrollment. The receipt of any benefits or gifts by you, your child, your family or friends from an agent or runner will also jeopardize your child's collegiate eligibility.



## GAMBLING REGULATIONS

The NCAA opposes all forms of legal and illegal sports wagering. Sports wagering includes placing, accepting or soliciting a wager of any type with any individual or organization on any intercollegiate, amateur or professional team or contest.

Examples of sports wagering include, but are not limited to:

- The use of a bookmaker or parlay card;
- Internet sports wagering;
- Auctions in which bids are placed on teams, individuals or contests;
- Pools or fantasy leagues in which an entry fee is required and there is an opportunity to win a prize.

The prohibition against sports wagering applies to GU athletics department staff members and student-athletes. A student-athlete who participates in any sports wagering activity involving GU, engages in activities designed to influence the outcome of an intercollegiate contest or affect win-loss margins shall permanently lose all remaining eligibility in all sports.

## BENEFITS AND ELIGIBILITY

### FINANCIAL AID:

A student-athlete may receive athletics aid up to the institutionally determined cost-of-attendance. Included in the cost-of-attendance is a full grant-in-aid. A full grant-in-aid consists of tuition and fees, room, board and required textbooks. Depending on the student-athletes' particular sport, he/she may be awarded a full grant-in-aid, full cost-of-attendance or percentages of either.

**Renewal/Nonrenewal of Athletic Aid:** If your child is receiving an athletics scholarship, NCAA rules require he/she be notified by July 1 each year whether their athletics scholarship will be renewed for the following year. If the athletics department decides not to renew the award for the following academic year, he/she will be



provided a hearing opportunity (upon request) from a group outside of the athletics department. Athletics aid can be reduced or cancelled for ANY reason at the end of the period of the award.

**Reduction or Cancellation During Period of Award:** During the period of the award athletics aid may be reduced or cancelled if the student-athlete:

- Becomes ineligible for intercollegiate competition;
- Fraudulently misrepresents any information on an application, letter of intent or financial aid agreement;
- Engages in serious misconduct warranting substantial disciplinary penalty; or
- Voluntarily withdraws from the team at any time for personal reasons.

## COMPLIMENTARY TICKETS:

NCAA rules permit Georgetown to provide a student-athlete with a maximum of four complimentary admissions per regular season contest for both home and away competitions in their sport according to the following regulations:

- Student-athletes may not receive “hard” tickets; complimentary admissions may only be provided through a pass list;
- Neither the student-athlete, nor the individual designated to receive the ticket may exchange the ticket for money or any item of value. Doing so would result in a violation of NCAA rules;
- It is the student-athlete’s responsibility to place guests onto a pass list.





## ACADEMIC ELIGIBILITY:

Once your child begins taking classes at Georgetown, he/she will be expected to maintain certain academic standards in order to be eligible for practice and competition. NCAA legislation requires that student-athletes maintain progress-toward-degree in order to maintain their academic eligibility. Progress-toward-degree refers to a percentage of the student-athlete's degree that must be completed prior to entering his/her 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> years of enrollment.

In addition to NCAA requirements, student-athletes are required to meet Georgetown and Big East Conference academic standards as well. All student-athletes must:

- Be enrolled in a minimum full-time program of studies (i.e. 12 credit hours or the number of hours required to graduate);
- Must complete a minimum of six credits per term (minimum of 9 credits in the fall semester for football student-athletes);
- Must complete a minimum of 18 credits during the academic year;
- Must earn a minimum grade-point average each year of enrollment;
- Prior to their third year of enrollment, must designate a degree and make progress toward that degree by completing a minimum percentage of requirements by the beginning of each year. For example: 40% of the degree completed by beginning of 5<sup>th</sup> full time semester, 60% of degree completed by beginning of 7<sup>th</sup> full time semester and 80% of degree completed by beginning of 9<sup>th</sup> full time semester.

Please note above information is related to NCAA requirements. Georgetown University degree and/or program specific requirements may be greater and supercede NCAA rules.