



AGENDA

The National Collegiate Athletic Association

Division III Strategic Planning and Finance Committee

Jesse Owens
NCAA National Office

March 5, 2019
8 a.m. to 2 p.m. Eastern Time

1. Welcome and review roster. [Supplement No. 1] (Tori Murden-McClure)
2. Report from the November 13, 2018, teleconference. [Supplement No. 2] (Murden-McClure)
3. Division III Strategic Plan. [Supplement No. 3] (Louise McCleary)
4. Division III budget. (Caryl West)
 - a. Review 2018-19 budget-to-actual. [Supplement No. 4]
 - b. Current future projections. [Supplement No. 5]
5. Division III proposed 2019-2021 initiatives. (Dan Dutcher/McCleary/Bill Stiles/Liz Suscha)
 - a. Nonchampionships budget initiatives. [Supplement No. 6]
 - 360 Proof Implementation Workshop. [Supplement No. 7]
 - NCAA Division III staff – possible new positions and reclassifications.
 - b. Championships Committee February 2019 report. [Supplement No. 8]
 - c. Championships budget initiatives. [Supplement No. 9]
6. Discuss proposed future projections (2019-2024). [Supplement No. 10 will post at a later date]
7. Review current Division III initiatives with a budget impact.
 - a. 2018 FAR Orientation. [Supplement No. 11] (McCleary)
 - b. ADR Institute. [Supplement No. 12] (McCleary)
 - c. Student Immersion Program. [Supplements No. 13a and 13b] (Lorne McManigle)
 - d. International Ice Hockey Pilot. [Supplement No. 14] (Eric Hartung)
 - e. Division III University. [Supplement No. 15] (McCleary)
 - f. Coaching Enhancement Grant. [Supplement 16] (McCleary)

8. Strategic Positioning Platform review. [Supplement No. 17] (Dutcher)

9. Division III Strategic Initiatives Conference Grant Program. (Jay Jones)
 - a. Conference Grant Review Subcommittee members.
 - b. Update on NCAA audit process. [Supplement Nos. 18a and 18b]
 - c. Review grant policies and procedures. [Supplement No. 19]

10. Division III Working Groups.
 - a. Sportsmanship and Game Environment – Gameday the DIII Way. [Supplement No. 20] (Jones)
 - b. Diversity and Inclusion. [Supplement No. 21] (McCleary)
 - c. FAR Engagement. [Supplement Nos. 22a, 22b and 22c] (Hartung)
 - d. LGBTQ. [Supplement No. 23] (McCleary)

11. Hot Topics.
 - a. 2019 Legislation voting results. [Supplement No. 24] (Jeff Myers)
 - b. Football preseason practice waivers. (Myers)
 - c. Interassociation Guidelines on Catastrophic Injury. [Supplement No. 25] (Myers)
 - d. Attestation of compliance for presidents and chancellors, and athletics directors. (Dutcher/Myers)
 - e. NCAA Board of Governors update. (Dutcher/Murden-McClure)
 - Nomination process to add independent members. [Supplement No. 26]
 - Sports Wagering Working Group. [Supplement No. 27]
 - Esports. [Supplement No. 28]
 - NCAA strategic plan. [Supplement No. 29]

12. Other business. (Murden-McClure)

13. Future meetings – June 2019 teleconference call. (Murden-McClure)

14. Adjournment.



2019 DIVISION III STRATEGIC PLANNING AND FINANCE COMMITTEE

Stevie Baker-Watson [EX Officio,
Management Council chair]
Associate Vice President for Campus Wellness
and Director of Athletics
DePauw University [North Coast Athletic
Conference]
Lilly Center
702 South College Avenue
Greencastle, IN 46135
Phone: 765/658-6075
FAX: 765/658-4964
Cell Phone: 630/292-4009
Email: StevieBaker-Watson@depauw.edu
Assistant: Asaundra Pickett
Phone: 765/658-4934
Email: asaundrapickett@depauw.edu
Term Expiration: January 2020

Angela Baumann [At Large]
Commissioner
Massachusetts State Collegiate Athletic
Conference (MASCAC)
8 Willow Brook Lane
Westfield, MA 01085
Phone: 413/455-6457
Email: abaumann@westfield.ma.edu
Term Expiration: January 2022

Heather Benning [Management Council vice
chair]
Executive Director
Midwest Conference
821 5th Avenue, Suite 405
P.O. Box 150
Grinnell, IA 50112
Phone: 920/430-0934
Cell Phone: 920/229-0934
Email: benningh@midwestconference.org
Term Expiration: January 2021

Stuart Dorsey
President
Texas Lutheran University [Southern
Collegiate Athletic Conference]
1000 W. Court Street
Seguin, Texas 78155-5978
Phone: 830/372-8001
FAX: 830/372-8008
Email: sdorsey@tlu.edu
Assistant: Susan Rinn
Email: srinn@tlu.edu
Term Expiration: June 2019

Margaret Drugovich [Presidents Council]
President
Hartwick College [Empire 8]
P.O. Box 4020
1 Hartwick Drive
Oneonta, New York 13820-4020
Phone: 607/431-4000 (Ext. 4162)
FAX: 607/431-4206
Email: drugovichm@hartwick.edu
Assistant: Lisa Corbett
Email: corbettl@hartwick.edu
Term Expiration: January 2020

David Ellis [At Large]
Executive vice president and chief financial
officer
Becker College [New England Collegiate
Conference]
61 Sever Street
Worcester, MA 01609
Phone: 508/373-9464
Email: david.ellis@becker.edu
Term Expiration: January 2022

Tori Murden-McClure [chair, Presidents Council vice chair]
President
Spalding University [St. Louis Intercollegiate Athletic Conference]
845 South Third Street
Louisville, Kentucky 40203
Phone: 502/588-7164
FAX: 502/992-2404
Email: tmcclore@spalding.edu
Assistant: Jackie Howard
Email: jhoward@spalding.edu
Term Expiration: January 2021

Colby Peppers [SAAC]
Covenant College [USA South Athletic Conference]
14049 Scenic Highway
Mailbox #300
Lookout Mountain, GA 30750
Phone: 717/599-8848
Email: Colby.pepper@covenant.edu
Term Expiration: January 2021

Kate Roy
Associate Commissioner
North Atlantic Conference
44 Main Street, Suite 206
Waterville, ME 04901
Cell Phone: 207/749-7029
Office: 207/616-0571
Email: kroy@nacathletics.com
Term Expiration: January 2020

Dennis Shields
Chancellor
University of Wisconsin, Platteville
(Wisconsin Intercollegiate Athletic Conference)
1 University Plaza
2508 Ullsvik Hall
Platteville, Wisconsin 53818-3099
Phone: 608/342-7321
Cell Phone: 480/250-6018
Email: shieldsd@uwplatt.edu
Assistant: Joyce Burkholder
Email: burkholj@uwplatt.edu
Term Expiration: January 2022

Bill Stiles [Championships Committee chair]
Director of Athletics
Alvernia University [Middle Atlantic Conference]
400 St. Bernadine Street
Reading, Pennsylvania 19607
Phone: 610/796-3015
FAX: 610/796-8349
Email: bill.stiles@alvernia.edu
Term Expiration: January 2020

Kent Trachte [Presidents Council]
President
Lycoming College [Middle Atlantic Conference]
700 College Place
Williamsport, PA 17701
Phone: 570/321-4101
Email: trachte@lycoming.edu
Assistant: Diane Carl
Phone: 570/321-4101
Email: carl@lycoming.edu
Term Expiration: January 2022

Michael Vienna [Management Council]
Assistant Vice President/Clyde Partin Sr.
Director of Athletics
Emory University [University Athletic Association]
26 Eagle Row
Atlanta, GA 30322
Phone: 404/727-6532
Cell Phone: 404/922-8991
Email: michael.vienna@emory.edu
Term Expiration: January 2021

Joseph Walsh [Management Council]
Commissioner
Great Northeast Athletic Conference
One Seal Harbor Road
Winthrop, MA 02152
Phone: 617/519-0008
Email: joewalsh@thegnac.com
Term Expiration: January 2021

NCAA Staff Liaisons

Daniel T. Dutcher
Vice-President for Division III
Email: ddutcher@ncaa.org

Louise McCleary
Managing Director of Division III
Email: lmccleary@ncaa.org

Jay Jones

Associate Director of Division III

Email: jkjones@ncaa.org

Jeff Myers

Governance Liaison

Director of Academic and Membership
Affairs for Division III

Email: jmyers@ncaa.org

Caryl West

Assistant Director of Finance

Email: cwest@ncaa.org

Eric Hartung

Associate Director of Research for
Division III

Email: ehartung@ncaa.org

Debbie Kresge

Executive Assistant for Division III

Email: dkresge@ncaa.org

US MAIL ADDRESS

NCAA

P.O. Box 6222

Indianapolis, IN 46206-6222

FEDEX ADDRESS

NCAA Distribution Center

1802 Alonzo Watford Sr. Drive

Indianapolis, IN 46202

Telephone: 317/917-NCAA (6222)

Facsimile: 317/917-6972



REPORT OF THE NCAA DIVISION III STRATEGIC
PLANNING AND FINANCE COMMITTEE
NOVEMBER 13, 2018, TELECONFERENCE

ACTION ITEMS.

1. Legislative Items.

- None.

2. Nonlegislative.

a. Joint Men's and Women's Basketball Championship.

- (1) Recommendation. Approve \$250,000 per championship to fund expenses associated with one joint championship for each gender by 2023-24.
- (2) Effective date. September 1, 2019. The joint championship dates will be determined pending future sites selected for the Division I Men's and Women's Final Fours.
- (3) Rationale. During their October meetings, both the Management and Presidents Councils approved the Championships Committee recommendation to host one men's and one women's joint basketball championship by the end of the current broadcast agreement (2023-24). The Councils requested that the Strategic Planning and Finance Committee determine the budget allocations. SPFC recommends moving the funds from the surplus above and beyond the mandated reserve to the Identity Initiatives budget, for the applicable budget year, to cover the expenses that include facility rentals, marketing, promotion, travel, lodging and per diem.
- (4) Estimated budget impact. \$500,000 of one-time expenses (\$250,000 per each championship).
- (5) Estimated student-athlete impact. The most recent joint championships in 2013 for men and 2016 for women garnered significant positive feedback regarding the student-athlete experience, increased attendance for the championship games, and enhanced visibility for the division.

b. Division III University.

- (1) Recommendation. Approve a transfer of \$30,000 from the Injury Surveillance budget of \$104,000 to a new budget line to specially fund Division III University.
- (2) Effective Date. Immediate.

- (3) Rationale. Similar to Division II, Division III is creating “Division III University,” an on-line learning management system for Division III head coaches. The Councils approved this concept in October. The Division III rollout would be limited in scope with its initial launch anticipated for January 2019. It would include modules on: (1) NCAA and Division III; (2) Student-athlete health and well-being and (3) Compliance. Since these modules currently exist, there is no additional cost for content development. However, for the membership to access the modules there is a one-time licensing fee of two to three dollars per user.

Staff anticipates the Interpretations and Legislative Committee requesting new compliance modules, including the budget impact, and forwarding those to the SPFC for consideration in the next budget cycle (2019-2021).

- (4) Estimated budget impact. Reallocate approximately \$20,000 to \$30,000 to fund licenses for 10,000 staff (e.g., head coaches, athletics directors, senior woman administrators and commissioners) at two to three dollars per license.
- (5) Estimated student-athlete impact. None.

INFORMATIONAL ITEMS.

1. **Report from the June 11, 2018, teleconference.** The committee approved the report from its June 11, 2018, teleconference.
2. **Budget.** The committee reviewed the 2017-18 final budget, the 2018-19 budget-to-actual report as of October 31, 2018, and the future budget model. The 2017-18 final budget reflects a \$815,000 overage in championships and a surplus of \$244,000 in nonchampionships. The overall deficit of \$625,000 will be covered by the surplus above and beyond the mandated reserve (approximately \$13 million).
3. **Division III Conference Grant Program.**
 - a. 2017-18 Conference Grant Spending Summary. During 2017-18, a total of \$2,791,532 was distributed to 43 conferences plus the Association of Division III Independents. The amount each conference received ranged from \$33,972 to \$97,522 with an average distribution of \$63,444. The conference distribution amount is annually calculated with a formula that utilizes the number of member schools within each conference.
 - b. Failure to Meet Grant Requirements. During the review of the impact forms, seven conferences did not properly use grant funds, based on the established conference grant policies and procedures. The subcommittee reviewed these findings and issued a warning letter regarding the following concerns:

for FARs professional development under grant Tier One and was therefore not in alignment with the policies and procedures approved for the Conference Grant Program.

Corrective Action: Because of this finding, the subcommittee asked the staff to issue a warning letter. While issuing a warning memo, the subcommittee also recognized the conference's explanation for this shortfall and recognized the years of success the conference has had in funding this area.

- c. Clarification on unused Funds Policy. The committee approved the following policy clarification on unused funds in excess of \$1,000, noting it will be added to the Strategic Initiatives Conference Grant Program Policies and Procedures.

A conference may retain unused funds in excess of \$1,000 (beyond \$301 in any single tier) provided that the conference submits a detailed plan regarding how the excess funds will be used and the Conference Grant Review Subcommittee approves the plan. Any funds beyond \$1,000 unspent at the end of the subsequent year will need to be returned to the NCAA.

- d. Increased Flexibility with Tier One Nonattendance Issues. The committee approved the following policy clarification in regard to the minimum spending requirements of Tier One not met within a particular constituency area, noting it will be added to the Strategic Initiatives Conference Grant Program Policies and Procedures.

If prior written notification of nonattendance by a planned Tier One professional development grant recipient, is provided to the conference grant administrator, the Conference Grant Review Subcommittee will allow a one-year rollover of those unused funds without penalty. The notification of nonattendance must include a plan for usage of the funds for the subsequent year within the same constituency area.

- e. Policies Related to Increases in Tier One and Tier Three Funding. The committee noted the subcommittee's review of policies related to the recent annual increase of each conference's allocation (\$1,000 for athletics trainers in Tier One and \$3,500 for officiating enhancements in Tier Three). The staff noted that because the increased funds were earmarked for specific strategic initiatives when the funding was approved by the SPFC, the dollars should be spent in those designated areas annually, with \$1,000 minimum for athletics trainers in Tier One and a \$3,500 minimum for officiating enhancements in Tier Three.

- f. Review of Division III Commissioner's Association (DIIICA) Proposal Related to Tier Three Officiating Expenses. The committee noted the subcommittee reviewed a proposal submitted on behalf of the DIIICA requesting that commissioners be permitted to collectively pool Tier Three officiating improvement funds toward a larger strategic effort in 2018-19. The DIIICA hopes to put the pooled funding toward a national review of the state of officiating in Division III. The money would be

allocated toward hiring a consultant(s) to assist in an assessment of the current state of officiating and provide a strategic plan on how to move forward as a division and jointly with Divisions I, II and the national office. [Note: This issue will be discussed during the committee's March in-person meeting.]

4. Division III Initiatives – Budget Impact.

- a. 2018 New FAR Orientation. The committee received an update on the new FAR Orientation, noting this program will be held every other year.
- b. International Ice Hockey Pilot. The committee received an update on the ice hockey pilot. Due to staff's underestimate of the number of first year international players, the pilot will cost more than the budget of \$10,000. Staff anticipates an overage of approximately \$18,000. Staff will send a survey in March to all ice hockey institutions and commissioners to evaluate the pilot program and seek feedback on next steps.
- c. 2019 Athletics Direct Report (ADR) Institute. The committee received an update on the ADR Institute noting approximately 34 will attend the Institute during the 2019 NCAA Convention.
- d. 2019 Student Immersion Program. The committee received an update on the Student Immersion Program noting 36 student-athletes will attend the program during the 2019 NCAA Convention.
- e. NADIII AA Summer Forum. The committee received a final summary showing the distribution of the \$75,000 funds to support the 2018 NADIII AA Summer Forum.

5. Other Business.

- a. College Basketball Reform. The committee received an update on the college basketball reform and the pending Association-wide vote at the 2019 NCAA Convention to add five independent members to the Board of Governors.
- b. Association-wide Strategic Plan. The committee received an update on the Association-wide Strategic Plan. During the October Council meetings, both the Management and Presidents Council met with Attain, the consultant developing the plan, to give their input. An Association-wide session will be held at the 2019 NCAA Convention. Staff anticipates the Board of Governors approving the new plan during its 2019 summer meeting.
- c. Staff thanked the outgoing members for their service.

6. **Future Meeting.** The Strategic Planning and Finance will hold its in-person meeting on Tuesday, March 5, from 8 a.m. to 2 p.m., at the NCAA national office.

7. **Adjournment.** The teleconference adjourned at 2:17 p.m.

Committee Chair: Sue Henderson, New Jersey City University, New Jersey Athletic Conference.

*Staff Liaisons: Louise McCleary, Division III Governance
 Dan Dutcher, Division III Governance
 Eric Hartung, Research
 Jay Jones, Division III Governance
 Jeff Myers, Academic and Membership Affairs
 Caryl West, Administrative*

NCAA Division III Strategic Planning and Finance Committee November 13, 2018, teleconference
Attendees:
Angela Baumann, Massachusetts State Collegiate Athletic Conference
Sean Cain, Adrian College, SAAC representative
Gail Cummings-Danson, Skidmore College
Bobby Davis, University of Scranton
Stuart Dorsey, Texas Lutheran University
Margaret Drugovich, Hartwick College
David Ellis, Becker College
Shantey Hill, St. Joseph's College (Long Island)
Rob Huntington, Heidelberg University
Dennis Shields, University of Wisconsin, Platteville
Bill Stiles, Alvernia University
Joe Walsh, Great Northeast Athletic Conference
Absentees:
Sue Henderson, New Jersey City University, chair
Kate Roy, North Atlantic Conference
NCAA Staff Support in Attendance:
Dan Dutcher, Jay Jones, Debbie Kresge, Louise McCleary, Jeff Myers and Caryl West
Other NCAA Staff Members in Attendance:
Brian Burnsed and Liz Suscha

Division III Strategic Plan

2017-19 Budget Biennium **[Year 2: 2018-19]**

Vision Statement: Division III will be a dynamic and engaging group of colleges, universities and conferences of varying sizes and missions committed to an environment that encourages and supports health and safety, diversity, values, fairness, and equity, and places the highest priority on the overall educational experience of its student-athletes in the conduct of intercollegiate athletics.



INTRODUCTION

The Division III strategic plan serves many purposes. It begins with the Division III Philosophy Statement to establish the framework from which the division's programs, resource allocations, and regulatory decisions are made. It highlights the Division III Strategic Positioning Platform to clarify the practical impact of the Division III philosophy and summarizes the division's strategic priorities by outlining what must be accomplished in the current budget biennium for the division to be successful.

The plan also serves to highlight the programs and services offered for the division's membership. This list of offerings is arranged in a way that demonstrates the connection of each Division III program to the NCAA Strategic Plan, and explains when a program or initiative is funded from Division III dollars or a different Association budget. To bring further transparency to the division's operations, the plan justifies every line of the Division III budget against the philosophy statement or NCAA Constitution. Finally, the plan includes a note on its history, which tracks the evolution of the division's entire strategic initiatives program.

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DIVISION III PHILOSOPHY STATEMENT

Colleges and universities in Division III place the highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. They seek to establish and maintain an environment in which student-athlete's athletics activities are conducted as an integral part of the student-athlete's educational experience, and an environment that values cultural diversity and gender equity among their student-athletes and athletics staff. To achieve this end, Division III institutions:

- (a) Expect that institutional presidents and chancellors have the ultimate responsibility and final authority for the conduct of the intercollegiate athletics program at the institutional, conference and national governance levels;
- (b) Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (e.g., students, alumni, institutional personnel) than on the general public and its entertainment needs;
- (c) Shall not award financial aid to any student on the basis of athletics leadership, ability, participation or performance;
- (d) Primarily focus on intercollegiate athletics as a four-year, undergraduate experience;
- (e) Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators;

- (f) Encourage participation by maximizing the number and variety of sport offerings for their students through broad-based athletics programs;
- (g) Assure that the actions of coaches and administrators exhibit fairness, openness and honesty in their relationships with student-athletes;
- (h) Assure that athletics participants are not treated differently from other members of the student body;
- (i) Assure that student-athletes are supported in their efforts to meaningfully participate in nonathletic pursuits to enhance their overall educational experience;
- (j) Assure that athletics programs support the institution's educational mission by financing, staffing and controlling the programs through the same general procedures as other departments of the institution. Further, the administration of an institution's athletics program (e.g., hiring, compensation, professional development, certification of coaches) should be integrated into the campus culture and educational mission;
- (k) Assure that athletics recruitment complies with established institutional policies and procedures applicable to the admission process;
- (l) Exercise institutional and/or conference autonomy in the establishment of initial and continuing eligibility standards for student-athletes;

- (m) Assure that academic performance of student-athletes is, at a minimum, consistent with that of the general student body;
- (n) Assure that admission policies for student-athletes comply with policies and procedures applicable to the general student body.
- (o) Provide equitable athletics opportunities for males and females and give equal emphasis to men's and women's sports;
- (p) Support ethnic and gender diversity for all constituents;
- (q) Give primary emphasis to regional in-season competition and conference championships; and
- (r) Support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities.

The purpose of the NCAA is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual institutions to determine their own special objectives and programs. The above statement articulates principles that represent a commitment to Division III membership and shall serve as a guide for the preparation of legislation by the division and for planning and implementation of programs by institutions and conferences.

Division III Positioning Statement

Follow your passions and discover your potential. The college experience is a time of learning and growth – a chance to follow passions and develop potential. For student-athletes in Division III, all of this happens most importantly in the classroom and through earning an academic degree. The Division III experience provides for passionate participation in a competitive athletic environment, where student-athletes push themselves to excellence and build upon their academic success with new challenges and life skills. And student-athletes are encouraged to pursue the full spectrum of opportunities available during their time in college. In this way, Division III provides an integrated environment for student-athletes to take responsibility for their own paths, follow their passions and find their potential through a comprehensive educational experience.

Division III Attributes

Proportion: Appropriate relation of academics with opportunities to pursue athletics & other passions.

Comprehensive Learning: Opportunity for broad-based education and success.

Passion: Playing for the love of the game, competition, fun and self-improvement.

Responsibility: Development of accountability through personal commitment and choices.

Sportsmanship: Fair and respectful conduct toward all participants and supporters.

Citizenship: Dedication to developing responsible leaders and citizens in our communities.

Reasons to Believe

1. **Comprehensive educational experience.** Division III institutions develop student-athlete potential through a holistic educational approach that includes rigorous academics, competitive athletics and opportunity to pursue other interests and passions.
2. **Integrated campus environment.** Approximately twenty percent of all students at Division III institutions participate in athletics. Those participating in athletics are integrated into the campus culture and educational missions of their colleges or universities.
3. **Academic focus.** Student-athletes most often attend a college or university in Division III because of the excellent academic programs, creating a primary focus on learning and achievement of their degree.
4. **Available financial aid.** Three-quarters of all student-athletes in Division III receive some form of grant or non-athletic scholarship. Student-athletes have equal opportunity and access to financial aid as the general student body – but are not awarded aid based on athletics leadership, ability, performance or participation.
5. **Competitive athletic programs.** Student-athletes do not receive any monetary incentive (athletics scholarship) to play sports in college. They play for the love and passion of the game and to push themselves to be their best, creating an intense, competitive athletics environment for all who participate.
6. **National championship opportunities.** Division III has over 185,000 student-athletes competing annually in 28 Division III and nine national collegiate championships. These competitions provide an opportunity for student-athletes to compete at the highest level and fulfill their athletic potential.
7. **Commitment to athletics participation.** Division III institutions are committed to a broad-based program of athletics because of the educational value of participation for the student-athlete. The division has a higher number and wider variety of athletic opportunities on average than any other division in the NCAA, emphasizing both competitive men's and women's sports.

NOTE: Text in red highlights a new initiative during the 2017-19 biennium. Strategic initiatives are not listed in priority order; all are of equal value.

DIVISION III STRATEGIC PRIORITIES FOR 2017-19 BUDGET BIENNIUM [YEAR 2: 2018-19]

1. **Clarify the Values of Division III athletics.** The division continues to serve as a conscious alternative to the sport-specialization youth culture, and as an accessible and fulfilling educational and athletics destination. It also emphasizes a fuller, more integrated academic experience in all divisional endeavors. This included communicating the Division III philosophy, attributes, and strategic plan to high school prospective student-athletes, parents and high school admissions counselors, collaborating with the NCAA Eligibility Center, supporting membership activation of the Division III Identity Initiatives and other Division III social media platforms.
 - Communicate the distinct Division III philosophy as articulated in the Strategic Positioning Platform.
 - Engage in a one-year pilot that has the Eligibility Center conduct a participation history review of Division III new international ice hockey players. At the conclusion of the pilot, will assess if it reduced the compliance burden.
 - Maintain initiatives to educate the membership regarding the Eligibility Center's free registration process for Division III prospective student-athletes and its correlation to using the NCAA free on-line compliance form.
 - Continue to grow the strategic partnership with Special Olympics and in particular, celebrate its 50th Anniversary with year-long promotions and activities. Improve the activity reporting program to better tell the partnership's story from a division-wide perspective. Maintain the Monthly Spotlight Poll that recognizes Special Olympic events on member campuses and conference offices.
 - Elevate the current part-time assistant director to full-time to more effectively oversee and enhance the division's communication efforts, including social media platforms and website management.
 - Reclassify the associate director to director to most effectively serve the membership and oversee new initiatives and programs and manage the Conference Strategic Grant Program – the division's highest funded nonchampionship program.
 - Support integration activities that bring together key institutional and/or conference partners to discuss ways each institution (and the conference as a group) might best support the integration of athletics within the campus environment, consistent with the division's unique philosophy, identity and strategic positioning platform.
 - Maintain and enhance the partnership with the College Sports Information Directors Association (CoSIDA) by providing professional development funding and opportunities (e.g. Division III Day at the CoSIDA Convention and CoSIDA Student Program), overseeing a recognition system awarded three times per year, and providing funds to support the Division III-specific Academic All-America program.
 - Update the Sports Information Director resource and best practices guide for all Division III institutions and conferences.
 - Strengthen the advocacy of Division III faculty for the values of the athletics experience. The division continues to enhance the Faculty Athletic Representative (FAR) Fellows Institute by offering professional development training and networking opportunities to FARs.
 - Identify strategies to re-engage FARs via an established FAR working group. Host the inaugural FAR Orientation at the annual FARA Symposium for new FARs, produce and distribute best practices, and explore legislation to codify FAR expectations.
 - Emphasize the values of Division III to effectively manage its membership growth. Partnering with Divisions I and II to accomplish membership growth management on behalf of the entire Association.

- Maintain in-person, full-day orientation programs for new athletics directors and commissioners to assist these individuals in understanding and promoting the division.
- 2. Appropriately Leverage Presidential and Athletics Direct Reports Leadership in the Division III Governance Structure.** Continue to selectively forward issues of presidential importance to the division’s presidents. Improve and pursue full conference participation in the Presidents Advisory Group and significant NCAA Convention attendance. Enhance communication between the NCAA and Athletics Direct Reports on campus to effectively engage and educate as well as leverage these individuals serving in the governance structure (e.g. ADR Institute).
- In partnership with the NCAA Executive Staff and divisional Association-wide governance staffs, enhance Division III specific presidential programming at the NCAA Convention and promote the Chancellors and Presidents Outreach Program to educate and engage all Division III chancellors and presidents.
 - Build external partnerships. Do not rely solely on presidents attending the NCAA Convention; send NCAA representatives to existing higher education meetings for presidents.
- 3. Ensure the Division is Effectively Managing Diversity and Inclusion Issues.**
- Partner with the Office of Inclusion, Student-Athlete Leadership staff and the Minority Opportunities Athletic Association (MOAA) to review the objectives and establish meaningful goals for the division's programs supporting equity and inclusion. Partner with Division III conferences and institutions to support innovative programs that promote inclusion (e.g. Monthly Diversity Spotlight_).
 - Continue professional development and networking opportunities for women and ethnic minorities (e.g. SWA Program, the Institute for Administrative Advancement, Student Immersion Program and Career Next Steps).
 - Support an LGBTQ working group that will collaborate with the Office of Inclusion to develop programming and resources at the campus, conference and national levels, and specifically policy template language for handbooks, creation of a LGBTQ-inclusion identity promotional kit, programming and an annual recognition event.
 - Establish strategies to increase and diversify the pool of candidates for Division III committee service and membership job searches.
 - In coordination with the Office of Inclusion and Student-Athlete Leadership, maintain the division’s database of all women and ethnic minorities that have participated in an NCAA program.
 - Continue to distribute and promote “The Diverse Workforce”, a resource to assist institutions and conference offices to diversify its athletics searches.
 - Continue to send out a quarterly Diversity and Inclusion newsletter.
 - Continue to promote committee service to women and ethnic minorities within the division.
 - Monitor and promote institutional/conference commitment to the NCAA Presidential Pledge to support diversity and inclusion.
 - Maintain an existing working group to evaluate the current diversity and inclusion landscape within Division III. Focus on graduation rates of teams and demographic groups that are lower than their counterparts who do not participate in intercollegiate athletics. Develop best practices.

4. Enhance the Well-Being of Prospects, Student-Athletes and Staff.

- Maintain and enhance 360 Proof, a web-based, evidence-informed and free alcohol and other drug resource, for Division III and NASPA small college institutions.
- Continue to partner with the Sport Science Institute (SSI) regarding priority health and safety issues. Provide Division III representatives for on-going summits (e.g. mental health, pain management). Provide timely and consistent communication to the membership regarding new SSI interassociation guidelines and best practices. Partner on the promotion and use of the Injury Surveillance Program, SSI's data collection system, by the membership.
- Provide additional funding, via the conference grant program, for athletic trainer professional development.
- Provide additional funding, via the conference grant program, to enhance officiating.
- Support Gameday the DIII Way, the Division III sportsmanship and game environment initiative. Promote existing tools and resources in addition to developing on-line educational modules.
- Engage the newly created student-athlete associate members per 2018 NCAA Convention legislation that established a formal student-athlete partner conference engagement process.
- Create an Institute for Coaching Advancement to provide professional development for women and ethnic minority assistant coaches seeking to become head coaches.
- Continue to create educational programs and distribute via the NCAA's Learning Management System. (e.g. committee training video, Gameday the DIII Way educational modules).
- Monitor and promote institutional commitment to BOG pledge on sexual assault violence prevention education.

5. Promote the Division III Philosophical Principle that Student-Athletes' Academic Performance is consistent with that of the General Student Body.

- Continue to sponsor a regular and representative academic reporting program to compare the academic success of student-athletes and the general student body. Continue to emphasize the academic success of Division III student-athletes as compared to other students. Focus on graduation rates of teams and demographic groups that are lower than their counterparts who do not participate in intercollegiate athletics. Develop best practices.

6. Enhance Formal Accountability of the Governance Structure.

- Continue to annual distribute a performance scorecard for regular accountability of key Division III programs and committee staff liaisons.
- Evaluate the Division III Membership Survey distributed in the Spring of 2018, specific to key policies, initiatives and programs, strategic priorities and legislative standards.
- Continue to monitor the enrollment and retention challenges within higher education and the unique challenges affecting the Division III membership.
- Work with conference commissioners to plan and implement a Conference Rules Seminar (CRS) in the summer as requested and needed to provide a more regionalized compliance educational opportunity for active Division III member institutions and conferences.
- Address relevant issues identified through evaluation of committee structure.

7. Maintain Fiscal Integrity.

- Develop a divisional biennium operating budget for 2017-19 and beyond that presents policy goals and program preferences that are fiscally responsible and sustainable.
- Continue to address the long-term use of the budget's surplus (beyond the mandated reserve), including potential effects of the Association's new 2024-2032 broadcast agreement extension.

Appendix A

NCAA Association Wide Goals and Related

Division III Programs and Objectives

Association Wide Goal 1: Athletics as Integral to Higher Education. Student-athletes will be better educated and prepared for increased and lifelong achievement and success.

Objectives

- Increase support of reform efforts that emerge from the governance structure.
- Increase the number of student-athletes who succeed academically.
- Increase opportunities for student-athletes to integrate their academic, athletics and social interests.
- Enhance the leadership role of athletics administrators and increase the role of coaches as advocates for the values of intercollegiate athletics.

<u>Division III Programs and Initiatives</u>	<u>Desired Outcomes</u>	<u>Resource Allocation from Division III Budget</u>
Conference visits by Presidents Council, Management Council, Student-Athlete Advisory Committee (SAAC) members and staff.	Improve communication between and among governance structure and membership as evidenced by a satisfaction survey.	Association-wide funding
Strategic Initiatives Conference Grant Program: Tier Two Integration activities.	All institutions will access strategic initiative conference grant dollars over a four-year period, and all conferences will optimally use the full allocation of funds each year. The integration activities should bring together key conference partners to discuss ways each school (and the conference as a group) might best support the integration concept, consistent with the division’s unique philosophy, identity and Strategic Positioning Platform.	\$295,530
Communication Initiatives: Inform membership of policy issues, governance updates and hot topics.	Conference visits, quarterly presidential updates, monthly athletics updates and periodic educational columns shall be conducted or distributed on a regular schedule.	Overhead
Annual Division III Commissioners meeting.	All conferences will be represented annually; commissioners will be provided with the opportunity to discuss governance issues and Division III hot topics. Additional funding is provided through Tier One of the Strategic Initiative Conference Grant Program to supplement a portion the conference’s travel costs.	\$20,000
Student-athlete leadership forums and campus based leadership programming.	At least 80 percent of eligible institutions will participate annually in DIII Student-Athlete Leadership forums, and the participating coaches and administrators will become stronger advocates for the values of Division III intercollegiate athletics.	\$365,000
Strategic Initiatives Conference Grant Program: Tier One-Professional Development and SAAC support, Tier Two-Student-Athlete Well Being Initiatives.	All institutions will access strategic initiative conference grant dollars over a four-year period, and all conferences will optimally use the full allocation of funds each year.	\$1,143,894
National SAAC Outreach.	Celebrate successful campus SAAC community outreach each quarter, engage in community outreach at each National SAAC meeting, and annually educate student-athletes about National Student-Athlete Day and other community initiatives. Support national SAAC’s creation of a short video highlighting the Division III student-athlete experience to be shown at annual campus compliance meetings.	Association-wide funding
National student-athlete outreach.	Continue to create specific programming for student-athletes attending the annual Convention to help better engage and educate on the Division III philosophy.	\$20,000
Graduation Rate Reporting.	Sponsor a regular and representative graduation rate reporting program to compare student-athletes and nonstudent-athletes using data currently provided to the Association and the Department of Education.	\$35,000

ASSOCIATION-WIDE GOAL 2: The Student-Athlete Experience. Student-athletes will be enriched by a collegiate athletics experience based on fair and reasonable standards and a commitment to sportsmanship.

Objectives

- Increase the applications of fairer regulations that favor student-athletes.
- Increase the opportunities for women and minorities to participate in intercollegiate athletics at all levels.
- Increase sportsmanship in intercollegiate athletics among student-athletes, coaches and fans.

<u>Division III Programs and Initiatives</u>	<u>Desired Outcomes</u>	<u>Resource Allocation from Division III Budget</u>
Women and Minority Internship Program	The division will assess the original goals of this program to understand its legacy and to formulate future, long terms goals related to diversity of the athletics administrative and governance structures.	\$1,130,000
Strategic Alliance Matching Grant	The division will assess the original goals of this program to understand its legacy and to formulate future, long term goals related to diversity of the athletics administrative and governance structures.	\$708,600
Strategic Initiatives Conference Grant Program: Tier Two-Diversity/Gender Equity and Sportsmanship Initiatives	All conferences and at least 50% of institutions will engage in programming related to diversity, gender equity and sportsmanship initiatives within each four-year grant cycle.	\$426,480
The Nominating Committee shall annually review the NCAA's gender and diversity audit and make personal contact with targeted groups to encourage committee service.	Balance membership of Division III committees to ensure the interests of all Division III constituents are represented in the governance structure.	Association-wide funding
Get in the Game Web site; Requests and Secondary Reports Online.	The staff will maintain an online resource to provide consistent and complete compliance information to student-athletes for the certification of eligibility process.	Association-wide funding; Provisional/Reclassifying Membership fees
Committees will exercise fair decision making when making waiver and interpretive decisions.	Student-athletes will benefit from the receipt of more individual consideration of their issues in the waiver and interpretations process.	Association-wide funding
Regional Rules Seminars (national program) and Conference Rules Seminar.	Education sessions on Division III rules and regulations will be offered annually. The Conference Rules Seminar will be held as requested by conference offices.	Association-wide funding
Rules Test.	The Membership Committee shall annually make available a clear and fair rules test that all members can access on-line to comply with the condition and obligation of membership to administer the rules test.	Overhead
Conduct quality championships with fair selection processes and appropriate access.	The Championships Committee will continually assess policies and NCAA legislation related to the championships program including the appropriateness of bracket sizes, regional alignment and select criteria processes.	\$24,371,445
Women Leaders Institute for Administrative Advancement.	The division will fund professional development opportunities for female athletics administrators in a manner most accommodating to applicant individuals.	\$30,000
Sportsmanship and Game Environment Initiatives.	New initiatives based on a partnership with Disney and recommendations from the Division III Sportsmanship and Game Environment working group, with membership endorsement.	\$250,000

<u>Division III Programs and Initiatives</u>	<u>Desired Outcomes</u>	<u>Division III Programs and Initiatives</u>
Examine demographic trends and consider whether Division III or Association-wide programming is appropriate to affect change in the division's student-athlete demographic profile.	The percentage of minority individuals in the student-athlete population should be consistent with the percentage of minority individuals in the general student-body.	Association-wide funding
Conference and Institutional Inclusion and Diversity programming.	Partner with Division III conferences and institutions to support innovative programs that promote inclusion and diversity. (e.g., the NCAA's Institute for Administrative Advancement, ethnic minority student program at NCAA Convention, SWA professional development and the North Coast Conference's Branch Rickey Program). In collaboration with the Office of Inclusion, develop programming for LGBTQ students.	\$250,000
Strategic Initiative Conference Grant Program: Tier III Officiating Improvement.	Provide optional funding to conference offices through the Conference Grant Program and encourage support of officiating improvement.	\$151,500

ASSOCIATION-WIDE GOAL 3: Informed Governance and Decision-Making.

Member institutions and conferences will have access to data, research and best practices that assist governance and management of intercollegiate athletics.

Objectives

- Increase opportunities and support for chief executive officers to participate and make more informed decisions about intercollegiate athletics.
- Increase opportunities for member institutions and conferences to share best practices in support of the Association's core values.
- Increase the number and quality of research initiatives on relevant issues to help member institutions and conferences make informed decisions.
- Increase opportunities for affiliated organizations to provide input for more informed decision-making.
- Enhance hiring practices for administrators, coaches and other athletics personnel, resulting in more inclusive leadership in intercollegiate athletics.

<u>Programs and Initiatives</u>	<u>Desired Outcomes</u>	<u>Resource Allocation from Division III Budget</u>
Strategically engage presidents and athletics direct reports in the Division III governance structure	Continue to promote greater strategic focus and more selective legislative engagement by presidents in the Division III governance structure, led by the Presidents Council in consultation with the Presidents and Chancellors Advisory Group (PAG).	Association-wide funding
Quarterly Presidential Communication.	The chair of the Presidents Council will reach out to all presidents on a quarterly basis via formal correspondence.	Association-wide funding
Division III Governance Outreach to Affiliates.	Governance structure representatives will engage with affiliates on an issue-specific basis (e.g., higher education association meetings, annual sports chairs and championships committee meeting, and FARA annual meeting, etc...).	Overhead
Presidential Programming at the NCAA Convention.	Presidential involvement at the NCAA Convention will be enhanced by presidentially-focused programming.	\$20,000
Best Practices for Presidential-Commissioner Leadership.	Work with the Division III Commissioners Association (D3CA) to develop and distribute best practices to enhance presidential-commissioner leadership at the conference level.	Overhead
Institutional and Conference Self-Studies (ISSG/CSSG).	All institutions and conferences will conduct regular reviews with active participation of campus/conference presidents. Presidential involvement shall promote an understanding of institutional control and the primary compliance role of presidents. Institutional reviews shall assess standards on recruiting, admissions, academic eligibility, student services, student-athlete profiles, personnel and a commitment to Division III philosophical priorities. Conference reviews shall include an assessment of conference alignments, values and priorities to support partnerships between conference members.	Overhead
Sports sponsorship and Institutional Self-Study (ISSG) audits.	The Membership Committee's annual review of member compliance with sports sponsorship requirements and completed Institutional Self-Study instruments to assess compliance with membership criteria and educational needs of the membership. Members placed on probation required to complete an athletics program assessment.	Provisional/Reclassifying membership fees
Playing and Practices Seasons Comprehensive Review.	Continue to implement through Management Council Playing and Practice Seasons Subcommittee a comprehensive review of the football playing and practice seasons.	Overhead
360 Proof.	Maintain and enhance 360 Proof, a web-based, evidence-informed and free alcohol and other drug resource for NCAA Division III and NASPA small college member campuses to reduce consequences of alcohol use.	\$125,000
Continually monitor Division III membership size and related access to championship and other services.	The governance structure shall analyze data and collect feedback from institutions to continually develop a growth management strategy for Division III.	Overhead
Athletics Direct Report (ADR) Institute.	Conduct an annual ADR Institute in conjunction with the annual NCAA Convention. For Division III member institutions that have an ADR reporting structure, ADRs should be	\$90,000

	consulted for input on key institutional and conference operational and strategic issues facing the athletics program. The Institute will allow for an intentional level of engagement and professional development to assist ADRs in overseeing and managing the athletics department on campus.	
Financial Aid Reporting Process.	All institutions will participate in the data-driven reporting process. Greater availability of historical data shall enable increased emphasis on institutional accountability (i.e., enforcement and penalties).	Overhead
Faculty Athletics Representative (FAR) Fellows Institute.	Conduct an FAR Fellows institute to offer professional development training to and provide FARs with tools to communicate the Division III story to their campus peers and enhance the level of engagement of FARs across the division. Re-engage FARs by maintaining a working group that will survey the membership and produce next steps.	\$85,000
Strategic Initiative Conference Grant Program: Tier IV – Third Party Review.	Continue to provide assistance for conference offices to provide documentation of a third-party external review of grant fund usage to the national office annually.	\$16,800
Programming at the NCAA Convention.	Continue to create specific programming for delegates attending the annual Convention (e.g. educational sessions, Issues Forum, and technology to support all sessions) to help better engage and educate the membership.	\$30,000

**ASSOCIATION-WIDE GOAL 4: Effective National Office Administration.
The National Office will be operated in an accountable, efficient manner.**

Objectives

- Increase partnership with the membership. Better define the national office's role.
- Increase flexibility, responsiveness and efficiency of interpretations, enforcement and appeals processes.
- Increase the timeliness, clarity, conciseness and effectiveness of membership communication.
- Increase use of technology to improve the effectiveness and efficiencies of Association processes.

<u>Programs and Initiatives</u>	<u>Desired Outcomes</u>	<u>Resource Allocation from Division III Budget</u>
Implement use of available technology to regularly deliver NCAA messages and rules education.	The governance structure will continually assess common needs and available technologies to increase the timeliness, clarity, conciseness and effectiveness of membership communication.	Overhead
Partnership with National Association of Division III Athletics Administrators.	The governance structure will provide financial support to the NADIII AA. National office staff will support this membership-led organization in its professional development offerings.	\$75,000
Educate the membership on the role of the NCAA national office.	Increase membership understanding of the role of the national office by including this information in governance presentations made at Leadership Conferences, Regional Seminars, conference meetings, and other appropriate venues.	Overhead
Conference Contact program.	Continue to service all conferences and ensure new conferences are accommodated according to program guidelines.	Overhead
Strategic Initiative Conference Grant Program: Tier Three - Technology Grants.	Provide funding to conferences offices to upgrade or maintain technical capabilities to access technical platforms used by the NCAA.	\$657,166
New orientation programs to support athletics directors and commissioners.	Create in-person, orientation programs for new athletics directors and commissioners to assist with the knowledge, resources and philosophy of the division.	\$85,000

**ASSOCIATION-WIDE GOAL 5: Perceptions of the Association and Intercollegiate Athletics.
The public will gain a greater understanding of and confidence in the integrity of intercollegiate athletics
and will more readily support its values.**

Objectives

- Increase awareness of and advocacy for the positive values of intercollegiate athletics among the media and the public and within the membership.
- Increase the public's confidence in the Association as a whole.

<u>Programs and Initiatives</u>	<u>Desired Outcomes</u>	<u>Resource Allocation from Division III Budget</u>
Strategic Initiative Conference Grant Program: Tier Three-Promotions/Marketing/Division III Identity.	Increase opportunities for promotion and marketing efforts on behalf of Division III institutions and conferences, consistent with the messages of the Strategic Positioning Platform.	\$299,530
Division III Identity Initiative.	Clarify and promote the unique Division III philosophy as articulated in the Division's Strategic Positioning Platform. Enable conferences and institutions to better tell the Division III story to a variety of target audiences. Support the following identity activation initiatives: Division III week, and mobile web site for coaches, national and customizable videos. Re-introduce a recognition award for directors of athletics communication to recognize the most outstanding written or video work that tells the Division III story.	\$300,000
Special Olympics Partnership.	Continue to grow the strategic partnership with Special Olympics. Maintain Special Olympics events as a signature element of the Division III championships program and continue to encourage campus and conference engagement with local Special Olympics chapters.	\$35,000
Academic All-America Partnership with CoSIDA.	Promote academic success of Division III student-athletes through financial support of a Division III Academic All-America Program.	\$44,000
Strategic Initiative Conference Grant Program: Tier One - Professional development support for Sports Information Directors (SIDs).	Continue to identify new ways to support the growth of SIDs as strategic communicators, advance the messages of the Division III platform, and communicate the story of Division III at the local level. Offer professional development support through the Conference Grant Program, and position support through the Strategic Alliance Matching Grant and Internship Program.	\$46,200

Appendix B

Division III Budget Justification

Projected NCAA Division III 2018-19 Budget Breakdown	Division III Philosophy Statement and Constitutional Principles Justifying Funded Programs
Revenue: Division III 3.18% Revenue Allocation (ESTIMATE) \$31,897,829	<i>Division III Institutions....</i>
Expenses:	
Total Championships Expense (excluding overhead) \$24,417,450	Support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities. (Division III Philosophy Statement – section r))
Strategic Initiative Conference Grant Program \$3,037,100	Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (e.g., students, alumni, institutional personnel) than on the general public and its entertainment needs; (Bylaw 20.11-(b))
NAD3AA Partnership \$75,000	The purpose of the NCAA is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual institutions to determine their own special objectives and programs. (Bylaw 20.11)
Conference Commissioners/SID Meeting \$20,000	The purpose of the NCAA is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual institutions to determine their own special objectives and programs. (Bylaw 20.11)
Conference Rules Seminar Association-wide	The Association shall assist the institution in its efforts to achieve full compliance with all rules and regulations and shall afford the institution, its staff and student-athletes fair procedures in the consideration of an identified or alleged failure in compliance. (Constitution 2.8.2)
Women Leaders Enhancement Grants \$30,000	Support ethnic and gender diversity for all constituents; (Bylaw 20.11-(p))
Division-wide Sportsmanship Initiative \$250,000	Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators; (Bylaw 20.11-(e))
Strategic Alliance Matching Grant \$708,600	Support ethnic and gender diversity for all constituents; (Bylaw 20.11-(p))
Women & Minority Intern Program \$1,130,000	Support ethnic and gender diversity for all constituents; (Bylaw 20.11-(p))
Student-Athlete Leadership Forum \$365,000	Seek to establish and maintain an environment in which student-athlete’s athletics activities are conducted as an integral part of the student-athlete’s educational experience, and in which coaches play a significant role as educators. (Bylaw 20.11)
Campus Based Student-Athlete Leadership Programming \$100,000	The purpose is to provide DiSC behavioral assessments to student-athletes, coaches and administrators. The DiSC assessment aids participants with understanding their individual behavioral styles and preferences, a common language when addressing these topics and methods to better relate to others. It also provides additional strategies to build more effective relationships on teams and in the workplace.
360 Proof \$125,000	Intercollegiate athletics programs shall be conducted in a manner designed to protect and enhance the physical and educational well-being of student-athletes. (Constitution 2.2)
FAR Fellows Institute/Orientation \$85,000	Colleges and universities in Division III place highest priority on the overall quality of the educational experience and on the successful completion of all students’ academic programs. They seek to establish and maintain an environment in which student-athlete’s athletics activities are conducted as an integral part of the student-athlete’s educational experience (preamble to philosophy statement)
Division III Academic All-America (CoSIDA) \$44,000	Colleges and universities in Division III place highest priority on the overall quality of the educational experience and on the successful completion of all students’ academic program (preamble to philosophy statement).
Other Working Groups/Task Forces \$20,000	This initiative exists to provide opportunities for working groups/task forces in the future.
CoSIDA D3 Day \$15,000	This initiative supports 175-200 sports information directors to receive professional development.

Projected NCAA Division III 2018-19 Budget Breakdown		Division III Philosophy Statement and Constitutional Principles Justifying Funded Programs
Expenses, continued:		
Identity Initiatives	\$300,000	This initiative is reflective of the entire Division III Philosophy Statement (Bylaw 20.11).
Special Olympics Partnership	\$35,000	Institutions seek to establish and maintain an environment in which student-athlete's athletics activities are conducted as an integral part of the student-athlete's educational experience (preamble to philosophy statement).
Inclusion and Diversity Partnership	\$250,000	Support ethnic and gender diversity for all constituents; (Bylaw 20.11-(I))
Injury Surveillance Program	\$110,000	Funding to assist schools in purchasing compatible electronic medical record software. Partner with SSI.
LGBTQ Programming	\$100,000	Funding for a train the trainer and/or programming, and a recognition program. Partner with office of inclusion.
Institute for Coaching Advancement	\$100,000	New program for female and ethnic minority asst. coaches to provide professional development to assist in becoming a head coach. Partner with Leadership Development.
Learning Management System programs	\$25,000	With the NCAA's new LMS, allow staff to hire an outside vendor to create program content. (e.g. committee training video). Partner with H.R.
Division III Cancellation Insurance	\$41,000	Intercollegiate athletics programs shall be administered in keeping with prudent management and fiscal practices to assure the financial stability necessary for providing student-athletes with adequate opportunities for athletics competition as an integral part of a quality educational experience. (Constitution 2.16)
Voluntary Grad Rate Report Stipend	\$35,000	Honorarium for institutions that submit data for the voluntary graduation rate reporting program to compare student-athletes and nonstudent-athletes using data currently provided to the Association and the Dept. of Educ.
Convention Programming including specific student-athlete programs	\$70,000	Continue to create specific programming for student-athletes attending the annual Convention to help better engage and educate on the Division III philosophy.
Athletics Direct Report (ADR) Institute	\$90,000	Conduct an inaugural ADR Institute in 2016 in conjunction with the annual NCAA Convention. For Division III member institutions that have an ADR reporting structure, ADRs should be consulted for input on key institutional and conference operational and strategic issues facing the athletics program. The Institute will allow for an intentional level of engagement and professional development to assist ADRs in overseeing and managing the athletics department on campus.
New Athletics Director Orientation	\$70,000	Create in-person, orientation programs for new athletics directors to assist with the knowledge, resources and philosophy of the division.
New Commissioner Orientation	\$15,000	Create in-person, orientation programs for new commissioners to assist with the knowledge, resources and philosophy of the division.
Additional SAAC in-person meeting	\$25,000	A planning meeting for the Division III national SAAC committee. At this meeting, SAAC provides an orientation for new members and sets its goals and objectives for the year.
SAAC Associate Members	\$65,000	Provide funds to pay expenses for conference partner liaison to attend NCAA Convention. Provide funds to pay expenses for partner conference liaison to attend the July national SAAC
NADIII and D3CA leadership meeting	\$10,000	The executive leadership groups from NADIII and D3CA come to Indianapolis in Sept. to discuss current hot topics in Division III and plan communication strategies for the upcoming year.
Other Division III Initiatives	\$102,300	This includes contracting costs, as well as money earmarked to support future initiatives.
Overhead Allocation (including National Office staffing) **	\$1,535,000	N/A
Total Division III Expenses	\$33,400,450	

* The \$5 million event cancellation insurance protects the budget in case of a catastrophic event that would reduce or eliminate, for one year, the division's share of media rights revenue.

**The \$1,535,000 overhead fee covers time and miscellaneous expenses related to Division III staff and programs.

***Anticipate a \$983,621 draw from the reserve surplus.

Appendix C

History of the

Division III Strategic Plan

History

The original Division III strategic plan was unveiled in 1998 as the division embarked on its new federated structure. The Division III Management Council Strategic Planning Subcommittee developed the framework for the plan with broad participation of the Presidents Council, Division III and Association-wide committee structure, and the Division III membership. The 2004 version of the Division III Strategic Plan was developed by a joint subcommittee of the Management and Presidents Councils consistent with the Association-wide Strategic Plan adopted by the NCAA Executive Committee in April 2004. The 2004 plan contained many of the existing initiatives and priorities to ensure that the programs and results remain consistent with Division III objectives. However, significant changes occurred as the 2005 and 2006 plans linked the relationship to the Division III philosophy with each Association-wide goal and outlined a series of outcome measures for each goal. Another significant change occurred in 2006-07 as the Division III Strategic Initiatives Grant Program resources were funneled directly to Division III Conferences and the Association of Independents. With this change, many strategic initiatives previously administered at the NCAA national office moved to the local control of conferences and institutions. The localized program encourages collaboration and involvement of all Division III constituent group representatives in the planning, decision-making and accountability of programming and funding to achieve the goals established in the Division's Strategic Plan. Presidential oversight and accountability with the process and budget allocations, consistent with the legislated leadership role of presidents within conference governance, is paramount.

In 2008-09, the strategic plan underwent a format change to create a forward-looking document that highlights the goals and expectations of a budget biennium. Much of the reporting done in previous plans was moved into a Division III Annual Report, and standard committee operations are now reflected in each committee's policy and procedure guide (available on each committee's home page on ncaa.org). The plan clearly articulates the division's funding priorities, and explains when an initiative is funded by Division III, and when it is funded by a broader Association-wide budget. The plan also includes an appendix to show the philosophical or constitutional justification for all programs funded with Division III dollars.

In 2009-10, the plan was updated to highlight the division's near-term strategic priorities. Most 2009-10 priorities resulted from a series of presidentially authored white papers on membership growth published in September 2008. For 2010-12, the plan was updated based on the Division's release of a Strategic Positioning Platform, and clearly defined the near- and medium-term goals the division needed to accomplish to be successful in embodying the platform.

For 2012-15, the plan was updated to reflect the Association's move to a three-year budget cycle.

With the 2015-17 and 2017-19 budgets, the plan returns to a two-year budget cycle and emphasizes budget accountability and management to address recent championships budget overages.

SUPPLEMENT NO. 04
DIII Strategic Planning and Finance 03/19



FY 2017 - 2018 DIII Budget to Actual (through 08/31/2018) and FY 2018 - 2019 DIII Budget to Actual (through 1/31/2019) unaudited

	FY 2016 - 2017			FY 2017 - 2018			FY 2018 - 2019		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
Revenue									
DII/DIII Allocation-Based Revenue	\$32,276,861	\$29,695,153	\$2,581,708	\$31,421,951	\$31,155,829	\$266,122	\$8,379,241	\$32,237,370	(\$23,858,129)
Additional Revenue from Membership Dues Increase							\$530,200	\$519,000	\$11,200
Other Non-DII/DIII Revenue	\$77,485	\$0	\$77,485	\$76,135	\$46,250	\$29,885	\$0	\$0	\$0
Revenue Total	\$32,354,346	\$29,695,153	\$2,659,193	\$31,498,086	\$31,202,079	\$296,007	\$8,909,441	\$32,756,370	(\$23,846,929)
Expenses									
Championship Expenses									
Men's Championships									
DIII Men's Baseball	\$1,654,685	\$1,963,071	\$308,386	\$2,214,380	\$2,218,000	\$3,620	\$4,911	\$2,332,000	\$2,327,089
DIII Men's Basketball	\$1,136,845	\$1,039,241	(\$97,604)	\$1,284,977	\$1,142,000	(\$142,977)	\$14,084	\$1,169,000	\$1,154,916
DIII Men's Cross Country	\$550,629	\$560,320	\$9,691	\$595,832	\$576,500	(\$19,332)	\$588,399	\$592,350	\$3,951
DIII Men's Football	\$1,754,917	\$1,906,585	\$151,668	\$2,305,524	\$1,982,500	(\$323,024)	\$1,558,815	\$2,036,500	\$477,685
DIII Men's Golf	\$536,584	\$563,541	\$26,957	\$602,252	\$607,500	\$5,248	\$13,162	\$621,500	\$608,338
DIII Men's Ice Hockey	\$271,667	\$340,417	\$68,750	\$418,395	\$370,000	(\$48,395)	\$143	\$376,000	\$375,857
DIII Men's Lacrosse	\$600,594	\$480,824	(\$119,770)	\$666,333	\$622,000	(\$44,333)	(\$18,811)	\$634,000	\$652,811
DIII Men's Soccer	\$1,251,282	\$1,101,694	(\$149,588)	\$1,248,150	\$1,225,400	(\$22,750)	\$806,744	\$1,244,400	\$437,656
DIII Men's Swimming and Diving	\$636,166	\$531,072	(\$105,094)	\$598,095	\$619,000	\$20,905	\$15,006	\$629,000	\$613,994
DIII Men's Tennis	\$584,248	\$631,301	\$47,053	\$691,143	\$680,500	(\$10,643)	\$2,559	\$698,000	\$695,441
DIII Men's Track Indoor	\$515,085	\$625,267	\$110,182	\$774,526	\$682,500	(\$92,026)	\$10,373	\$836,850	\$826,477
DIII Men's Track Outdoor	\$809,508	\$795,214	(\$14,294)	\$922,434	\$907,500	(\$14,934)	\$1,258	\$921,250	\$919,992
DIII Men's Volleyball	\$186,131	\$180,281	(\$5,850)	\$277,130	\$235,000	(\$42,130)	\$971	\$315,000	\$314,029
DIII Men's Wrestling	\$387,882	\$391,535	\$3,653	\$434,908	\$440,500	\$5,592	\$3,048	\$451,500	\$448,452
Total	\$10,876,223	\$11,110,363	\$234,140	\$13,034,080	\$12,308,900	(\$725,180)	\$3,000,661	\$12,857,350	\$9,856,689
Women's Championships									
DIII Women's Basketball	\$1,062,826	\$1,350,348	\$287,522	\$1,202,747	\$1,231,000	\$28,253	\$1,350	\$1,253,000	\$1,251,650
DIII Women's Cross Country	\$581,093	\$581,323	\$230	\$595,000	\$597,000	\$2,000	\$607,711	\$614,150	\$6,439
DIII Women's Field Hockey	\$362,313	\$447,830	\$85,517	\$575,621	\$494,000	(\$81,621)	\$294,989	\$504,000	\$209,011
DIII Women's Golf	\$343,523	\$333,377	(\$10,146)	\$417,563	\$389,550	(\$28,013)	\$13,372	\$407,550	\$394,178
DIII Women's Ice Hockey	\$316,469	\$296,004	(\$20,465)	\$219,181	\$271,000	\$51,819	\$137	\$314,000	\$313,863
DIII Women's Lacrosse	\$759,179	\$746,444	(\$12,735)	\$914,629	\$834,000	(\$80,629)	\$1,615	\$851,000	\$849,385
DIII Women's Rowing	\$210,989	\$317,709	\$106,720	\$345,238	\$413,000	\$67,762	\$598	\$427,000	\$426,402
DIII Women's Soccer	\$1,146,681	\$1,263,436	\$116,755	\$1,219,224	\$1,305,000	\$85,776	\$898,058	\$1,327,000	\$428,942
DIII Women's Softball	\$1,349,031	\$1,453,315	\$104,284	\$1,776,627	\$1,563,000	(\$213,627)	\$585	\$1,597,000	\$1,596,415
DIII Women's Swimming and Diving	\$535,043	\$543,662	\$8,619	\$639,708	\$683,000	\$43,292	\$8,463	\$695,000	\$686,537
DIII Women's Tennis	\$628,389	\$664,143	\$35,754	\$695,575	\$720,500	\$24,925	\$948	\$740,000	\$739,052
DIII Women's Track Indoor	\$482,769	\$626,450	\$143,681	\$701,113	\$649,500	(\$51,613)	\$2,849	\$766,150	\$763,301
DIII Women's Track Outdoor	\$762,570	\$823,161	\$60,591	\$922,958	\$915,500	(\$7,458)	\$1,261	\$945,750	\$944,489
DIII Women's Volleyball	\$913,876	\$1,031,544	\$117,668	\$1,096,389	\$1,127,500	\$31,111	\$741,235	\$1,153,500	\$412,265
Total	\$9,454,752	\$10,478,746	\$1,023,994	\$11,321,573	\$11,193,550	(\$128,023)	\$2,573,170	\$11,595,100	\$9,021,930
Championship Expenses	\$20,330,975	\$21,589,109	\$1,258,134	\$24,355,653	\$23,502,450	(\$853,203)	\$5,573,831	\$24,452,450	\$18,878,619
Overhead Allocation	\$374,000	\$343,000	(\$31,000)	\$410,000	\$428,000	\$18,000	\$175,833	\$422,000	\$246,167
Total Championship Expense	\$20,704,975	\$21,932,109	\$1,227,134	\$24,765,653	\$23,930,450	(\$835,203)	\$5,749,665	\$24,874,450	\$19,124,785

Non-Championship Expenses									
Conference Grants	\$2,537,821	\$2,541,000	\$3,179	\$2,791,532	\$2,795,100	\$3,568	\$3,042,605	\$3,042,600	(\$5)
Intern Program	\$1,088,724	\$1,130,000	\$41,276	\$1,089,884	\$1,130,000	\$40,116	\$1,141,549	\$1,209,920	\$68,371
Strategic Alliance Matching Grant	\$608,420	\$708,600	\$100,180	\$589,725	\$708,600	\$118,875	\$624,030	\$708,600	\$84,570
Leadership Conference	\$344,949	\$365,000	\$20,051	\$366,642	\$365,000	(\$1,642)	\$18,236	\$365,000	\$346,764
Identity Initiative	\$342,743	\$360,000	\$17,257	\$312,697	\$300,000	(\$12,697)	\$115,310	\$300,000	\$184,690
Diversity Initiatives	\$284,742	\$231,000	(\$53,742)	\$255,519	\$250,000	(\$5,519)	\$76,310	\$250,000	\$173,690
Sportsmanship	\$523,325	\$50,000	(\$473,325)	\$228,694	\$250,000	\$21,306	\$75,616	\$250,000	\$174,384
360 Proof	\$124,744	\$176,000	\$51,256	\$111,264	\$125,000	\$13,736	\$44,505	\$125,000	\$80,495
Coaches and Administrators Diversity							\$0	\$100,000	\$100,000
Leadership Development Initiatives DiSC	\$80,000	\$80,000	\$0	\$86,662	\$80,000	(\$6,662)	\$54,720	\$100,000	\$45,280
LGBTQ							\$66,933	\$100,000	\$33,067
ADR Institute	\$93,769	\$107,500	\$13,732	\$80,877	\$90,000	\$9,123	\$17,705	\$90,000	\$72,295
SAAC April and Associate Member Meetings	\$15,716	\$15,000	(\$716)	\$16,039	\$25,000	\$8,961	\$13,881	\$90,000	\$76,119
FAR Orientation/Institute	\$91,882	\$86,500	(\$5,382)	\$58,850	\$85,000	\$26,150	\$52,299	\$85,000	\$32,701
AD and Commissioner Orientation	\$71,942	\$60,000	(\$11,942)	\$78,886	\$85,000	\$6,114	\$1,500	\$85,000	\$83,500
Athletics Administrator Partnership (NADIIIAA)	\$52,023	\$52,000	(\$23)	\$75,000	\$75,000	\$0	\$0	\$75,000	\$75,000
Injury Surveillance and Testing							\$0	\$74,500	\$74,500
NCAA Annual Convention	\$37,443	\$70,000	\$32,557	\$72,485	\$70,000	(\$2,485)	\$2,445	\$70,000	\$67,555
Membership Learning Management							\$9,875	\$55,000	\$45,125
Academic All-America Program (Co-SIDA)	\$39,500	\$44,000	\$4,500	\$39,500	\$44,000	\$4,500	\$39,500	\$44,000	\$4,500
Insurance	\$48,460	\$41,000	(\$7,460)	\$40,960	\$41,000	\$40	\$40,960	\$41,000	\$40
Special Olympics	\$38,847	\$35,000	(\$3,847)	\$38,341	\$35,000	(\$3,341)	\$1,000	\$35,000	\$34,000
Academic Reporting Honorarium	\$24,994	\$25,000	\$7	\$35,262	\$35,000	(\$262)	\$34,996	\$35,000	\$4
Women Leaders in College Sports	\$28,000	\$28,000	\$0	\$30,000	\$30,000	\$0	\$478	\$30,000	\$29,522
Working Groups	\$16,301	\$16,000	(\$301)	\$14,565	\$35,000	\$20,435	\$10,877	\$20,000	\$9,123
Conference Commissioner Meetings	\$16,237	\$20,000	\$3,763	\$10,497	\$20,000	\$9,503	\$0	\$20,000	\$20,000
NADIIIAA and Commissioner Mtg	\$9,594	\$10,000	\$406	\$19,711	\$10,000	(\$9,711)	\$1,769	\$10,000	\$8,231
Administrative - Misc	\$145	\$4,000	\$3,855	\$49,303	\$85,300	\$35,997	\$17,295	\$15,380	(\$1,915)
CoSIDA DIII Day				\$22,537	\$0	(\$22,537)	\$150	\$15,000	\$14,850
Staff Professional Development							\$6,098	\$7,000	\$902
Exploratory/Provisional Membership				\$9,442	\$0	(\$9,442)	\$2,254	\$0	(\$2,254)
Non-Championship Expenses	\$6,520,320	\$6,255,600	(\$264,720)	\$6,524,876	\$6,769,000	\$244,124	\$5,512,896	\$7,448,000	\$1,935,104
Overhead Allocation	\$944,000	\$1,054,000	\$110,000	\$1,031,000	\$1,128,000	\$97,000	\$442,500	\$1,062,000	\$619,500
Total Non-Championship Expense	\$7,464,320	\$7,309,600	(\$154,720)	\$7,555,876	\$7,897,000	\$341,124	\$5,955,396	\$8,510,000	\$2,554,604

Total Division III Expenses	\$28,169,295	\$29,241,709	\$1,072,414	\$32,321,528	\$31,827,450	(\$494,078)	\$11,705,060	\$33,384,450	\$21,679,390
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Surplus (Deficit)	\$4,185,051	\$453,444
Add: Prior Year Reserve Balance	\$25,819,680	\$25,819,680
Estimated Reserve Balance	\$30,004,731	\$26,273,124

	(\$823,442)	(\$625,371)
	\$30,004,731	\$30,004,731
	\$29,181,289	\$29,379,360

	(\$2,795,619)	(\$628,080)
	\$29,181,289	\$29,181,289
	\$26,385,670	\$28,553,209

DIII Future Projections

Assumptions:

- Game Operations increases by X% each fiscal year based on FY2009-10 thru FY2015-16 average increases. Actual growth rate is 4.6%
- Committee expenses increase by X% each fiscal year based on FY2011-12 thru FY2015-16 average increases. Actual growth rate is -2.1%
- Team Transportation increases by X% each fiscal year based on cost per traveler analysis for FY2008-09 thru FY2016-17.
- Maintain 75%/25% ratio of championships to non-championships spending thru 2024 with draw on reserve to cover certain champs and non-championships enhancements over the same period.

3.00%	DIII Champs Assumption Analysis 16-17
0.00%	DIII Champs Assumption Analysis 16-17
3.75%	Presentation to CFO on Travel Models by division

The National Collegiate Athletic Association
Division III Budget Projections

	2017-18 Actual	2018-19 Budget	2019-20 Projection	2020-21 Projection	2021-22 Projection	2022-23 Projection	2023-24 Projection
Revenue:							
Division III 3.18% Revenue Allocation	\$ 31,431,970	\$ 32,237,370	\$ 33,012,370	\$ 33,789,370	\$ 34,472,370	\$ 34,617,370	\$ 34,668,370
Draw from DIII Reserve							
Additional Revenue from Membership Dues Increase	\$ -	\$ 519,000	\$ 519,000	\$ 519,000	\$ 519,000	\$ 519,000	\$ 519,000
Division III Other Revenue	76,135	-	-	-	-	-	-
Total Revenue	\$ 31,508,105	\$ 32,756,370	\$ 33,531,370	\$ 34,308,370	\$ 34,991,370	\$ 35,136,370	\$ 35,187,370
Projected Revenue Increase	-2.6%	2.6%	2.4%	2.4%	2.0%	0.4%	0.1%
Expenses:							
Championships Game Operations	4,528,254	4,777,150	4,920,465	5,068,078	5,220,121	5,376,724	5,538,026
Championships Committee	347,580	401,400	401,400	401,400	401,400	401,400	401,400
Championships Team Transportation	10,666,519	10,240,000	10,624,000	11,022,400	11,435,740	11,864,580	12,309,502
Championships Per Diem	7,014,220	7,207,200	7,207,200	7,636,200	7,636,200	7,636,200	7,636,200
Championships Overhead Allocation ⁴	410,000	422,000	435,000	448,000	461,000	475,000	489,000
Total Championship Expenses	22,966,573	23,047,750	23,588,065	24,576,078	25,154,461	25,753,905	26,374,128
Non-Championships Base Budget	6,458,872	6,929,000	7,149,000	7,320,000	7,457,000	7,458,000	7,435,000
Non-Championships Initiatives	-	-	-	-	-	-	-
Non-Championships Overhead Allocation ⁴	1,031,000	1,062,000	1,094,000	1,127,000	1,161,000	1,196,000	1,232,000
Total Non-Championship Expenses	7,489,872	7,991,000	8,243,000	8,447,000	8,618,000	8,654,000	8,667,000
Total Division III Expenses (before supplemental spending)	\$ 30,456,445	\$ 31,038,750	\$ 31,831,065	\$ 33,023,078	\$ 33,772,461	\$ 34,407,905	\$ 35,041,128
Net Change in Fund Balance (before supplemental spending)	\$ 1,051,660	\$ 1,717,620	\$ 1,700,306	\$ 1,285,292	\$ 1,218,909	\$ 728,465	\$ 146,242
Supplemental items:							
Local ground transportation for individual sports	580,426	602,000	625,000	648,000	672,000	697,000	723,000
Local ground transportation for team sports	493,864	512,000	531,000	551,000	572,000	593,000	615,000
Increase in travel party size for team sports	705,528	712,700	720,700	756,000	764,000	772,000	781,000
Supplemental Championships Spending from reserve ²	1,779,818	1,826,700	1,876,700	1,955,000	2,008,000	2,062,000	2,119,000
Supplemental Non-Championships Spending from reserve	66,000	519,000	519,000	519,000	519,000	519,000	519,000
Total Supplemental Spending	1,845,818	2,345,700	2,395,700	2,474,000	2,527,000	2,581,000	2,638,000
Division III Membership Dues Credit	-	-	-	-	-	-	-
Total Division III Expenses (after supplemental spending)	\$ 32,302,263	\$ 33,384,450	\$ 34,226,765	\$ 35,497,078	\$ 36,299,461	\$ 36,988,905	\$ 37,679,128
Net Change in Fund Balance (after supplemental spending)	\$ (794,158)	\$ (628,080)	\$ (695,395)	\$ (1,188,708)	\$ (1,308,091)	\$ (1,852,535)	\$ (2,491,758)
Projected Expense Increase	14.7%	3.4%	2.5%	3.7%	2.3%	1.9%	1.9%
Beginning Fund Balance (Projected Reserve and Unallocated Funds)	\$ 30,004,731	\$ 29,210,573	\$ 28,582,493	\$ 27,887,099	\$ 26,698,391	\$ 25,390,300	\$ 23,537,765
Less:							
Net Change in Fund Balance	(794,158)	(628,080)	(695,395)	(1,188,708)	(1,308,091)	(1,852,535)	(2,491,758)
Ending Fund Balance (Projected Reserve and Unallocated Funds)	\$ 29,210,573	\$ 28,582,493	\$ 27,887,099	\$ 26,698,391	\$ 25,390,300	\$ 23,537,765	\$ 21,046,007
Fund Balance	\$ 29,210,573	\$ 28,582,493	\$ 27,887,099	\$ 26,698,391	\$ 25,390,300	\$ 23,537,765	\$ 21,046,007
Less allocated funding:							
Championship Contingency (Note 4)	-	-	-	-	-	-	-
Encumbered for future year programs	-	-	-	-	-	-	-
Available Fund Balance	\$ 29,210,573	\$ 28,582,493	\$ 27,887,099	\$ 26,698,391	\$ 25,390,300	\$ 23,537,765	\$ 21,046,007
Event Cancellation Insurance Policy	-	-	-	-	-	-	-
Total Reserve Funding Available	\$ 29,210,573	\$ 28,582,493	\$ 27,887,099	\$ 26,698,391	\$ 25,390,300	\$ 23,537,765	\$ 21,046,007
Mandated Reserve ¹	(15,715,985)	(16,118,685)	(16,506,185)	(16,894,685)	(17,236,185)	(17,308,685)	(17,334,185)
Cash available in excess of reserve policy	\$ 13,494,588	\$ 12,463,808	\$ 11,380,914	\$ 9,803,706	\$ 8,154,115	\$ 6,229,080	\$ 3,711,822

Notes:

- Mandated reserve is 50% of the annual DIII revenue allocation in cash beginning in fiscal year 2017-18. The division also holds a separate event cancellation insurance policy with a \$5M limit.
- Supplemental championships spending is earmarked for individual/team local ground transportation and returning travel party sizes to 2013-14 levels. This supplemental spending would be evaluated first for elimination in the event of an operating deficit.
- Amount includes inflationary increase from prior year amount (light blue highlight).
- All amounts for 2017-18 are unaudited amounts. Overhead estimates were updated September 2018 based on current information.

Annual TO SOLVE value for Championships	425,382	9,790	(401,625)	(870,871)
Change in Annual TO SOLVE value	(374,444)	(415,592)	(411,415)	(469,246)
Cumulative Impact on Cash Reserve if not resolved	3,056,807	3,066,597	2,664,972	1,794,101
Percentage DIII Spend - Championships	75%	74%	74%	74%
Percentage DIII Spend - Non-Championships	25%	26%	26%	26%

	2017-18	2018-19	2019-20	2020-21	Notes
	Budget	Budget	Proposed Budget	Proposed Budget	
Expenses (continued):					
Non-Championship Expenses					
Strategic Initiative Conference Grants	2,795,100	3,042,600	3,194,730	3,194,730	5% increase
Other Division III Strategic Initiatives					
Women & Minority Intern Program	1,130,000	1,209,920	1,300,000	1,300,000	Funding 23 internships each year, more attending orientation
Strategic Alliance Matching Grant	708,600	708,600	708,600	708,600	
Student-Athlete Leadership Conference	365,000	365,000	365,000	365,000	
Division III Identity Program	300,000	300,000	300,000	300,000	
DIII Diversity Initiatives	250,000	250,000	250,000	250,000	
Sportsmanship Initiative	250,000	250,000	200,000	250,000	Regional based, Disney led ambassador training
360 Proof	125,000	125,000	115,000	115,000	
360 Membership Engagement Program				85,000	Delay until 2020-21 to vet SSI involvement
Campus-based Student-Athlete Leadership Programs (DiSC)	80,000	100,000	100,000	100,000	
LGBTQ Inclusion Program	-	100,000	100,000	100,000	
Institute for Coaching Advancement	-	100,000	100,000	100,000	11 matching grants at \$7,500 annually for 2 years plus \$1,500 professional development annually
ADR Institute	90,000	90,000	90,000	90,000	
SAAC April Meeting and Associate Member Travel	25,000	90,000	90,000	90,000	
FAR Institute and Orientation	85,000	85,000	85,000	85,000	
New AD and Commissioner Orientation	85,000	85,000	85,000	85,000	
NADIII AA Partnership	75,000	75,000	75,000	75,000	
Injury Surveillance and Testing	-	74,500	5,000	5,000	
Annual Convention	70,000	70,000	70,000	70,000	
Co-SIDA Partnership	44,000	44,000	44,000	44,000	
Division III Event Cancellation Insurance	41,000	41,000	41,000	41,000	
Special Olympics Partnership	35,000	35,000	35,000	35,000	
Academic Reporting Honorarium	35,000	35,000	0	0	
SWA Enhancement Grant Program (WLCS)	30,000	30,000	30,000	30,000	
Membership Learning Management System	-	55,000	94,000	94,000	Add FAR, ATC and compliance as users (\$4,000) and develop 15 new modules at \$6,000 each (\$90K)
Conference Commissioners Meeting	20,000	20,000	20,000	20,000	
Other Working Groups	20,000	20,000	20,000	20,000	
Miscellaneous Division III Initiatives	85,300	15,380	18,670	54,670	Monies currently not earmarked moved to misc.
CoSIDA D3 Day	15,000	15,000	15,000	15,000	
Administrator and Commissioner Meeting (NADIII AA and D3CA)	10,000	10,000	10,000	10,000	
Staff Professional Development	-	7,000	7,000	7,000	
Division III Governance Staff (Reclass and FTEs)			100,000	100,000	AMA FTE to oversee DIII University (\$75K includes benefits) plus money to have asst. director position be full-time and possible relocation of another asst. director
Non-Championships Expense	6,769,000	7,448,000	7,668,000	7,839,000	
Overhead Allocation	1,128,000	1,062,000	1,094,000	1,127,000	
Total Non-Championships Expenses	7,897,000	8,510,000	8,762,000	8,966,000	

360 Proof Implementation Workshop Proposal

Beginning with the 2019-20 budget cycle, 360 Proof is requesting an annual allocation of \$85,000 to support up to 20 institutions (represented by a two-person team) participating in an implementation workshop. The purpose of the workshop would be to prepare implementation teams (a student affairs and athletics administrator) to engage in comprehensive, best practice prevention efforts while strengthening relationships between athletics and student affairs.

Timing and location: Annually in conjunction with either the APPLE Institute or the NASPA Strategies Conference.

Length: Attendees would arrive two days prior to the NASPA Strategies Conference or APPLE Institute to engage in a welcome event and one to one and a half days of programming. Participants will be encouraged to stay for additional professional development at the end of this workshop.

Application process: Any 360 Proof-eligible institution may apply to attend. The application must be jointly signed by the director of athletics and the Chief Student Affairs Officer. The institution would send a pair of participants, including one representative from athletics and one from student affairs. Applicants must submit a statement of commitment cosigned between athletics and student affairs to support future collaboration on topics beyond alcohol, in support of campus integration.

Programming content: Pre-work sessions will include reading the 360 Proof Game Plan Book, watching the training module series, completing a first draft of 360 Proof “Build a Team” worksheet and gathering select data requested in the 360 Proof Self Study.

Sessions may address the following topics: Best practices in comprehensive prevention, identifying and overcoming barriers to effective prevention, program evaluation, writing effective goals and objectives, best practices for meeting facilitation, relationship building between athletics and student affairs, and highlights from prevention research.

Facilitators: NCAA staff/contractors, NASPA staff, 360 Proof content experts, 360 Proof users.

Extra benefit: All participants will receive a registration fee discount or waiver to the NASPA Strategies Conference or Admission to the APPLE Institute. The intent is to allow participants to continue their professional development.

Proposed Budget

Request	Participants and/or facilitators	Per person budget	Total
Travel [participants (40) and facilitators (5)]	45	\$500	\$22,500
Lodging for 2 nights at \$250/night	45	\$500	\$22,500
4 Meals	45	\$300	\$13,500
Gifts	45	\$30	\$1,350
Consultant fees	NA	NA	\$20,000
NASPA Strategies fee discount/waiver	40	\$125	\$5,000
Miscellaneous			\$150
Overall			\$85,000

**REPORT OF THE
NCAA DIVISION III CHAMPIONSHIPS COMMITTEE
FEBRUARY 5-6, 2019, MEETING**

ACTION ITEMS.

1. Legislative Items.

a. Noncontroversial legislation – NCAA Bylaw 21.9.6.2 and Figure 21.1 – Committee Membership.

- (1) Recommendation. Adopt noncontroversial legislation to amend Figure 21.1 as incorporated by Bylaw 21.9.6.2, to adjust sport committee rosters to coincide with the new regional alignment the championships committee endorsed in Informational Item 11.
- (2) Effective date. Immediate for the men’s and women’s lacrosse committees; September 1, 2020 for the baseball, men’s and women’s basketball, football, men’s golf, men’s and women’s soccer, softball, and women’s volleyball committees.
- (3) Rationale. The championships committee supported a proposal from the Division III Commissioners Association to create a scale for regional alignment based on sports sponsorship (e.g., sports with sponsorship from 40-149 would have two regions; 150-374, 5-8 regions; 375+, 9-10 regions) and other key principles, including: 1) maintaining conference members in the same regions; 2) importance of geographic proximity in regional placement; and 3) balancing the number of institutions across all regions (optimally, close to 40 per region). The new model provides flexibility based on the number of schools sponsoring the sport in the division (allowing for growth with a prescribed solution for sports that change over time), recognizing that the “one size fits all” philosophy may not work for regional alignment.
- (4) Estimated budget impact. \$10,800 in 2019-20; \$75,600 in 2020-21.
- (5) Estimated student-athlete impact. The new sport committee compositions will increase representation for student-athletes across the regions.

b. Administrative regulation – NCAA Bylaw 31.1.6 – Executive Regulations – Administration of NCAA Championships – Playing Rules – Non-NCAA Rules.

- (1) Recommendation. Adopt an administrative regulation to amend Bylaw 31.1.6 (executive regulations – administration of NCAA championships – playing rules – non-NCAA rules) to specify that rules modifications for

sports in which the Association does not publish rules must be consistent among divisions.

- (2) Effective date. Immediate.
- (3) Rationale. Several NCAA sports follow playing rules maintained by external organizations (e.g., golf, tennis, field hockey, men's volleyball). The Association does not publish rules in these sports, but the legislation does permit governing sport committees to establish rules modifications that would supersede the external organization's rules. Recent discussions about the regular-season and championship format in tennis raised the question of whether rules modification in these sports must be consistent among divisions just as they are in sports for which the NCAA maintains and publishes playing rules. NCAA governing bodies, including the Playing Rules Oversight Panel (PROP), have indicated in the past a preference for all playing rules to be consistent among divisions. Accordingly, the bylaw should be amended to reflect that intent. The NCAA staff conducted a legislative history which clearly demonstrated that NCAA governing bodies and PROP intended for all playing rules and modifications to be consistent among divisions.
- (4) Estimated budget impact. None.
- (5) Student-athlete impact. None.

2. **Nonlegislative Item.**

- **Bracket size and championship administrative changes.**

- (1) Recommendation. Adopt the changes to bracket sizes and championship administration as outlined in Attachment.
- (2) Effective date. Various as noted in Attachment.
- (3) Rationale. The requests for bracket expansion in baseball, men's soccer, men's volleyball and women's lacrosse are a result of increased sport sponsorship and a commitment to maintaining the 1:6.5 access ratio for team sports. The requests for increases in men's and women's golf and men's tennis are meant to accommodate sponsorship growth within the prescribed ratio (note the championships committee did not support requests from those sport committees and women's tennis to adjust their respective ratios).

The request regarding sport committee composition is a result of the championships committee's support of the proposal to realign regions based on sponsorship per sport (see Action Item 1 above and Informational Item 11). The estimated budget impact includes an allocation for men's and women's tennis to increase the number of committee members if those committees propose a change to sport regions.

The request to boost officials' fees in all sports by 5 percent is a result of an increased emphasis within the division on attracting and retaining quality officials.

The requests to increase stipends and travel/per diem expenses for the national coordinators of officials in men's and women's basketball, football and baseball come from sport committee recommendations to more accurately and consistently compensate those positions for their importance and work performed. The technology fee for men's and women's basketball is for a one-time purchase of equipment to provide those coordinators access to video of more games. The addition of officials' evaluators in men's basketball mirrors the existing protocol for women's basketball (see Informational Item 13-a).

The committee also supported a change to the men's lacrosse championship format that alleviates the quick turnaround teams currently experience immediately after selections and throughout the preliminary rounds (see Informational Item 13-d for details).

Additionally, the committee supported providing trophies to regional champions in men's and women's cross country to align with the provision of regional trophies in other sports.

For year two of the budget cycle, the committee prioritized the following: reinstate host honorariums for nonpredetermined preliminary round hosts; further increase the host per diem rate to \$40; and enhance the national champion awards program whereby individual event champions (e.g., track and field event winners, wrestling weight class champions, etc.) receive a watch in addition to a mini-trophy as is currently awarded to members of national champion teams. The committee agreed to propose the awards change to Divisions I and II and coordinate implementation with the overall NCAA awards program.

With feedback from the women's basketball committee and four conferences in the West region (see Informational Item 12), the committee

also prioritized a commitment to guarantee that conference opponents do not meet in the first round of championship competition. Currently, the concept is a principle in the bracketing and pairing process by sport committees, but not guaranteed if geographic proximity (i.e., keeping air travel to a minimum) is not maintained. The committee proposes a two-year pilot program after which actual cost and effectiveness will be evaluated before long-term implementation.

The committee also evaluated several other concepts for budget consideration, but did not consider them priorities for the 2019-21 budget cycle: men's swimming and diving field size increase (the current access ratio for the sport is within the acceptable range of 1:16 to 1:24 participants in the sport); increases to travel party sizes or the per diem rate (the committee preferred to focus on possible changes to bench size policies – see Informational Item 10 – and noted that per diem is scheduled to increase in 2020-21); day of rest between rounds at the finals site (concerns raised about missed class time and general impact on regular season and conference tournament scheduling habits); and women's lacrosse squad size increase (as noted above, the committee prioritized possible changes to bench size policies over expanding travel party sizes or, in this case, a squad size increase that would increase the travel party).

Finally, it should be noted that the line item of \$35,000 for 2022-23, while outside of this current budget cycle, was necessary for the championships committee to address at this time because of the nature of the request. The allocation is a one-time expense to cover broadcast costs for the 2023 Division III Women's Basketball Championship that is being conducted in conjunction with the 2023 Women's Final Four. Because negotiations regarding coverage of the joint championships that year are going on now, the championships committee needed to note its support in advance.

- (4) Estimated budget impact. The budget impact is noted in Attachment.
- (5) Estimated student-athlete impact. In almost all instances, the recommendations provide for expanded opportunities for student-athletes. With the remaining recommendations, the changes will enhance the championship experience for student-athletes or improve championship administration.

INFORMATIONAL ITEMS.

1. **Opening Remarks and Review of Schedule and Agenda.** Division III Championships Committee Chair Bill Stiles welcomed new members Stevie Baker-Watson, Jason Fein, Kiki Jacobs, Brian Jamros, Jake Santellanos and Penny Siqueiros and reviewed the meeting schedule and key discussion items.
2. **Committee Roster and Liaison Assignments.** The committee reviewed the committee roster and available sport liaison assignments as a result of committee turnover. As a liaison to a sport committee, championships committee members are expected to remain apprised of sport-specific issues and concerns. Members agreed on several changes to the sport liaison assignments.
3. **Recent Committee Reports.** The committee reviewed and approved its November and December teleconference reports as presented.
4. **Governance Update.** NCAA governance staff reviewed the following key items with the committee: (1) Nomination procedures resulting from the Association-wide vote at the recent NCAA Convention to approve the addition of five independent members to the NCAA Board of Governors; (2) Review of ramifications resulting from the U.S. Supreme Court ruling to allow state-by-state sports wagering; (3) Ongoing discussion within the Board of Governors about the emergence/evolution of esports; (4) A significant increase in participation from Division III institutions in the Injury Surveillance Program (from 8 percent to 23 percent of division membership); (5) Transfer portal usage in Divisions I and II; (6) Preliminary results from the International Ice Hockey Pilot Program; (7) LGBTQ Working Group deliverables provided at the recent NCAA Convention; (8) New resources from the FAR Working Group; and (9) Appointment of an Association-wide working group to develop ways to grow the pool of qualified officials in several sports.
5. **NCAA Division III Management Council/Presidents Council Updates.** No additional updates were provided from the recent Management Council and Presidents Council meetings.
6. **NCAA Division III Student-Athlete Advisory Committee Update.** The SAAC liaison provided an update on behalf of the Division III SAAC from the NCAA Convention.
7. **Playing Rules Oversight Panel.**
 - a. Recent reports. An NCAA playing rules staff member updated the committee on the panel's most recent reports.

- b. Championships Committee representative. The committee appointed Brad Bankston as its representative on the panel.

8. Academic and Membership Affairs Update and Action.

- a. Skyline Conference – exception for automatic qualification requirements (men’s volleyball). The committee did not support the Skyline Conference’s request to extend the AQ grace period for men’s volleyball. The committee did not believe the circumstances were compelling enough to warrant deviating from strictly applying the bylaw in question.
- b. Wisconsin Intercollegiate Athletic Conference – exception for automatic qualification requirements (baseball). The committee did not support a request for a waiver reinstating the WIAC as an automatic qualifying conference in baseball effective with the 2019-20 academic year. The committee did not believe the circumstances were compelling enough to warrant deviating from strictly applying the bylaw in question.
- c. Common playing rules across divisions. See Action Item 1. In addition to the action presented, the championships committee indicated to the Playing Rules Oversight Panel that it would support the current differences in tennis and men’s volleyball being grandfathered as acceptable given they were the result of circumstances that occurred under the legislation the amendment is intended to clarify.
- d. Emory and Henry College – deadline waiver. The committee approved a waiver for sport sponsorship declaration requirements in order to allow Emory and Henry to officially sponsor indoor track and field for the 2018-19 season.

9. Championships and Alliances Updates.

- a. Host site selection. NCAA staff provided an overview of the anticipated timeline and process for selecting hosts for championships from the fall of 2022 through the spring of 2026.
- b. Championship access ratios by sport. The committee reviewed a comparison of the number of championship participants to the total number of student-athletes based on 2017-18 participation rates data and championship opportunities. The summary showed that 8.7 percent of Division III male student-athletes and 11.6 percent of Division III female student-athletes have access to championships.

10. Bench Size Policies. The committee reviewed results of a survey sent to athletics directors to gauge interest in expanding bench size policies to accommodate additional student-athletes (at the institution's expense, and without corresponding increases to the travel party size). The survey results indicate support for expansion and include reaction to ideas of how to manage it (e.g., place limits, allow schools to decide, etc.). While the survey targeted broad-based application, the committee acknowledged that recommendations for change may require sport-specific consideration. Accordingly, the committee endorsed the concept of a to-be-determined increase in bench size by sport and agreed to ask sport committees for feedback on the following:

- The appropriate increase for their sport, understanding that the goal is to provide for additional student-athletes (not other personnel) in order to enhance their experience at the championship. (Note: As a starting point, more than half of the respondents in the survey who said they favored an increase agreed with the idea of basing it on the average squad size for a given sport.)
- In which of the following the additional student-athletes should be allowed to participate:
 - Sitting on the bench with teammates
 - Attending the championship banquet
 - Participating in team practices
 - Participating in pregame warm-ups
 - Dressing for competition
- Whether the increase would have unintended consequences on competitive equity among teams participating in the championship.

The committee reiterated that the request regards bench size only, and not an increase in squad size or travel party size, and that any increase in bench size would come at the institution's expense. The committee expects to deliberate further on this issue at a future meeting.

11. Sport Region Realignment. The committee discussed and ultimately supported a proposal from the Division III Commissioners Association to create a scale for regional alignment based on sports sponsorship (e.g., sports with sponsorship from 40-149 would have two regions; 150-374, 5-8 regions; 375+, 9-10 regions). Other key principles for the proposal include: 1) maintaining conference members in the same regions; 2) importance of geographic proximity in regional placement; and 3) balancing the number of institutions across all regions (optimally, close to 40 per region). The proposal comes from the commissioners after ratification at their recent meeting at the NCAA Convention. The commissioners initiated the sport region review after communication with and support from the championships committee. The committee member changes by sport are:

Sport	Current Members	Proposed Members/Regions
Baseball	8	10
Men's Basketball	8	10
Women's Basketball	8	10
Men's Golf	6	7
Football	8	6
Men's Lacrosse	4	5
Women's Lacrosse	5	7
Men's Soccer	8	10
Women's Soccer	8	10
Softball	8	10
Women's Volleyball	8	10

The committee supported the proposed model because it provides flexibility based on the number of schools sponsoring the sport in the division (allowing for growth with a prescribed solution for sports that change over time). In addition, it does not change the national committee sizes in all sports, recognizing that the “one size fits all” philosophy may not work for regional alignment (see Action Item 1 above for the legislative recommendation regarding committee composition; see Action Item 2 for the budget impact). In field hockey, region alignments by teams/conferences were adjusted consistent with the noted principles, but no changes were proposed to the number of regions or committee members.

The championships committee noted that the women's golf and men's lacrosse committees – after discussing the proposal with the commissioners – opted for different alignments based on their unique circumstances. Refer to Informational Items 13-c and 13-d for details.

Men's and women's tennis and men's and women's cross country were not included in the final recommendation as the championships committee recognized that some components of their championship selections are based on regional allocations. Regions for men's and women's ice hockey, men's volleyball, and rowing were not adjusted given that their existing alignments satisfy the noted principles. The championships committee also made a point to acknowledge its appreciation for the commitment, effort and collaboration the commissioners devoted to the proposal.

12. Championships Budget.

- a. Fall budget recap. NCAA staff reviewed game operations, team transportation and per diem expense for the 2018 fall championships and noted that several charges are still outstanding. The committee will review final budget numbers from the 2018 fall championships during an upcoming teleconference.

- b. Budget priorities and recommendations for Strategic Planning and Finance Committee. The committee prioritized initiatives for the Division III Strategic Planning and Finance Committee (SPFC) to consider for the upcoming two-year budget cycle (2019-21). See Action Item 2 for committee recommendations.
- Bracketing – West region conferences request. The committee reviewed correspondence from the four conferences in the West region regarding how current bracketing principles uniquely affect their institutions participating in Division III team sport championships. Specifically, those conferences are concerned that West region institutions from the same conference are paired in preliminary rounds more often than institutions from other conferences in other regions. The championships committee studied the report, acknowledged the concern and evaluated options for action. Ultimately, the championships committee agreed to take an initial step within the parameters of the existing bylaws to recommend a two-year pilot program to guarantee that conference opponents do not meet in the first round of championship competition. Given that the recommendation calls for a guaranteed separation of conference opponents in the first round of competition, the championships committee acknowledged that it will be necessary to seek a waiver of NCAA Bylaw 31.3.5.1 for two years if the pilot program is approved.

13. **Sport Committee Reports.**

- a. Men's basketball.
- Increased stipend and expenses for the national coordinator of officials. The committee supported the men's basketball committee's request to increase the stipend allocated to the national coordinator of officials from \$5,000 to \$10,000 and to increase the position's travel/per diem to \$5,000 (see Action Item 2 above). (The men's basketball committee had requested an increase for travel/per diem to \$10,000, but the championships committee thought the increase to \$5,000 was adequate, and it aligned with the allocations for other national coordinators.)
 - Officials' evaluators at preliminary-round sites. The committee supported the request to provide a fee and mileage reimbursement for individuals to evaluate the performance of officials in the preliminary rounds of the championships. The evaluators will assist the committee and national coordinator by providing real-time feedback from a knowledgeable source. Such feedback is critical for evaluating the officials to advance to the sectional round, assigning the selected crews to the semifinals and finals,

and developing a pool of officials for the future. The request matches up with the evaluator program for women's basketball.

- Regional advisors. The committee did not support the request to establish four regional advisors to assist the national coordinator by remotely evaluating officials throughout the season and championship, and to help manage the 24 conference coordinators. The committee preferred to prioritize an increase to the national coordinator's fee and travel stipend (see first item listed above).
- DVSPORT official reviews at final site. The committee did not support an officials' monitor and replay system for the Division III Men's Basketball Championship final site given that the current broadcast set-up provides such a replay system.

b. Women's basketball.

- Increased stipend and expenses for the national coordinator of officials. The committee supported the women's basketball committee's request to increase the stipend allocated to the national coordinator of officials from \$5,000 to \$10,000 and to increase the position's travel/per diem to \$5,000 (see Action Item 2 above).
- Strategic plan. Lynn Holzman, NCAA vice president for women's basketball, updated the committee on the development of a cross-divisional, five-year strategic plan for NCAA Women's Basketball that will launch this spring.
- Broadcast expenses for the 2023 championship. The committee endorsed a one-time expense of \$35,000 to cover production costs associated with the 2023 Division III Women's Basketball Championship, which will be conducted in conjunction with the Division I Women's Final Four (see Action Item 2 above).

c. Women's golf. The committee approved a request from the Division III Women's Golf Committee to realign the sport's five regions based on sponsorship growth to more evenly distribute institutions across regions, effective with the 2019-20 season. (Note: The regional realignment proposal from the Division III Commissioners Association noted in Informational Item No. 11 recommended that women's golf expand to six regions based on total sponsorship, but the golf committee prefers to base the number of regions only on the sponsorship that is eligible for championship selection.)

d. Men's lacrosse.

- Regional alignment. The committee approved a request from the Division III Men's Lacrosse Committee to expand the current two regions to five based on sponsorship growth, effective September 1, 2019. (Note: The regional realignment proposal from the Division III Commissioners Association in Informational Item No. 11 suggested that men's lacrosse could expand to seven regions. The men's lacrosse committee discussed that recommendation with the commissioners but ultimately was more comfortable with expansion from two to five regions at this point in time. The championships committee supported that decision.)
- Bracket format change. The committee supported the following changes to the men's lacrosse championship format, effective with the 2019-20 season, to alleviate the quick turnaround teams currently experience immediately after selections and throughout the preliminary rounds (see Action Item 2 above):
 - First Round: Four sites (two teams per site) with competition on Wednesday.
 - Second/Third Round: Eight sites (four teams per site) with competition on Saturday and the winners advancing to games on Sunday at the same site.
 - Quarterfinals/Semifinals: Two sites (four teams per site) with competition on Saturday and the winners advancing to games on Sunday at the same site.
 - Championship: One site (two teams) with competition on Sunday.

e. Men's and women's track and field. The committee approved the following regional hosts for the 2019 Division III Men's and Women's Cross-Country Championships:

Region*	Institution/Conference Host	Location
Atlantic	St. Lawrence University	Ronald C. Hoffman Cross Country Course; Canton, New York
Central	Wartburg College	Max Cross Country Course; Waverly, Iowa
Mideast	Muhlenberg College	Muhlenberg College Scotty Wood Stadium; Allentown, Pennsylvania

New England	Bowdoin College	Pickard Fields; Brunswick, Maine
South/Southeast	Rhodes College	Shelby Farms Park; Memphis, Tennessee
West	Pomona-Pitzer Colleges	Pomona-Pitzer Cross Country Course; Claremont, California

** Hosts for the Great Lakes and Midwest regions were approved previously.*

14. In-Region Competition Requirement Waiver Requests. The committee approved the following in-region competition waiver requests for the 2019-20 academic year:

- a. Colorado College – men’s lacrosse.
- b. University of Maine at Presque Isle – men’s soccer, women’s soccer, women’s volleyball, men’s basketball, women’s basketball, baseball and softball.
- c. Mills College – women’s rowing, women’s soccer, women’s tennis and women’s volleyball.
- d. Trinity University (Texas) – baseball. (Note: While the committee granted the waiver for the 2018-19 academic year, members believe additional efforts in scheduling could have been made to meet the requirements. As such, the committee agreed to inform the institution that it must meet the in-region competition requirement during the 2019-20 academic year and beyond, as future requests of this same nature would likely be denied.)

15. Conference Requirements for AQ Eligibility. Committee members Kiki Jacobs and Brian Jamros agreed to serve on a working group with representatives of the Division III Conference Commissioners Association. NCAA staff will help administer the work of the group to explore establishing requirements for a conference to be eligible to earn automatic qualification to Division III championships.

16. 2018 Fall Championships Reports.

- a. General reports and enhancements. The committee reviewed reports from the 2018 fall championships.
- b. Broadcast metrics. The committee reviewed the fall championships live video streaming report.

17. Future Meetings Dates and Sites.

- a. June 17-18, 2019 (Indianapolis).
- b. September 9-10, 2019 (Indianapolis).
- c. February 4-5, 2020 (Indianapolis).

Committee Chair: Bill Stiles, Alvernia University

Staff Liaisons: Liz Turner Suscha, Championships and Alliances

Laura Peterson-Mlynski, Championships and Alliances

Julie Sargent, Academic and Membership Affairs

Division III Championships Committee February 5-6, 2019, Meeting	
Attendees:	
Stevie Baker-Watson, DePauw University.	
Brad Bankston, Old Dominion Athletic Conference.	
Jason Fein, Bates College.	
Susan Fumagalli, Gettysburg College (via teleconference).	
Kiki Jacobs, Roger Williams University.	
Brian Jamros, The College of St. Scholastica.	
Jake Santellano, University of Wisconsin-Whitewater.	
Penny Siqueiros, Wesleyan College (Georgia).	
Bill Stiles, Alvernia University.	
Absentees:	
None.	
Guests in Attendance:	
Gary Brown, NCAA Contractor.	
NCAA Staff Support in Attendance:	
Laura Peterson-Mlynski, Championships and Alliances.	
Liz Turner Suscha, Championships and Alliances.	
Other NCAA Staff Members in Attendance:	
Brian Burnsed, Dan Calandro, Dan Dutcher, Lynn Holzman, Will Hopkins, Alaina Keller, Laura Klee, Jay Jones, Louise McCleary, Michael Miranda, Jeff Myers, Alex Mortillaro, Melissa Piening, Anjellica Rospond, Julie Sargent, Micki Spears, Caryl West, Kelly Whitaker.	

Division III Championships
Final 2019-21 Budget Priorities

DIII Champs Committee
Attachment

Request Type	Sport	Item	2019-20	2020-21	2021-22	2022-23
Bracket expansion supported by legislation	Baseball	Increase bracket from 58 to 60^	\$ 112,000	\$ 2,000		
	Men's Soccer	Increase bracket from 62 to 64^	\$ 67,000	\$ 1,000		
	Men's Volleyball	Increase bracket from 14 to 16^	\$ 43,000	\$ 1,000		
	Women's Lacrosse	Increase bracket from 42 to 44^	\$ 42,000	\$ 1,000		
	Men's Golf	Increase field from 42 to 43^	\$ 12,100	\$ 200		
	Women's Golf	Increase field from 25 to 29^	\$ 52,400	\$ 700		
	Men's Tennis	Increase bracket from 43 to 44^	\$ 10,400	\$ 200		
Committee Composition	Various - 24 positions	Increase sport committee composition to coincide with regional realignment proposal (note: MLAX and WLAX in year one of budget cycle; remainder of sports in year two); refer to tab "Committee"	\$ 10,800	\$ 75,600		
Officiating	All	Increase officiating fees - by 5% over two years	\$ 31,300			
Sport-specific requests	Men's Basketball	Increase in stipend for national coordinator from \$5,000 to 10,000, and increase travel/per-diem expenses to \$5,000 + \$1,000 Technology Fee	\$ 11,000			
	Men's Basketball	Officials' evaluators at preliminary-round sites	\$ 4,800			
	Women's Basketball	Television broadcast coverage of championship final in conjunction with 2023 joint championship (one-time expense)				\$ 35,000
	Women's Basketball	Increase in stipend for national coordinator from \$5,000 to 10,000, and increase travel/per-diem expenses to \$5,000 + \$1,000 Technology Fee	\$ 8,650			
	Football	Increase in stipend for national coordinator from \$5,000 to 10,000, and fund travel/per-diem expenses up to \$5,000	\$ 10,000			
	Baseball	Increase in stipend for national coordinator from \$5,000 to 10,000, and fund travel/per-diem expenses up to \$5,000	\$ 10,000			
	Men's and Women's XC Men's Lacrosse	Regional trophies Bracket format change	\$ 10,096 \$ 53,000			
Per Diem	All	Per diem for hosts of nonpredetermined preliminary round (increase by another \$5 to \$40)		\$ 65,000		
Game Operations	All	Reinstate host honorarium for non-predetermined preliminary round hosts		\$ 161,000		
Game Operations	Individual Sports	National champion award watch for individual event champions (pending coordination with DI/II)		\$ 28,130		
Total New Priorities			\$ 488,546	\$ 335,830	\$ -	\$ 35,000
Bracketing	All Team Sports	Guarantee conference opponents do not meet in first round	\$ 336,000	\$ 336,000		
Supplemental Funding - New Priorities			\$ 336,000	\$ 336,000	\$ -	\$ -
Per Diem	Team Sports	Per diem for hosts of nonpredetermined preliminary round (increase by \$5 to \$35)		\$ 62,000		
Per Diem	All	Increase per diem to \$100		\$ 367,000		
Total Previously Approved Priorities			\$ -	\$ 429,000	\$ -	\$ -

^ Year 2 reflects incremental increase to go to \$100 per diem

2019-2021 Proposed Championships Budget Initiatives

Division III Championships
FINAL 2019-21 Budget Priorities

SUPPLEMENT NO. 09
DIII Strategic Planning and Finance 03/19

Request Type	Sport	Item	2019-20	2020-21	2021-22	2022-23
Bracket expansion supported by legislation	Baseball	Increase bracket from 58 to 60^	\$ 112,000	\$ 2,000		
	Men's Soccer	Increase bracket from 62 to 64^	\$ 67,000	\$ 1,000		
	Men's Volleyball	Increase bracket from 14 to 16^	\$ 43,000	\$ 1,000		
	Women's Lacrosse	Increase bracket from 42 to 44^	\$ 42,000	\$ 1,000		
	Men's Golf	Increase field from 42 to 43^	\$ 12,100	\$ 200		
	Women's Golf	Increase field from 25 to 29^	\$ 52,400	\$ 700		
	Men's Tennis	Increase bracket from 43 to 44^	\$ 10,400	\$ 200		
Committee Composition	Various - 24 positions	Increase sport committee composition to coincide with regional realignment proposal (note: MLAX and WLAX in year one of budget cycle; remainder of sports in year two); refer to tab "Committee"	\$ 10,800	\$ 75,600		
Officiating	All	Increase officiating fees - by 5% over two years	\$ 31,300			
Sport-specific requests	Men's Basketball	Increase in stipend for national coordinator from \$5,000 to 10,000, and increase travel/per-diem expenses to \$5,000 + \$1,000 Technology Fee	\$ 11,000			
	Men's Basketball	Officials' evaluators at preliminary-round sites	\$ 4,800			
	Women's Basketball	Television broadcast coverage of championship final in conjunction with 2023 joint championship (one-time expense)				\$ 35,000
	Women's Basketball	Increase in stipend for national coordinator from \$5,000 to 10,000, and increase travel/per-diem expenses to \$5,000 + \$1,000 Technology Fee	\$ 8,650			
	Football	Increase in stipend for national coordinator from \$5,000 to 10,000, and fund travel/per-diem expenses up to \$5,000	\$ 10,000			
	Baseball	Increase in stipend for national coordinator from \$5,000 to 10,000, and fund travel/per-diem expenses up to \$5,000	\$ 10,000			
	Men's and Women's XC	Regional trophies	\$ 10,096			
Men's Lacrosse	Bracket format change	\$ 53,000				
Per Diem	All	Per diem for hosts of nonpredetermined preliminary round (increase by another \$5 to \$40)		\$ 65,000		
Game Operations	All	Reinstate host honorarium for non-predetermined preliminary round hosts		\$ 161,000		
Game Operations	Individual Sports	National champion award watch for individual event champions		\$ 28,130		
Total New Priorities			\$ 488,546	\$ 335,830	\$ -	\$ 35,000
Bracketing	All Team Sports	Guarantee conference opponents do not meet in first round	\$ 336,000	\$ 336,000		
Supplemental Funding - New Priorities			\$ 336,000	\$ 336,000	\$ -	\$ -
Per Diem	Team Sports	Per diem for hosts of nonpredetermined preliminary round (increase by \$5 to \$35)		\$ 62,000		
Per Diem	All	Increase per diem to \$100		\$ 367,000		
Total Previously Approved Priorities			\$ -	\$ 429,000	\$ -	\$ -

SUPPLEMENT NO. 10

DISCUSS PROPOSED FUTURE

PROJECTIONS (2019-2024)

WILL BE DISTRIBUTED

AT A LATER DATE

2018 Faculty Athletics Representative (FAR) Orientation Budget

Request	Individuals	Budget per individual	Budget	Actual	Notes
Travel for participants	30	\$ 500	\$ 15,000	\$ 6,720	
Participant honorarium	30	\$ 150	\$ 4,500	\$ 4,500	For parking, ground, meals in transit, etc
Travel for staff and speakers	6	\$ 500	\$ 3,000		
Participant lodging for 3 nights	30	\$ 537	\$ 16,110	\$ 17,447	\$159 + \$20 in taxes = \$179, actual is for all (participants, staff and speakers
Staff lodging for 4 nights	2	\$ 716	\$ 1,432		
Speaker lodging for 3 nights	4	\$ 537	\$ 2,148		
Meals - Wed welcome dinner	37	\$ 100	\$ 3,700	\$ 2,760	30 participants, 2 event staff, 5 other DIII staff or FARA leadership
Meals - Thurs. debrief lunch	37	\$ 80	\$ 2,960	\$ 1,950	
Meals - Friday debrief lunch or dinner	37	\$ 90	\$ 3,330	\$ 2,900	
Meals- Saturday working/boxed lunch	37	\$ 60	\$ 2,220	\$ 1,658	
Meals- Saturday session snacks and drinks	37	\$ 50	\$ 1,850	\$ 1,290	
Meals - misc				\$ 1,216	
FARA registration for participants	30	\$ 200	\$ 6,000	\$ 6,000	
Gifts - participants and speakers	40	\$ 40	\$ 1,600	\$ 1,306	jackets
Materials printing	40	\$ 10	\$ 400	\$ 400	
Shipping costs			\$ 910	\$ 910	
AV			\$ 5,000	\$ 2,619	
Miscellaneous			\$ 2,000	\$ 3,090	
TOTAL			\$ 72,160	\$ 54,766	

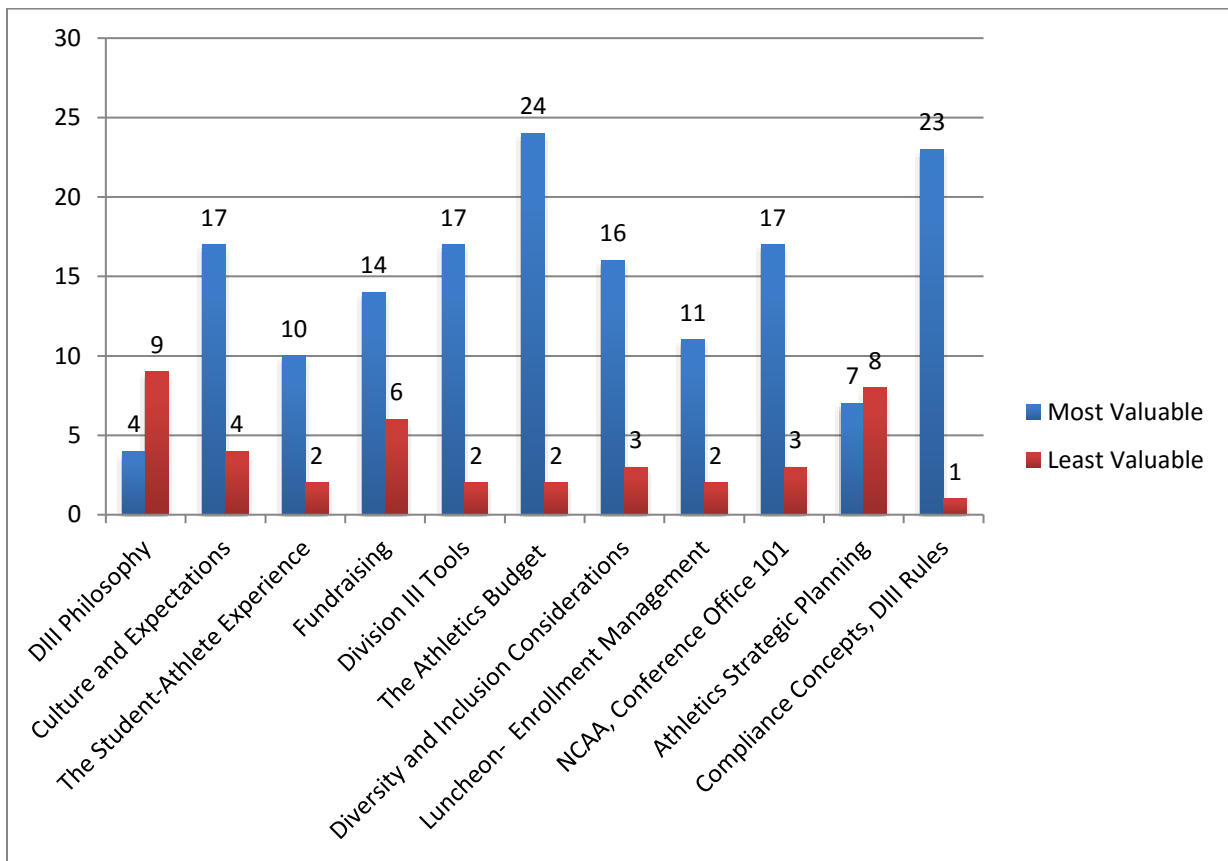


2019 Evaluation

1. Please evaluate the overall institute experience

- 31: Well worth my time
- 1: Just Acceptable
- 0: Wish I would have stayed home

2. What content piece or part of the agenda do you think will be most, least valuable to you as an ADR?



3. What other topics should be included in future institutes?

- More time on Marijuana
- E sports
- More discussion of best practices tied to current challenges facing DIII
- More fundraising
- Some topics seemed more to target the AD
- Perhaps a specialized session on structures of athletics departments
- I wish I had more time with student-athletes
- Student-athlete well being
- More depth on fundraising and diversity and inclusion
- How to work/attend the rest of convention!
- Case study of building an excellent athletic program- model?
- Mental health stages
- Would be good to include a panel with all players from one institution- president, AD, ADR, FAR

Please indicate your level of agreement with the following statements:

Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5)

	Score
4. My experience at the ADR Institute has empowered me with an understanding of best practices to oversee and manage athletics departments.	4.56
5. I am leaving with specific ideas about how to create a triad of communication between athletics directors, presidents and ADRs as well as Faculty Athletics Representatives (FARs).	4.16
6. My experience at the ADR Institute has positioned me to become a key institutional liaison to the athletics department and the student-athlete.	4.25
7. My experience at the ADR Institute has inspired me to get more involved in conference business.	3.63
8. I am leaving with specific ideas that I can implement this year to more effectively support my president in his or her responsibility to maintain final authority over the conduct of intercollegiate athletics.	4.39
9. My experience at the Institute has empowered me to build strong faculty and staff advocacy on behalf of the student-athlete and the Division III model of intercollegiate athletics.	4.23
10. I am leaving with an awareness of NCAA postgraduate scholarships, funded programs and student-athlete well being resources.	3.38
11. Networking with other ADRs has enhanced my understanding of the role.	4.27
12. My experience at the ADR Institute has inspired me to seek involvement in the NCAA governance structure.	3.56
13. My experience at the ADR Institute has inspired me to attend future NCAA Conventions.	4.00

14. How would you describe your experience at the Institute?

- So worth it! Achieved my goals. Thank you!
- Positive- really got me thinking about what needs to be done to improve student-athlete experience and support athletics department.
- Very beneficial- intense process
- Informative and motivating. I developed a much greater appreciation for the role of coaches and ADs, not just my own role.
- Engaging, informative, great information
- Lots of learning packed into the agenda. I probably need to reflect on this. A definite strength is the action items I am taking home.
- Engaging. Informative. Empowering
- Outstanding. One of the most information rich and efficient professional developments I've experienced. A great investment of my time.
- Loved the engagement opportunities and concrete info like budget session.
- It was very well done. Great planning and facilitation team!
- Interesting, enlightening, useful, good networking
- Answers to lots of questions and several good ideas.
- Best professional development this year. Helpful to be more confident for how I show up for athletics as a whole.
- This was very worthwhile.
- Very good. The networking was wonderful. Very helpful information. Well worth my time. Everyone should do this!
- Very well organized. Maybe a bit more interaction with the speakers.
- Outstanding experience.
- Surprisingly happy
- Good opportunities to network
- Very helpful!
- Very positive experience. It was well done and not too much time spend on any one topic.
- Because of travel experiences, I missed the first day. All things considered- I am glad I made it!
- Time to focus on athletics only was greatly appreciated.
- Very positive- thanks for all the work put in to planning and executing. I would highly recommend to other ADRs
- Very beneficial
- Intense, fast paced learning. Glad that I was accepted and attended
- Very helpful and efficient use of time
- Got some helpful ideas!

15. Other comments?

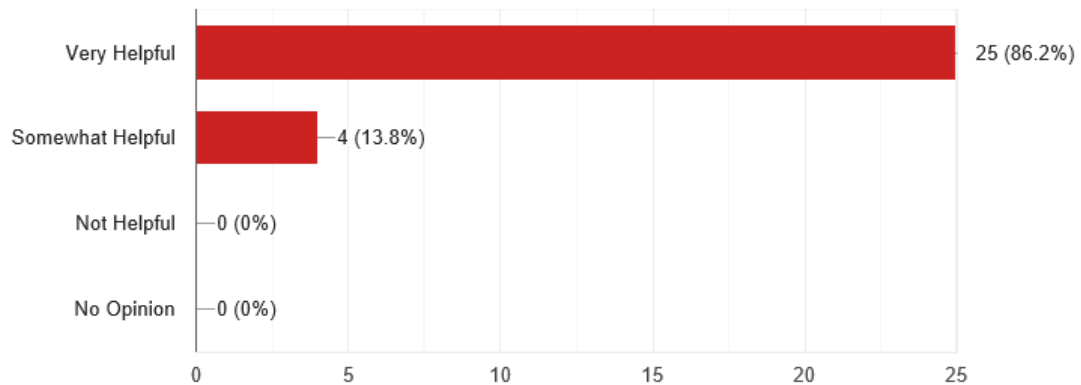
- Great job! You keep us engaged and all topics were relevant.
- Thanks you- fabulous professional development opportunity!
- Would have enjoyed a bit more insight from student-athletes. The administrators talked more than they did in the round table.

- Have every person use a microphone. It is impossible to tell when someone has hearing loss.
- Thank you for the program. Really well designed and delivered.
- This was terrific! Thank you so much. My only suggestion would be a longer break on Thursday. Its hard to not attend to some things in the course of the day at this point in the academic year.
- Could do more with fundraising session, but this info is essential.
- Thank you! (8)
- I will 100% recommend this Institute to others and thank those that encouraged me to attend.
- Maybe a better mix of public/private school presenters.
- I found the presenter for fundraising ineffective, and the strategic planning presentation not very compelling. More time for compliance please.
- Thank you for your patience with me and my travel challenges!
- Great job.

2019 Student Immersion Survey Participant Results

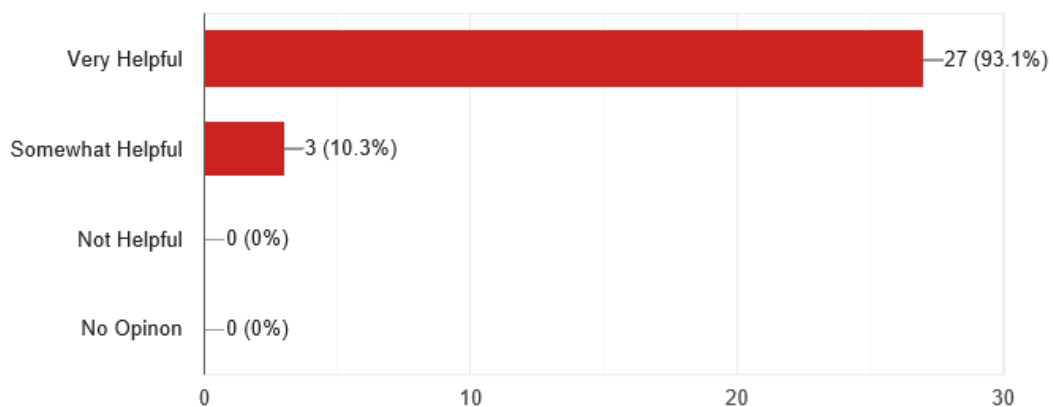
How helpful was the NCAA DIII Student Immersion Program Welcome Session?

29 responses



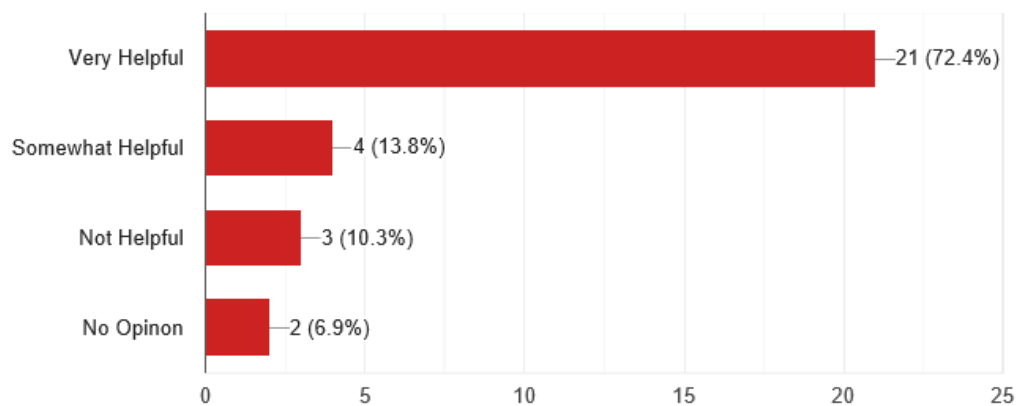
How informative did you find the content of the welcome binder materials?

29 responses



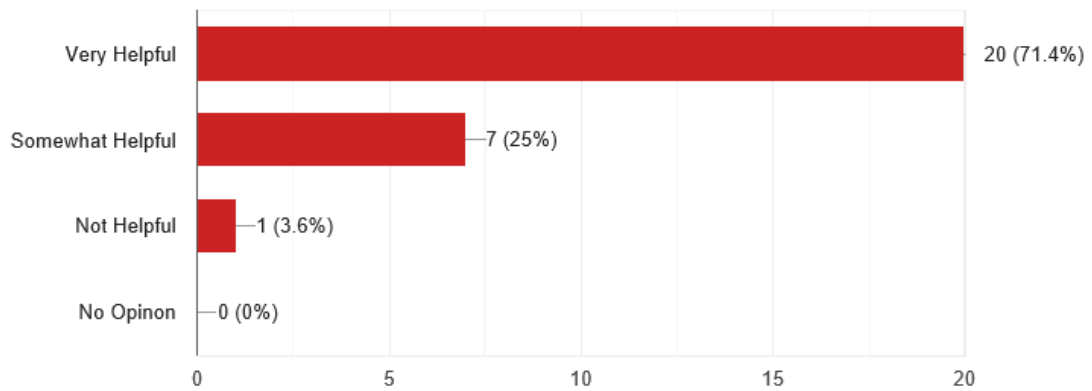
How informative and/or helpful did you find the mentor breakfast?

29 responses



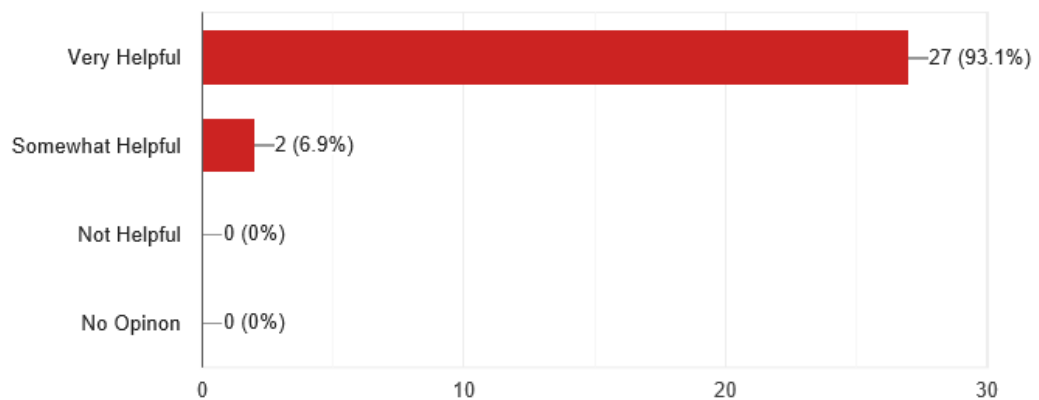
How informative and/or helpful did you find the Career Opportunities Panel?

28 responses



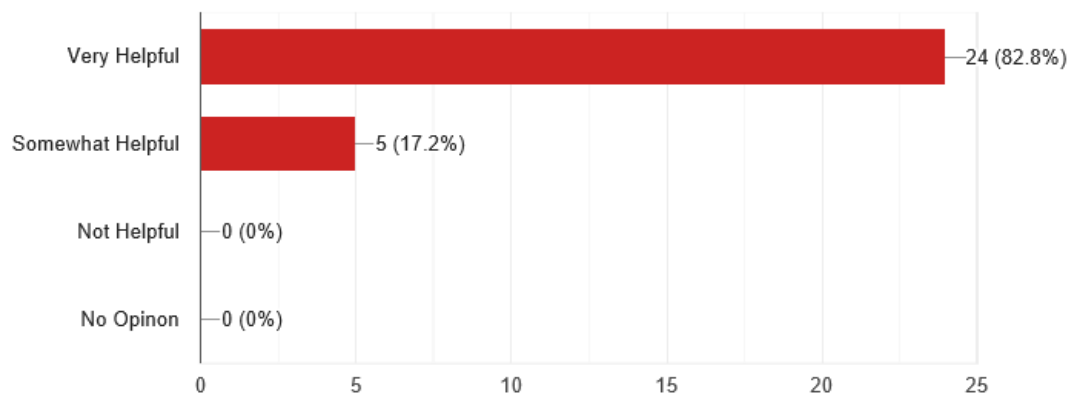
How informative and/or helpful did you find the DiSC Session?

29 responses



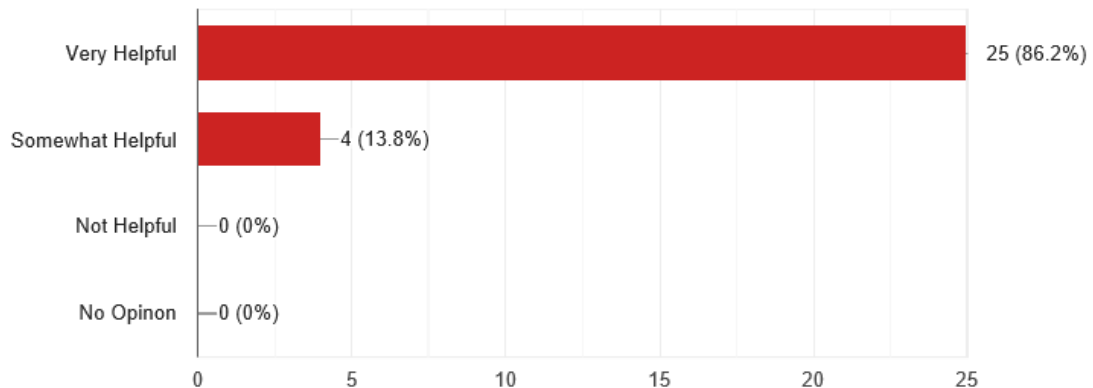
How helpful was it to have an assigned mentor?

29 responses



How helpful was the program in building your confidence to pursue a career in athletic administration?

29 responses



Briefly, identify any expectations met or not met with your assigned mentor.

Being able to discuss his career path and know what steps he took to get to the place he is at has helped me tremendously in seeing my vision come to fruition.

Met

I didn't really get to sit down and meet with my mentor a lot

She was a great support system that gave contact names and connections.

Help shape a more clear path for the future

My mentor has given me real life information and experiences that have helped me extremely.

I expected more programming with the mentor during the convention, but sharing contact information for continued communication is definitely helpful.

N/A

I got everything I was expecting coming in

I was able to build relationships

I feel like my administrative mentor wasn't really a good fit for me and wasn't as helpful with providing advice and tips about the convention or a career in athletics. They were vague and their experiences didn't really relate to mine.

My mentor provided me with all the materials needed to connect and network with those around me at the NCAA convention, as well as giving me insight on what to expect when working within my desired career.

Exceeded my expectations

I appreciated the fact that my mentor was also the same major as I am so we spoke about that and she gave me great advice about how to integrate different fields into a common interest which is what I expected.

Coming in with an open mind and not knowing too much helped to not have too great of expectations.

My mentor met my expectations and helped me network

My mentors exceeded my expectations! They went above and beyond to help me network and guide me in the right path.

He became a great resource for me over my time here at the convention. Definitely very helpful.

I was presented with very informative material that gave a wider view of athletics

My mentors were very helpful and approachable upon arriving to the program. I had great conversations with them about what steps to go from here and ways to improve my career thus far.

My mentor was excellent and very knowledgeable. She helped me learn to network and introduced me to new people.

My assigned mentee was very helpful throughout the whole program. We had various talks about career goals, expectations, and how to go about moving towards them.

Gave good career feedback and shared experiences.

All expectations were met. My mentor not only supported me with getting acclimated with Convention, discovering what it was that I wanted to accomplish this week, but she also supported me in being proud in

moments, offering her time and space at any moments, and constantly being welcoming. My career path mentor was also open in communication and welcoming. Very friendly and very supportive.

More time together would have been nice. I felt like the relationship was surface level because of how formal everything was set. It would be nice to do an informal outing of some sort too.

With my mentor I was able to build a relationship that will now be forever ! Having my mentor around this convention helped a lot and helped guide with future decisions and the way I think about certain things now.

I wish I could have done a daily debrief with each of my mentors. That way I could build a stronger relationship.

Briefly Identify any expectations met or not met during the DIII Student Immersion Program.

Exceeded expectations. I came in with a slight idea of what I wanted to do but now I have a much better idea what my road map will look like

Met

I expected to meet people but didn't expect to be networked as much we were not prepared to discuss the legislation.

Gave me a sense of real world workplaces

My expectations were met and exceeded

Truly surpassed all of my expectations. Great experience!

This exceeded every expectation that I had.

Awesome experience

I had the opportunity to network often! I learned a lot about myself and got close to my cohort.

All of my expectations were met while here at the student immersion program. I feel as if I gained a much larger amount of knowledge than I thought I would.

All expectations were exceeded. Thank you!

The amount of opportunity surrounding networking was extremely helpful, however I expected to be able to tackle issues involving diversity and inclusion because we are a group of ethnic minorities.

Expectations were accessed by far. An amazing program.

For the most part all of my expectations were met

I was able to network and meet people that could definitely help me in the future. Very informative on most of the meetings and seminars.

I loved the organization this year 2019 compared to previous years. Felt like a lot more Networking opportunities as well.

Being able to relate and connect with others similar to me

Coming into the program, I didn't really have an expectation besides me going to meet people and network. But throughout the program, I met the people I'd spend my week with and it was great! They are great people, fun people, and I wouldn't wish for any other group to share this weekend with.

Overall, this was an amazing experience! I really enjoyed it and it exceeded my expectations.

This program ended up being some much more than I could have expected.

I learned a lot about networking and got to meet so many amazing and influential people. I'm inspired. I'm more educated on division III athletics and the student immersion program surrounded me with similar people and I was able to have great discussions with them. All of my expectations were met and then exceeded.

All expectations were met. I learned a lot more about the governance process, met an awesome group of mentors, gained a new family who is likeminded with similar goals; but most importantly, it further intensified my passion and desire to obtain a career in athletics so that I can be in a position to assist student athletes just as myself.

To recruit students in the program 3rd year-graduate student. The youngest ones this year couldn't relate and was ready for networking as far as the next steps into career goes. Simply because they haven't thought about that part of their life yet.

During this program all of my expectations were met. I knew coming into this program it would long hour days but I also knew I would come in and be able to Network with a lot people and meet endless friendships which I really liked .

My expectation to learn from and network with professionals was fulfilled.

Recommendations for future Student Immersion Programs:

Send out more applications. Make it incredibly competitive to get in. This is such a great opportunity that I feel not enough people know about.

An extra day to account for travel

Continue to do what you do great job!

More vegetarian options

More vegetarian options

Either prepare better for D3 meetings or attend something else

Lengthen disc program

Maybe an organized trip to explore Orlando to get even closer with the cohort.

More transparent schedule available before arriving at the convention.

No theatre performance.

Personally I think the program is at a great place

Q&A with our mentors

No more programming with SAAC. SAAC is comprised of a vastly different demographic of student athletes and that led to our joint sessions feeling very uncomfortable.

None that I know of. It's great already!

No murder mystery

Include the diversity aspect And be able to discuss it.

Communicate better in clothes to bring, ie; very casual clothing.

More guidance prior to the convention to help relieve the anxieties about coming such as knowledge that we will be in our group the whole time and not necessarily on your own

Some of the educational seminars could have been better and more inclusive.

I would recommend having an extra day! I loved it here.

I honestly do not believe anything could have been done better.

More time for the student-athletes in the program to spend together. When we did spend time, it was great and we were truly able to have educated and great discussions about issues that we face and how we're going to succeed in our lives. So, if there was more time for us to spend with each other I think that would be great.

For the mixer, it should be more of a social mixer than a show. Many people did not enjoy the mixer

Surface level relationships aren't worth it. Connect authenticity and genuinely with just a few people.

I would recommend coming in with an open mind . It can be easy to skip workshops and not network but I would 100% recommend stepping out of your comfort zone because afterwards you'll look back on the great things you can learn and the people you met .

Make the program longer. Start a day earlier or end a day later. Expand more on DiSC training.

Was the information presented in a useful format?

Yes (4)

Absolutely, Definitely (2)

Yes, it was interactive (2)

For the most part

The DiSC assessment

Yes, it seemed very clear and understandable

The information sessions were all very well presented

Yes, very organized

I want to be a future collegiate coach. So some of it was.

Everything that was presented was very helpful! The way this convention was set up I hope in the future it is similar and participants get what I got out of it .

Do you feel more prepared to start a career in Division III athletics?

Yes, For sure (6)

Definitely, Absolutely (5)

I feel more confident in doing so.

Indifferent

Almost

Yes, I feel more confident and comfortable about making connections with other people especially in terms of furthering my career.

Definitely more prepared. I have gained new insight and experience from endless conversations and group sessions that are greatly appreciated.

I feel more confident with putting myself out there.

Yes not only prepared but even more excited !

General Comments:

I loved this convention! This was such a great experience and I will never forget the knowledge I gained and the people I met.

Thank you so much.

Yannick, Lorne, and Louise did a FANTASTIC job.

The student-mixer with SAAC was my only negative. Personally, that was wasted time and I would have rather connected with SAAC as opposed to wasting time with a Theatre performance.

Great opportunity with great people

Thank you for the opportunity

I had a great time here at the student immersion program as well as the NCAA convention and would definitely recommend it to anyone who is seeking a job in NCAA athletics.

I enjoyed this program and look forward to staying connected to my cohort, mentors and all else who were involved.

Thank you for an amazing opportunity!

This was a great experience. You guys are doing great I would definitely enjoy coming back to help out in the future.

Very thankful for this opportunity. if you could somehow incorporate more members of the the entire athletic department, Athletic trainers included that would be helpful

Great program, I recommend it for all.

Overall this was one of the most amazing experiences I've ever had in my life. This program had the most amazing group of young minority people that I have ever seen in my life. On top of that experience, being at the NCAA Convention was very informative on how this system works when it comes to organization and problem solving. I cannot say thank you enough for this opportunity.

This was an amazing experience that I would highly recommended to anyone applicable to attend the conference. This opportunity was amazing and I'm very thankful for it. Being able to get a point of view from what administrators and other student-athletes take part of is great.

Everyone who helped in making this program, I greatly appreciate you all. I cannot wait to work alongside of you all and be as great as you all. In order to see your future, you have to speak it into existence. Thanks to all of the support that you have given.

Thank you for all your hard work. I plan on seeing you all for part two this summer. Thank you again! ♥

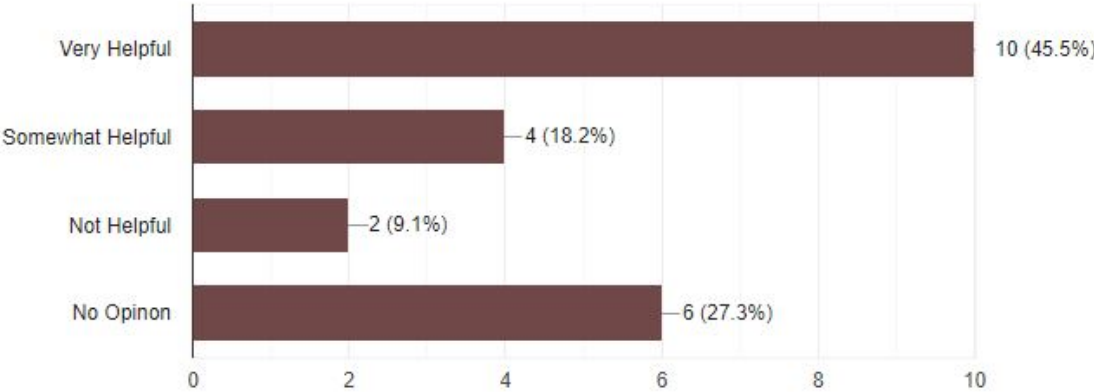
One thing I wish could have been better was the social mixture . I wish students could have had more time to actually interact with each other and meet.

Use an additional day of the program to expand on the DiSC training if budget permits.

2019 Student Immersion Survey Mentor Results

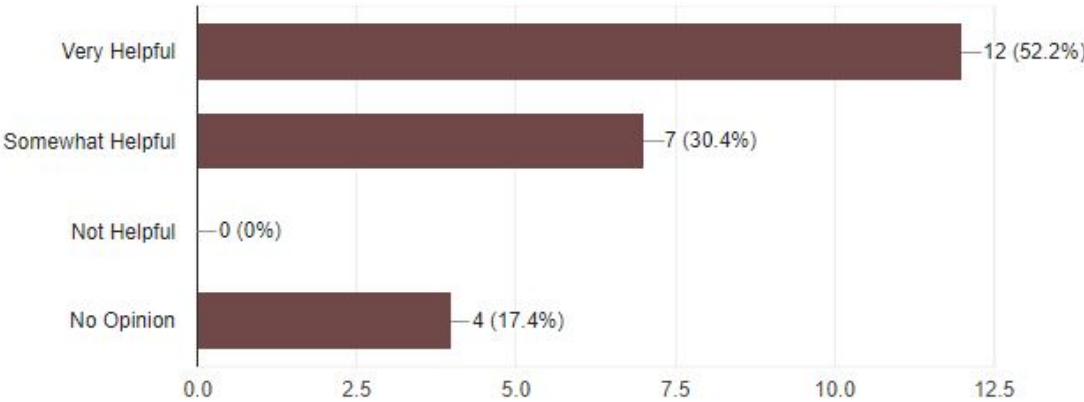
How informative and/or helpful did you find the administrative mentor breakfast on Thursday? (admin. mentors only)

22 responses



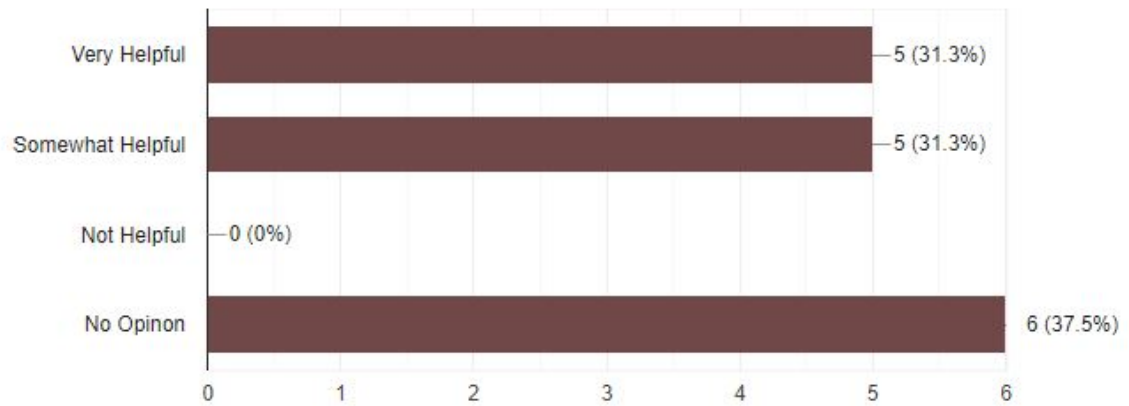
How helpful was the initial meet and greet with the NCAA DIII Student Immersion Program participants on Wednesday? (admin. mentors only)

23 responses



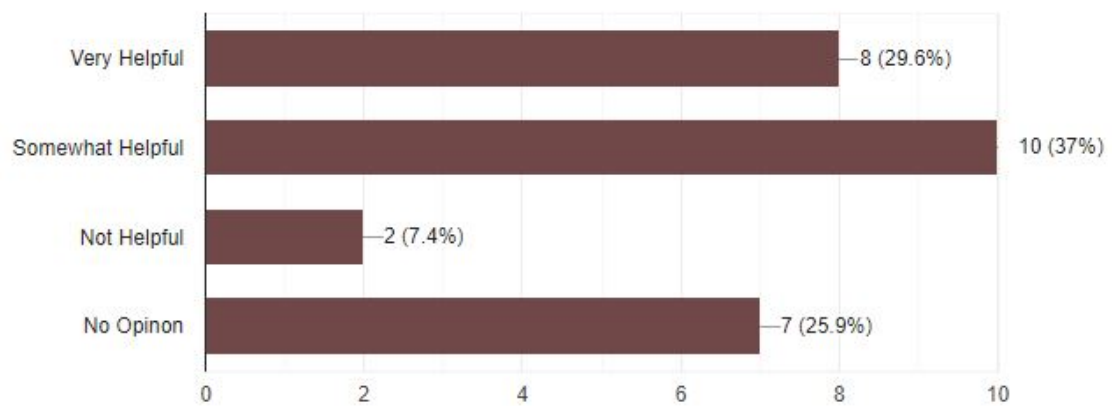
How informative and/or helpful did you find the Career Opportunities Panel on Thursday? (career path mentors only)

16 responses



How informative and/or helpful did you find the debrief luncheon on Saturday?

27 responses



Briefly, identify any expectations met or not met with your assigned mentees.

I don't think you can have an impact on a mentee in a total of two hours together over a 4 day period

Really loved Thursday's program, didn't find a need for Saturday's program. We should have closed up Friday night or been encouraged to meet with our mentees for coffee during free time if they had any. We had very good conversation and I truly learned a lot about them, that was great! The student-athletes were great: confident, driven, there for a purpose. I thought they were all very deserving which was encouraging.

I expected my mentees to ask more questions, but they did not. I also thought there would be more interactions with them, but there was not.

Both of my mentees were great. We had issues setting up the original pre-convention call, but once we were able to get into contact they had great questions and seemed very invested.

I felt that my mentees were genuinely interested in my past experiences. I also met with my one mentee for over an hour one evening and we had a great conversation. My other mentee and I spoke quite a few times before convention and continued with great conversation throughout the week.

it was the best year yet. Yannick did a great job.

My assigned mentees exceeded all expectations that I had coming into the week. They were fully engaged in not only the Student Immersion programming but the Convention sessions as well. We had very insightful discussions about the session topics and they had very specific questions about how some of those things play out in my current work. I found that they were eager to learn and also very vocal about how the current climate/culture in athletics has played a role in their student-athlete experience.

Neither of my mentees reached out to me initially, even though they were directed to do so. Perhaps some kind of questionnaire or list of questions could be provided to the mentees to reach out to their mentors to ask to get the ball rolling.

We exchanged contacts and laid out a communication plan.

My mentees were great! They were enthusiastic about the opportunity, as well as the ability to network with both the mentors and their fellow students.

Items were met, but I wish there was an opportunity to take our mentors to a small reception or something that allowed for us to introduce them to people. Especially the seniors.

It was great having time to connect with my mentees. I also enjoyed having prompted questions to answer at the breakfast. Allowed us to have dialogue without the mentee feeling like s/he had to come up with some brilliant question for me.

I really enjoyed my time with my mentees. Unfortunately I was not able to participate in the initial meet and greet on Wednesday. My time with my mentees on Thursday and Saturday was great. I particularly enjoyed getting to know them Thursday morning. I guess the only thing I was unsure of is what could/would have been more helpful for them in terms of their professional growth. I do not know if I could have served a greater role for them as a mentor, beyond being a contact person at the Convention and a resource for them as they go down their professional path.

I think the work done and time spent with the mentees was terrific this year (the program totally gets better and better each year), landing right around that sweet spot between too much and not enough. I think I tried to overdo it (time with mentees) my first few years, but scaled back requesting to spend additional time with them throughout the Convention. I

always have really good success communicating with ONE mentee prior to Convention (but never 2!), and want to find out what others are doing as far as their approach to getting things rolling before Convention. That's my only concern, really (and it's not a big one) -- how can we (I) find some successful mechanisms for a pre-orientation heading Convention?

we were able to connect at the opening reception so when we saw each other throughout the week it was a comfortable conversation for both, the closing lunch did not leave much time to interact as mentors were rushing to get checked out of their hotels---possibly arrange late check out for mentors as well.

My mentees were great, but I tried to reach out prior to, but only got response from one of them. I think the mentees were good, but I think the overall programming lacked and through that we as mentors were not really in a spot to help them at all. I wasn't even sure what my role was or how I was suppose to mentor them. I actually talked to some other mentees and ended up meeting up with them sometimes.

I wish there had been contact prior to Convention so we weren't coming in cold. Or a quick meeting before the panel on Thur.

I was able to exchange emails and speak on the phone with both mentees prior to convention. It was great to meet them in person at convention. It may have been nice to do more programming together with either mentees or full program. I have followed up via email with both mentees and we will have a phone call this month.

Recommendations for future Student Immersion Programs.

I feel like just meeting twice is not going to have an impact on the students. There should be more contact between mentor and mentee, including attending sessions together.

No meeting on Saturday morning/afternoon. Close up Friday if a close up is necessary.

The Career Path Mentors need to have more than a required hour with the mentees at convention.

I think the expectations of the administrative mentors could be a little more laid out.

I struggled on Saturday with the luncheon due to the NADIIAA luncheon at the same time. It was hard to bounce back and forth trying to be there for my mentees while trying not to hold up the other luncheon. I had to accept an award on behalf of my students which almost made me miss seeing my mentees receive their certificates. I understand that there is not always enough time for everything, so my suggestion would be to get a schedule to the mentors earlier, maybe around registration time if possible. I felt as if the end of October was late due to most people already having their flights booked. I also felt that minimal information was given to the mentors and many of us felt unsure of what to do prior to/during. I did make an effort to contact my mentees ahead of time, but my fellow cohort members did not and felt as if they had dropped the ball.

Keep the networking thing. The morning activity of going through 'what to expect for the day' was good, and I think my table found it helpful to get rid of some of the jitters.

I think more mentee-mentor pairing time is always a plus.

It was very difficult for me to reach out to my mentees after the mentor/mentee pairings were identified. The students noted that they rarely check their institutional email during the break between semesters, but this was the only contact information I had for my mentees. In the

future you could consider adjusting the notification of pairings a little earlier, or also providing cell phone numbers of the mentees to the mentors.

I would have been nice to connect with our mentees throughout the week more. We were assigned mentees but didn't have an opportunity to develop a relationship with them while we were there and that was a prime opportunity to do so. Even if we had the opportunity to be included in their breakfast and the same events their admin mentors attended I feel like that would have been more beneficial.

Some kind of ice breakers amongst the mentor and their mentees for some of the more introverted ones.

I would advise making sure that the students have a good grasp of the NCAA Legislative items prior to convention. While some of the students had heard about the proposals in SAAC meetings, this was the first time other students were hearing about the legislation.

Reiterate how selective this opportunity is; one mentee was under the impression he could attend next year in Anaheim as well. I also wish that this year incorporated a general large group ice breaker or interaction activity. In Indy at the breakfast session we all participated in a few large group events (get in order of your birth date without speaking).

I think the initial intro meeting should be earlier and not overlap with anything except general option session so that mentors can have mentees take part in some other activities.

I really enjoyed being a part of this program and was very impressed by the students who were involved. I think it is great the students had both an administrative mentor and career path mentor. My only suggestion for the future would be a little more guidance for the administrative mentors about ways we can help the mentees. Maybe some best practices or ways to stay involved from previous administrative mentors? It may vary from one mentee to the next what they will find helpful, but if there is any way I could better serve the mentees then more direction on how to do so would be great.

Maybe do the group photo at the Thursday breakfast, or set up another time Friday? I love the program and would love to have photos as keepsakes, but because of travel issues I've missed the last two group photos I think!

I like how the panel was round table discussions format. I think that really allowed us to connect on a personal level as opposed to talking to a large group. I would recommend doing that again in the future.

The initial networking/mentor introduction was great. It may be beneficial to introduce each mentor with a brief position/roll note. That way participants can identify people to connect with as they make their way around the room. The breakfast activity is great energy and leaves opportunity to connect mentors and mentees. The debrief could pull together more of the week's activities, I like to remind participants of everything they accomplished (videos, slideshow, etc.) and leave them with concrete and direct language of their experience; so when asked, they are able to articulate what they did and what it means to them.

The career path mentors (I'm assuming these are the EMWIG recipients) needed more direction. I met with several of them over the course of convention and they noted that for some this was their first convention and were looking for mentoring and guidance at convention and at this crossroads of their careers. I feel the value in the introductions for mentees and interns are valuable, but the role as mentor seemed to be a stretch.

General Comments.

Great opportunity for both mentors and mentees!

One of my mentees was not as vocal and I don't know if i can really guide her the proper way because she is so shy.

The opportunities panel should have been longer and there should have been an actual panel where all of the mentees could as all of us questions. We all have different experiences and we could have related to someone who was not our actual mentee in the room.

I really enjoyed this experience and hope to be involved again next year.

I love this program and what it does for current students. I feel strongly about programs like this and internships that help students realize what they want to do whether it is in this field or not. I would love to continue to be a resource for students in the future.

A bit disappointed that we were missing so many administrators on Thursday morning. I know a few had speaking engagements at 8:30, so that made it tough.

I really enjoyed the round-table experience in the programming sessions. It was great to hear from other participants in the room in addition to my mentees. The students were so impressive and I loved being able to interact with all of them.

Love the program and looking forward to watching my mentees grow in the industry.

I love this program and the access that it allows. I hope we can continue to make it better and get more students that are in leadership or plan to be in careers in athletics to apply and attend.

Great!

Thanks for allowing me to be a part of the program!

We should look at generating some digital media advertising/content for this program, something similar to the Division III SAAC video. I can talk about the program until I'm blue in the face with my league councils, campus and conference SAAC groups, etc., but I think an ad we could run throughout many different platforms would be awesome and impactful and give many past participants an opportunity to continue telling the story of Division III.

might have been helpful if mentors had the mentees' schedule so we knew what activities they were engaged in during convention.

I was so impressed by the discussion/ energy of the student-athletes. It was a pleasure to be their mentor and I think it was beneficial for everyone involved (mentees and mentors)!

If you are going to make this a mandatory event, you need to say that. We were required to go to convention for our grant, however we were only required to do TWO hours worth of something and we didn't even get a dinner/meet up as our cohort, as I know as been done in the past. Kind of seems like our program was a afterthought and pushed aside. It was stated that we were suppose to help our mentees navigate convention, however for the majority of my cohorts this was their first convention so how were they suppose to navigate something that they had never attended. I feel that the student immersion program was great for the students, but I would have greatly appreciated if there would have been something for us as well, whether that be mentorship from another group or even a meet and greet/networking event, etc. Anything would have been appreciated.

This program continues to track upwards; it has been great watching the progression each year. I would love to be more involved in the planning and facilitation of this program if the opportunity arises for a planning committee or such. Thank you for all you do.

International Ice Hockey Participation History Pilot Program Survey

Introduction

During 2018-19 academic year, at the request of the membership, NCAA staff created a pilot program for all Division III schools that sponsor men's and/or women's ice hockey. The pilot parameters included the NCAA Eligibility Center (EC) reviewing the participation history of all international first year ice hockey players.

Here's summary of the process:

- On August 1, 2018 or later, the 85 institutions that sponsor men's and/or women's ice hockey submitted the names of the international first year student-athletes on their men's and women's ice hockey rosters to the Eligibility Center at D3_hockey@ncaa.org. All international, first year men's and women's ice hockey players registered with the EC to obtain a unique NCAA ID number. Ultimately, 54 institutions submitted names. The 31 other schools did not have international ice hockey student-athletes to submit.
- The participation history review for the 203 names submitted included an assessment of the teams and leagues with which a prospective student-athlete participated, evaluation of any compensation or other benefits associated with athletics participation and evaluation of possible agent involvement.
- The NCAA paid the \$135 fee to conduct 127 reviews. Seventy-five (75) prospective student-athletes had previously registered and paid for an EC certification account.

Background Information

Do you sponsor Men's Ice Hockey? Yes or No

Do you sponsor Women's Ice Hockey? Yes or No

How many names did you submit to the EC for a participation review?

- Women's Ice Hockey =
- Men's Ice Hockey =

In a typical year, how many international participation reviews do you normally conduct?

- Women's Ice Hockey =
- Men's Ice Hockey =

Now that the pilot program is complete...

How satisfied were you with the communication efforts prior to submission of names to the EC for the pilot program?

Scale of 1 to 5 with 1 being communication was inadequate to 5 being communication was excellent.

What was your level of understanding of the pilot parameters prior to submitting your roster of names to the EC?

Scale of 1 to 5 with 1 being no understanding at all to 5 being a complete understanding.

How satisfied were you with the communication during the review process?

Scale of 1 to 5 with 1 being communication was inadequate to 5 being communication was excellent.

To what degree did the pilot program reduce your burden associated with conducting participation reviews? (QUESTION WILL ONLY APPEAR IF THEY SUBMITTED NAMES)

Scale of 1 to 5 with 1 being it increased my burden significantly, 3 being it had no impact and 5 being it reduced burden significantly.

Which of the following do you see as a benefit of the EC conducting participation reviews for international men's and women's ice hockey student-athletes? (Check all that apply)

- Assurance of the consistent application of Bylaw 12 (Amateurism)
- Establishes a "level playing field"
- Confidence in the final decision
- Reduces the timeline for certification
- Reduces the compliance administrative burden

Potential Next Steps

Your input will determine what this program looks like moving forward. There are several directions Division III could pursue with several considerations, including funding, legislation and EC logistics. Putting these considerations aside please consider the following question.

Should Division III conduct another year of the pilot?

Scale of 1 to 5 with 1 being strongly disagree to 5 being strongly agree.

Should the EC conduct participation reviews for all Division III international student-athletes?

Scale of 1 to 5 with 1 being strongly disagree to 5 being strongly agree.

Please provide a brief rationale for your response.

Comment Box will be provided

If you could change one thing about the pilot program from this year, what would it be?

Comment Box will be provided

Are there particular sports in addition to men's and women's ice hockey that student-athletes (whether international or domestic) should be considered for participation reviews? If so, which sports?

Comment Box will be provided

Tell us what you think

Use this space to tell us about any challenging participation review cases you've had, your experience with the pilot program and where you'd like to see this go in the future.



DIVISION III UNIVERSITY
FEBRUARY 2019

Background

In October, the Division III Management Council endorsed the creation of Division III University; an on-line learning management system for Division III commissioners, athletics directors, senior woman administrators and head coaches. The initial modules, included in Division III University, have a head coach focus.

Division III launched Division III University in January 2019 and it included the following modules:

NCAA Division III Overview.

How the NCAA works.

Student-Athlete Well-Being

360 Proof coach modules.

Mental health.

Sexual assault prevention.

Compliance

Student-Athlete reinstatement.

Budget Impact

Since all of the modules currently on Division III University existed on ncaa.org, there was no cost for content development. However, there is a cost for Division III head coaches and administrators to access the modules. The cost is approximately two to three dollars per license. With close to 8,000 head coaches and 1,000 administrators (e.g. athletics directors, senior woman administrators and commissioners), staff estimates the initial cost to be \$25-30,000. In November, the Division III Strategic Planning and Finance Committee approved to fund the initial costs.

All future Division III University modules will be created by an outside contractor with Division III and AMA staff support and direction. Bottom-Line Performance, the Division II University contractor, has offered its services to Division III at a discounted rate. There is an initial development cost of \$16,635 for a one-day design workshop, minimal learner analysis, creation of a starter design with topics, learning objectives, new program design and branded mockups. After this initial cost, modules are typically eight minutes in length and development costs range from \$3-5,000 per module.

Possible Compliance Modules

Staff asks the Division III Interpretations and Legislation to consider if it wants to propose the creation of additional compliance modules and if yes, prioritize the modules. Currently, Division II offers the following compliance modules for its membership:

Eligibility: Delayed Enrollment
Eligibility: Four-year College Transfers
Eligibility: General Eligibility Requirements
Eligibility: Outside Competition
Eligibility: Progress-Toward-Degree
Eligibility: Seasons of Competition
Eligibility: Two-Year College Transfers
Eligibility: Why It Matters

Recruiting and Communication
Recruiting Overview
Recruiting: Benefits for Coaches of PSAs
Recruiting: Camps and Clinics
Recruiting: Financial Aid and Offers
Recruiting: Local Sports Clubs
Recruiting: National Letter of Intent
Recruiting: Offers and Inducements
Recruiting: Official Visits
Recruiting: PSA Tryouts
Recruiting: Publicity
Recruiting: Tryout Exceptions
Recruiting: Unofficial Visits
Recruiting: Use of Recruiting Funds
Recruiting: Who, What, When

This list is provided only to serve as a discussion guide. The ILC committee should feel free to recommend the compliance modules it deems most appropriate for the Division III membership.

Next Steps

If deemed appropriate, ILC should request the Division III SPFC fund the creation of new compliance modules for Division III University for the 2019-20 and 2020-21 budget cycles.

TO: Division III Athletics Directors; and
Division III Senior Woman Administrators.

FROM: Louise McCleary
Managing Director of Division III.

DATE: February 25, 2019.

SUBJECT: Division III Coaching Enhancement Grant.

Cc: Conference Commissioners
Ali Teopas Spungen, Assistant Director of Leadership Development

Division III is pleased to announce the creation of a new diversity grant – The Division III Coaching Enhancement Grant. This grant is designed to provide financial assistance to the division’s member institutions that are committed to enhancing ethnic minority and gender representation through newly created assistant coaching positions.

The grant helps fund new, full-time assistant coaching positions in all NCAA-sponsored sports during a two-year commitment. The NCAA contributes \$7,500 annually toward the assistant coach's salary, wages and benefits, as well as \$1,500 each year for professional development. Institutions are required to match the salary, wages and benefits for two years (e.g., \$7,500 annually). To be eligible for the grant, institutions must hire a candidate who self identifies as an ethnic minority, as described pursuant to federal guidelines, and/or female.

The call for grant proposals opened today in [the NCAA Program Hub](#). It is titled NCAA Division III Coaching Enhancement Grant (2019-21). Eligible institutions are encouraged to start planning their submission as soon as possible. The deadline to submit proposals is **5 p.m. Eastern time on Monday, April 1, 2019**.

Helpful tips

- Start planning your proposals. Allow adequate time to submit all materials necessary.
- Review the [grant guidelines and criteria](#). Make sure you are eligible and understand the expectations.
- Seek advice from grant writers or peers.
- Engage your human resources staff and legal counsel. They can assist with the proposal development and implementation of the grant.
- Eligible institutions may receive a combination of up to two Division III diversity grants with the following:
 - Coaching Enhancement Grant with Ethnic Minorities and Women's Internship Grant.
 - Coaching Enhancement Grant with Strategic Alliance Matching Grant.

[Visit the Division III diversity grants webpage](#) for more information, including grant guidelines. You may also contact Ali Teopas Spungen at ateopas@ncaa.org or 317-917-6711 with any questions.

We applaud and thank you for your commitment to diversity and inclusion.

NCAA Mission

What the brand wants to accomplish To govern competition in a fair, safe, equitable and sportsmanlike manner, and to integrate intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount.

DIII Positioning Statement

Who we are **Follow your passions and discover your potential.** The college experience is a time of learning and growth – a chance to follow passions and develop potential. For student-athletes in Division III, this happens most importantly in the classroom and through earning an academic degree. The Division III experience provides for passionate participation in a competitive athletics environment, where student-athletes push themselves to excellence and build upon their academic success with new challenges and life skills. And student-athletes are encouraged to pursue the full spectrum of opportunities available during their time in college. In this way, Division III provides an integrated environment for student-athletes to take responsibility for their own paths, follow their passions and find their potential through a comprehensive educational experience.

DIII Attributes

What we stand for	Proportion: appropriate relation of academics with opportunities to pursue athletics & other passions.	Comprehensive Learning: opportunity for broad-based education and success.	Passion: playing for the love of the game, competition, fun and self-improvement.	Responsibility: development of accountability through personal commitment and choices.	Sportsmanship: fair and respectful conduct toward all participants and supporters.	Citizenship: dedication to developing responsible leaders and citizens in our communities.
<i>NCAA Brand Attributes</i>	<i>Balance</i>	<i>Learning</i>	<i>Spirit</i>	<i>Character</i>	<i>Fair Play</i>	<i>Community</i>

Audiences

Who we are addressing **Student-Athletes / Parents** **DIII Internal Constituencies** **General Public / Media**

Audience Benefits

Key benefits of the DIII experience	<ul style="list-style-type: none"> - Continue to compete in a highly competitive athletics program and retain the full spectrum of college life. - Focus on academic achievement while graduating with a comprehensive education that builds skills beyond the classroom. - Access financial aid for college without the obligations of an athletics scholarship. - Opportunities to play more than one sport. - Be responsible for your own path, discover potential through opportunities to pursue many interests. 	<ul style="list-style-type: none"> - Academics are the primary focus for student-athletes. Shorter practice and playing seasons, no red-shirting and regional competition minimize time away from their academic studies and keep student-athletes on a path to graduation. - Student-athletes are integrated on campus and treated like all other members of the general student-body, keeping them focused on being a student first. - Participation in athletics provides valuable "life lessons" for student-athletes (teamwork, discipline, perseverance, leadership, etc) which often translate into becoming a better student and more responsible citizen. 	<ul style="list-style-type: none"> - Division III institutions develop student-athlete potential through a comprehensive educational approach. - Division III institutions offer athletics for the educational value and benefit to the student-athlete, not for the purposes of revenue generation or entertainment. - Participation in athletics provides valuable "life lessons" for student-athletes (teamwork, discipline, perseverance, leadership, etc) which often translate into becoming a better student and more responsible citizen. - Student-athletes compete in a highly competitive athletics program and retain the full spectrum of college life. - Student-athletes do not receive monetary incentive to play sports but rather participate for the love of the game.
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Reasons to Believe

Supporting features of DIII

- 1. Comprehensive educational experience.** Division III institutions develop student-athlete potential through a holistic educational approach that includes rigorous academics, competitive athletics and opportunity to pursue other interests and passions.
- 2. Integrated campus environment.** 26% of all students at Division III institutions participate in athletics. Those participating in athletics are integrated into the campus culture and educational missions of their colleges or universities:
 - Student-athletes are subject to admission and academic performance standards consistent with the general student body;
 - Student-athletes are not provided any special housing, services or support from their institution different from other students or student groups;
 - Athletics departments are regulated and managed through the same general procedures and practices as other departments of the institution.

This integration of athletics allows the student-athletes to take full advantage of the many opportunities of campus life and their entire collegiate experience.
- 3. Academic focus.** Student-athletes most often attend a college or university in Division III because of the excellent academic programs, creating a primary focus on learning and achievement of their degree. The division minimizes the conflicts between athletics and academics through shorter playing and practicing seasons, the number of contests, no red-shirting or out-of-season organized activities and a focus on regional in-season and conference play.
- 4. Available financial aid.** 75% of all student-athletes in Division III receive some form of grant or non-athletics scholarship. Student-athletes have equal opportunity and access to financial aid as the general student body – but are not awarded aid based on athletics leadership, ability, performance or participation.
 - Division III does not award athletics scholarships. Without the obligation of an athletics scholarship, student-athletes can emphasize academics, athletics and other opportunities of college life appropriate to the necessary commitment and their own passions.
- 5. Competitive athletics programs.** Student-athletes do not receive any monetary incentive (athletics scholarship) to play sports in college. They play for the love and passion of the game and to push themselves to be their best, creating an intense, competitive athletics environment for all who participate.
- 6. National championship opportunities.** Division III has over 190,000 student-athletes competing annually in 37 different national championships. These competitions provide an opportunity for student-athletes to compete at the highest level and fulfill their athletics potential.
- 7. Commitment to athletics participation.** Division III institutions are committed to a broad-based program of athletics because of the educational value of participation for the student-athlete. The division has a higher number and wider variety of athletics opportunities on average than any other division in the NCAA, emphasizing both competitive men's and women's sports.



Update on NCAA audit process

The three conferences identified for a level two review during the 2018-19 conference grant review cycle (see below) will be reviewed by the NCAA internal audit department during business quarter number three (January – March 2019).

Excerpt from the September 15, 2018 teleconference report of the Conference Grant Review Subcommittee of the NCAA Division III Strategic Planning and Finance Committee...

NCAA Internal Audit Process – Identification of Three Conferences for Level Two Review. Each year, following the fall review of the Conference Grant Impact Form, the subcommittee shall submit at least three conferences for a Level Two review (as defined in the Conference Grant Program Policies and Procedures document). This review may be part of the national office’s program to monitor grant funding or may be for cause. To identify the three conferences selected, the subcommittee will first determine if any conferences should receive a for-cause audit, based on the rationale detailed in the Strategic Initiatives Conference Grant Program Policies and Procedures document. The subcommittee will select the remaining conferences on a rotational basis.

For the 2017-18 review cycle, the subcommittee determined that the American Collegiate Athletic Association and the Skyline Conference should each receive a for-cause audit. For the third review, the subcommittee selected the Minnesota Intercollegiate Athletic Conference (MIAC). The subcommittee noted that the MIAC filed an exemplary report and there were no usage concerns identified; instead, the MIAC was selected as part of the national office’s program to monitor grant funding.

NCAA Internal Audit Process
Division III Strategic Initiatives Conference Grant Program

The NCAA internal audit department has expressed the need to conduct a more thorough and regular assessment all NCAA grants and scholarships, including the Division III Strategic Initiatives Conference Grant Program. The assessment is consistent with better business practices, the desire for greater accountability and the significant dollar value allocated to NCAA grant and scholarship programs.

Scope of Work

Each year, following the fall review of the Conference Grant Impact Form, the Strategic Planning and Finance Committee (SPFC) Conference Grant Review Subcommittee shall submit at least three conferences for a Level Two review (as defined in the Conference Grant Program Policies and Procedures document). This review may be part of the national office's program to monitor grant funding or may be for cause. To identify the three conferences selected, the subcommittee will first determine if any conferences should receive a for-cause audit, based on the rationale detailed in the Strategic Initiatives Conference Grant Program Policies and Procedures document. The subcommittee will select the remaining conferences on a rotational basis.

A Level Two assessment entails the NCAA collecting the conference's receipts and other grant related documents for examination and validation. The NCAA internal audit department will initiate the assessment by contacting the conference office, via teleconference, to discuss the assessment timeline and process. The internal audit staff also will provide a document request that lists the documents required to complete the review. Additionally, the internal audit staff will schedule a follow-up teleconference to discuss the supporting documentation. The Level Two assessment usually takes less than one week to complete once all information is received. The NCAA typically completes Level Two assessments remotely without visiting the conference office.

Beyond the information detailed above, the following is a list of potential questions conference commissioners might have regarding the Level Two assessment process:

- 1. Who will receive the assessment report?** Following the Level Two assessment, a report will be presented to the conference office and the SPFC Conference Grant Subcommittee to summarize the assessment's results. Following its review, the subcommittee will present a report to SPFC outlining its findings. If the assessment shows that funds have been used in a manner inconsistent with the grant program policy, SPFC will act based on the criteria defined in the policies and procedures document.
- 2. Will the conference have an opportunity to review the assessment report prior to wider distribution?** Yes. The NCAA will communicate the assessment results with the conference office prior to finalizing the report. The conference office will have the opportunity to review the draft report and provide any additional information that may be relevant to the assessment prior to the final report distribution.
- 3. When will a conference be informed if it has been selected for a Level Two assessment?** Mid-September. An internal team of NCAA staff conducts its standard review of each conference's impact form each July and August. Following the NCAA staff review, the Conference Grant Review Subcommittee of the Strategic Planning and Finance Committee will conduct a review of the conference impact forms in late August or early September. At this point, the subcommittee may deem that a Level Two review is necessary.
- 4. What is the standard response time requirement for a conference to submit all requested documentation following the initial teleconference?** The NCAA will allow sufficient time for

the conference to gather the requested documentation. Typically, conferences provide the requested documentation within 30 calendar days of the formal document request.

5. **What type of documentation will the conference have to provide during a Level Two assessment?** The NCAA will request and review documentation to support the conference's submitted Impact Form. Documents include receipts, invoices, bank statements, or any other documents to support the use of grant funds.
6. **If a conference is selected for a Level Two review, does the conference need to submit the Third-Party review?** Yes. The NCAA internal audit department will perform an independent assessment of the conference grant usage and will not rely on the third-party review to complete the assessment. However, the selection of a Level Two review does not waive any of the standard reporting requirements of the Division III Strategic Initiatives Conference Grant Program.
7. **What is the annual third-party review and who completes it?** All Division III conferences that accept conference grant funds must submit an annual third-party external review form not later than October 15. Third-party external reviewers will be independent of the conference's daily operations, accounting and approval processes. Examples of appropriate third-party reviewers are a member institution's business office (that does not handle conference finances directly); chair of the conference's presidential oversight body (e.g., institutional president); the conference's bank; or an outside accounting firm; etc. The current third-party review form may always be accessed on the Division III Strategic Initiatives Grant Program homepage.
8. **Would the conference's third-party reviewer be contacted or need to participate in the Level Two assessment process?** No. The NCAA does not require the third-party reviewer's participation. However, the conference may use its third-party reviewer to gather the documentation at the conference's expense. The NCAA will not provide expense reimbursement for third-party costs.
9. **If a conference is selected for a Level Two review, will it be provided with additional dollars to offset administrative overhead needed to complete the review?** No. Each year, through the normal grant allocations, Conferences are provided with an administrative stipend to offset the costs of grant program administration including coordination of the annual required third-party review. This Tier Four administrative stipend was increased in 2018 by \$500 per conference (for all Division III conferences). This increase was implemented based on the new Level Two Assessment policies with the hope that all conferences would exercise increased diligence in record keeping in anticipation that they could be chosen for a Level Two Assessment.



Division III

DISCOVER | DEVELOP | DEDICATE

Strategic Initiatives Conference Grant Program POLICIES AND PROCEDURES

2018–22 Funding Cycle
(Revised February 2019)

All grant related resources are available at the
[Division III Strategic Initiatives Grant Program homepage](#)

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Note: Highlighted items indicated language that has been added or amended since the previous policy update (March 2018).

The NCAA Division III Strategic Initiatives Conference Grant Program allocates funds to all NCAA Division III voting conferences and the Association of Division III Independents to encourage collaboration, involvement and accountability among all Division III constituent groups in support of the priorities detailed in the Division III Strategic Plan. The program offers Division III conferences and the Association of Independents the opportunity to advance Division III priorities in ways most meaningful at the local level. Presidential oversight and accountability with the process and budget allocations, consistent with the legislated leadership role of presidents within conference governance, is paramount.

Goals of the Grant Program:

1. Make efficient use of national resources to serve local needs and realize Division III strategic priorities.
2. Encourage broad-based strategic initiative participation and collaboration between conference constituents.

General Overview of Tiers:

The funding for this grant program consists of three primary tiers and an administrative stipend. A summary of the three primary tiers is provided here, with specific funding usage instructions for each tier provided in a later portion of this policies and procedures guide.

Tier One – Professional Development, Education and Communication. Conferences are provided funding to support the attendance of designated constituents at specific professional development events. There is a list of preapproved constituents and events for this tier. This list is not exhaustive and approval can be given for other uses. The focus of Tier One is to support administrative advancement for the following constituent groups or events: student-athlete advisory committee (SAAC), compliance and rules seminar education, faculty athletics representative (FAR) enhancement, senior woman administrator (SWA) enhancement, sports information director (SID) enhancement, athletics direct report (ADR) enhancement, athletic trainers enhancement, ethnic minority/diversity enhancement and conference office travel. Conferences are expected to support most of these constituent groups on an annual basis; exceptions are described in the Tier One policy section of this guide. Conferences may request approval to send designated constituents to events beyond the preapproved list by making such request to the grant administrator at the NCAA national office; and, while Tier One does not cover coaching related events, coaching related professional development may be funded using Tier Three. Tier One policies allow conference offices to spend up to 25 percent of Tier One annual funding within the category of conference office travel.

Tier Two – Social Responsibility and Integration. Tier Two operates on a four-year cycle and includes four core values or initiatives:

1. Student-Athlete Well-Being/Community Service;
2. Sportsmanship;
3. Equity and Inclusion; and
4. Identity and Integration Activities (optional).

A conference must demonstrate financial support of each of initiatives one through three in the above list over the course of a four-year period, though this financial support may come from a source other than the Strategic Initiatives Conference Grant Program. In satisfying Tier Two, funds may be used for conference-wide programming or provided directly to institutions. The Identity and Integration Activity is not a required initiative (though that initiative remains a permissible use of Tier Two funds).

Tier Three – Quality of the Participation Experience. Tier Three includes a series of optional strategic enhancements (technology, officiating improvement, athletics training/sports medicine and nutrition, promotions and marketing/Division III Identity, championships enhancements and professional development). Conferences also may use Tier Three funds on permissible Tier One or Tier Two initiatives, or any other initiative that can be justified by the Division III Strategic Plan. In addition, coaching related professional development may be funded using Tier Three.

Administrative Stipend (“Tier Four”). Conferences are provided with an administrative stipend to offset the costs of grant program administration including coordination of the annual required third-party review. Conferences may choose to contract out the grant administration or manage the program with existing staff. This administrative stipend is listed under “Tier Four” within the grant reporting system; however, reporting on how the administrative stipend was used is not required. Sample grant administrator duties may be accessed on the [Division III Strategic Initiatives Grant Program homepage](#).

Overall Grant Program Policies and Procedures:

1. This program was formally approved by the governance structure and endorsed by the Division III Commissioner's Association in 2005 and launched in 2006-07. Grant allocations and policies are reviewed annually by the NCAA Division III Strategic Planning and Finance Committee, which includes representation from the Division III Commissioner's Association.
2. Currently, conferences are allocated between \$45,000 to \$90,000 annually based on the number of active conference members.
3. To receive funding, conferences must complete the following annual forms:
 - a. **Impact Form Report – due July 15** (following the academic year in which funds were used). The impact form report describes fund use and its impact on the conference (including self-certification), which affirms with the commissioner's signature that the conference office will submit a third-party external review by October 15 each year. The annual impact form report is completed through the online conference grant program and can be accessed on the [Division III Strategic Initiatives Grant Program homepage](#). The homepage also contains a detailed online grant program users guide.
 - b. **Requisition Form – due July 15** (in advance of the academic year in which funds will be provided). The Requisition Form affirms that the conference office will accept funds and use them in an appropriate manner. The form also provides verification from the conference office on the number of member institutions the conference will have in the year of grant funding. The annual requisition form is completed through the online conference grant program and can be accessed on the [Division III Strategic Initiatives Grant Program homepage](#). The homepage also contains a detailed online grant program users guide.
 - c. **Third-Party Review Form – due October 15** (following the academic year in which funds were used). The third-party review form provides documentation of a third-party external review of grant fund usage. The current third-party review form may always be accessed on the [Division III Strategic Initiatives Grant Program homepage](#).
4. Conferences should initiate broad-based, conference-wide dialogue to establish the policies governing the distribution of funds and the selection of grant recipients. To acknowledge this broad-based dialogue, upon submission the conference office will be checking a box that indicates that the grant usage has been shared and reviewed by an AD, SWA, FAR and a conference SAAC member. These four individuals also will receive an email copy of the final report and will be given two weeks to express any concerns related to that report to the grant administrator at the NCAA national office. This step is taken to ensure that the conference has used a broad-based and inclusive approach in determining grant usage and distribution of funds.
5. In July and August, the NCAA staff will conduct its standard review of each conference's impact form submitted to the national office, as well as confirm receipt of the conference's requisition form. Following the NCAA staff review, the Conference Grant Review Subcommittee of the Strategic Planning and Finance Committee will conduct a review of the

conference impact forms. At this point, the Subcommittee may deem that a Level Two review is necessary. This assessment may be part of the national office's program to monitor grant funding or may be for cause. If a Level Two assessment is deemed necessary, it would entail the NCAA collecting some of the conference's receipts and other grant related documents for examination and validation. Issues that may trigger a Level Two (for cause) assessment include:

- a. Not submitting the third party external review by the October 15 deadline;
- b. Inconsistencies between accounting and narrative sections of the Impact Form;
- c. Lack of detail provided in the narrative section of the Impact Form; and
- d. Failure to abide by grant program policy with reported spending.

This list is only a sample and not an exhaustive list.

6. Following the Level Two assessment, a report will be presented to the Conference Grant Review Subcommittee to outline any findings and outstanding questions that may have resulted from the assessment.
7. If a conference allocates, or an institution uses, funds in a manner inconsistent with grant program policy, the Strategic Planning and Finance Committee will take one of four actions, depending on the nature of the fund use:
 - a. Issue a warning to the commissioner, conference athletics director and conference president/chancellor that such fund use shall not be permitted in the future;
 - b. Deduct the funds that were used in a manner inconsistent with grant program policies from the conference's next annual grant allocation;
 - c. Require the conference to reimburse the NCAA in an amount equal to the funds that were used in a manner inconsistent with grant program policies. The conference is responsible for this reimbursement; however, it may require the institution to submit funds to the conference; or
 - d. Audit fund use and take other steps as deemed necessary by the staff or committee.
8. The deadline for completion of the Impact Form and Requisition Form (including required signatures) is July 15. The online Impact Form may be accessed on the [Division III Strategic Initiatives Grant Program homepage](#). The homepage also contains a detailed online grant program users guide. The deadline for the annual third party review form is October 15 each year.
9. Conferences will be provided a two-day grace period for submitting the online Impact Form before being penalized a late fee of \$500 per week. The fine will be removed from the coming year's administrative portion of the grant.

10. Funds are typically distributed in September each year.
11. If a conference has a question about application of grant program policy or permissible use of funds, those questions may be forwarded to Jay Jones (jkjones@ncaa.org), the grant program administrator, who will apply program precedent in granting approval or submit the question to the Division III Commissioner's Association Conference Grant Subcommittee or to the Division III Strategic Planning and Finance Committee representatives for review.
12. Business Practice Expectations.
 - a. For every check that is distributed, a receipt or document will be kept in the conference office.
 - b. Conference offices will complete and submit a Requisition Form with the annual Impact Form. The Requisition Form affirms that the conference office will accept funds for the coming year and use them in an appropriate manner.
 - c. Conferences must submit an annual third-party external review form not later than October 15. Third-party external reviewers will be independent of the conference's daily operations, accounting and approval processes. Examples of appropriate third-party reviewers are a member institution's business office (that does not handle conference finances directly); chair of the conference's presidential oversight body (e.g., institutional president); the conference's bank; or an outside accounting firm; etc. The current third-party review form may always be accessed on the [Division III Strategic Initiatives Grant Program homepage](#).
 - d. Beginning in 2012, additional Tier Four grant funding has been incrementally added to offset the cost of the annual third-party external review.
13. Resource Allocations.
 - a. Provisional members are not taken into account in the determination of the allocation of funds to each conference; however, conferences that have provisional members may choose to share grant resources with those member institutions.
 - b. Conferences with members in two conferences will receive allocations for "half-members" (.5). With the adoption of NCAA Division III Proposal No. 2012-2, there shall not be any new conferences entering into such an arrangement, but relationships existing on or before August 1, 2012, will continue to be honored.
 - c. The Association of Division III Independents will support its current members; as well as independent institutions that are not members of that Association.
 - d. Tier One and Tier Two allocations are based on the number of active member institutions in a conference. Tier Three allocations include an equal-base allocation for all conferences, plus an additional allocation per member institution. All conferences shall receive an equal allocation to support the administrative expense of managing this program including the annual third party external review.

- e. Because Tier Three is the flex tier, those funds may be spent as described in the Tier Three policies, which includes any initiative permissible under Tiers One or Two, since these tiers are based on the Division III Strategic Plan. Use of Tier One and Tier Two funds are limited to the specific parameters described for those tiers.
 - f. Allocations will vary each year based on fluctuating membership numbers and overall grant program budget adjustments.
13. Unused funds must be returned to the NCAA with two exceptions:
- a. Exception One: If the conference has a remaining unused amount of funds amounting to \$300 or less within a particular tier, those dollars will not ‘carry over’ for required usage in the following year. In addition, the conference will not be required to provide a plan for future usage of those dollars, nor will the system flag those dollars for an explanation. Any tier with a carryover of \$301 or more will continue to require an explanation and plan for future usage. A conference may retain any unused funds totaling \$1,000 or less (across all three tiers combined), provided that the conference submits its justification and plans for the future use of the excess funds in the conference’s impact form. This does not require committee approval.
 - b. Exception Two: A conference may retain unused funds in excess of \$1,000 (beyond \$301 in any single tier) provided that the conference submits a detailed plan regarding how the excess funds will be used and the Strategic Planning and Finance Committee approves the plan. Any funds beyond \$1,000 unspent at the end of the subsequent year will need to be returned to the NCAA.
- Conferences may pre-emptively request authorization to pool funds across years of the grant program, as long as the funds are to be allocated within the four-year grant cycle (e.g., 2019-22).

Appropriate Usage of Funds Within Each Tier

**Tier One – Professional Development, Education and Communication:
Specific Spending Requirements and Preapproved Uses**

Tier One funds are meant to support administrative professional development. While coaches are eligible for Tier One funds in some cases, these funds may not be used to support coaching specific events. Coaching specific events may only be funded using Tier Three funds. There is a Tier One infographic available on the [Division III Strategic Initiatives Grant Program homepage](#)

Exception: If prior written notification of nonattendance, by a planned Tier One professional development grant recipient in a required area of Tier One, is provided to the conference grant administrator, the Conference Grant Review Subcommittee will allow a one-year rollover of those unused funds without punitive action. The notification of nonattendance must include a plan for usage of the funds for the subsequent year within the same constituency area.

<p>Student-Athlete Advisory Committee (SAAC).</p> <p>Annual spending is required.</p> <p>Conferences shall spend at least \$200 per member institution in support of the conference SAAC.</p>	<p>Preapproved uses of SAAC funds include:</p> <ol style="list-style-type: none"> 1. Conference SAAC meeting and communication expenses (e.g., travel and meals for student-athletes and advisors). 2. Guest speakers for conference SAAC meetings. 3. Conference SAAC t-shirts. 4. Conference SAAC leadership banquet or retreat. 5. Expenses related to conference SAAC directed community service projects. 6. Conference SAAC website creation and maintenance (including blogs and polling devices). 7. Promotions of conference SAAC initiatives (e.g., sportsmanship giveaways, posters, marketing of National Student-Athlete Day). 8. Conference SAAC logo development. 9. Increasing committee size. 10. Conference SAAC Scholar-Athlete of the Month program. 11. Student or SAAC led initiatives to raise awareness of equity or inclusion issues. 12. Expenses for sending student-athlete to NCAA Convention. <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>
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<p>Compliance and Rules Seminar Education.</p> <p>Annual spending is required.</p> <p>There is no set minimum dollar amount that is required to be spent.</p>	<p>Preapproved uses of Compliance and Rules Seminar Education funds include:</p> <ol style="list-style-type: none"> 1. NCAA Regional Rules Seminars. 2. Up to \$1,500 to support the overall costs of a regional-based Conference Rules Seminar event. (Only permissible in the year which a conference is hosting a Conference Rules Seminar). 3. Travel expenses for Conference Rules Seminar event attendees. <p>Exception: A conference is not required to report any spending under ‘compliance and rules seminar education’ if all three of the following items are true:</p> <ol style="list-style-type: none"> a. The conference was one of the conferences hosting a Conference Rules Seminar in the previous academic year; b. No conference school has hired a new primary compliance administrator; and c. All the primary compliance administrators within the conference attended the Conference Rules Seminar. <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>
<p>Faculty Athletics Representative (FAR)*</p> <p>Annual spending is required.</p> <p>There is no set minimum dollar amount that is required to be spent.</p>	<p>Preapproved uses of FAR funds include:</p> <ol style="list-style-type: none"> 1. FARA Annual Meeting. 2. NCAA Convention. 3. NCAA Inclusion Forum. 4. NCAA Regional Rules Seminar. 5. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIIAA, Women’s Leaders in College Sports. <p>If a conference desires to host a professional development event not on this list (i.e., a conference-based event), it may do so on a schedule not to exceed once every three years. In order to permissibly use funding in this manner, an agenda and attendee list must be approved by the NCAA staff grant administrator in advance of such an event.</p> <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>

<p>Campus Senior Woman Administrators (SWA)*</p> <p>Annual spending is required.</p> <p>There is no set minimum dollar amount that is required to be spent.</p>	<p>Preapproved uses of SWA funds include:</p> <ol style="list-style-type: none"> 1. NCAA Convention. 2. Women’s Leaders in College Sports Convention. 3. NCAA Inclusion Forum. 4. NCAA Women's Leadership Symposium. 5. Women’s Leaders in College Sports Institutes (Administrative Advancement, Leadership Enhancement and Executive). 6. Title IX seminars, generally. 7. NCAA Regional Rules Seminar. 8. NACDA <p>If a conference desires to host a professional development event not on this list (i.e., a conference-based event), it may do so on a schedule not to exceed once every three years. In order to permissibly use funding in this manner, an agenda and attendee list must be approved by the NCAA staff grant administrator in advance of such an event.</p> <p>SWA funds may <u>not</u> be used to fund professional development for a female director of athletics, including attendance at the NCAA Convention.</p> <p>SWA funds may be used to support attendance at the list of preapproved events for SWAs and individuals aspiring to hold the designation of SWA.</p> <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>
<p>Campus Sports Information Directors (SID)</p> <p>Annual spending is required.</p> <p>At least \$1,000 is required to be spent in this category in support of member institution’s SIDs.</p>	<p>Preapproved uses of member institution SIDs funds include:</p> <ol style="list-style-type: none"> 1. The annual CoSIDA meeting. 2. The annual ECAC SIDA meeting. <p>If a conference desires to host a professional development event not on this list (i.e., a conference-based event), it may do so on a schedule not to exceed once every three years. In order to permissibly use funding in this manner, an agenda and attendee list must be approved by the NCAA staff grant administrator in advance of such an event.</p> <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>

<p>Athletic Direct Reports (ADR - Vice Presidents OR Presidents to whom athletics directly reports)</p> <p>Annual spending is strongly encouraged, but optional.</p>	<p>Preapproved uses of ADR funds include:</p> <ol style="list-style-type: none"> 1. NCAA Convention. 2. NCAA Inclusion Forum. 3. NCAA Regional Rules Seminar. 4. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIIAA, Women’s Leaders in College Sports. <p>Funding for these preapproved uses can be provided for a president if he or she serves as the ADR.</p> <p>If a conference desires to host a professional development event not on this list (i.e., a conference-based event), it may do so on a schedule not to exceed once every three years. In order to permissibly use funding in this manner, an agenda and attendee list must be approved by the NCAA staff grant administrator in advance of such an event.</p> <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>
<p>Conference Office Staff (including Commissioners, Assistant Commissioners and conference Sports Information Directors)</p> <p>Annual spending is required.</p> <p>No more than 25 percent of the Tier One total amount can be spent within this category.</p>	<p>Preapproved uses of Conference Office staff funds include:</p> <ol style="list-style-type: none"> 1. Attendance at D3CA summer meeting; 2. CoSIDA and/or ECAC SIDA meetings; 3. NCAA Convention; 4. NCAA Regional Rules Seminars; 5. Women’s Leaders in College Sports Convention; 6. NCAA Inclusion Forum; 7. NCAA Women's Leadership Symposium; 8. Women’s Leaders in College Sports Institutes (Administrative Advancement, Leadership Enhancement and Executive); and 9. Title IX seminars, generally. <p>In respect of a previous increase in funding to this initiative, the conference office must use some Tier 1 dollars to provide the conference SID with professional development programming at least every other year.</p> <p>No more than 25 percent of the Tier One total amount can be spent within the Conference Office Staff category.</p>

<p>Ethnic Minorities</p> <p>Biennial spending is required (e.g., at a minimum there must be some funding provided within this category every other year)</p> <p>There is no set minimum dollar amount that is required to be spent.</p>	<p>Preapproved uses of Ethnic Minority funds include:</p> <ol style="list-style-type: none"> 1. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIIIAA, Women’s Leaders in College Sports; 2. NCAA Convention; 3. NCAA Inclusion Forum (see exception two below for attendance by non-ethnic minority); 4. NCAA Regional Rules Seminar; and 5. Professional membership dues to specific organizations geared toward ethnic/minority athletics administrators. (In order to receive the funding under this usage, the recipient must show proof of attending or participating in an educational/ professional development program with the organization.) <p>Exception one: If a conference does not have a racial or ethnic minority administrator available to attend one of the preapproved events, they also may send an ethnic minority coach to an event other than a coaching convention or send an ethnic minority student-athlete to the NCAA Convention. In the latter case, the student-athlete must have an interest in pursuing a career in athletics, and the conference must commit to making the Convention a meaningful experience for the student-athlete.</p> <p>Exception two: If all options for racial or ethnic minority candidates have been exhausted, conferences may provide funding for any administrator to attend an event specifically designed to increase campus or conference diversity or to help campuses or conferences develop strategies to generate diverse candidate pools. An example of such an event would be the NCAA Inclusion Forum.</p> <p>If a conference desires to host a professional development event not on this list (i.e., a conference-based event), it may do so on a schedule not to exceed once every three years. In order to permissibly use funding in this manner, an agenda and attendee list must be approved by the NCAA staff grant administrator in advance of such an event.</p> <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>
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<p>Athletic Trainers</p> <p>Annual spending is optional.</p>	<p>Preapproved uses of Athletic Trainers funds include:</p> <ol style="list-style-type: none">1. NATA Annual Clinical Symposia & AT Expo.2. College Athletic Trainers' Society (CATS) Annual Meeting.3. Any expenses Related to Certification-Based Clinics or Training Sessions (e.g., Local, Regional or State Clinics). <p>If a conference desires to host a professional development event not on this list (i.e., a conference-based event), it may do so on a schedule not to exceed once every three years. In order to permissibly use funding in this manner, an agenda and attendee list must be approved by the NCAA staff grant administrator in advance of such an event.</p> <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>
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*If a conference does not satisfy the requirement to support an FAR and/or SWA's professional development for two consecutive years, it shall be penalized \$500 from its administrative grant. To avoid being subject to this penalty, a conference may opt out of a required category. A conference that opts out of a required category will lose funding for that category, but will not be subject to additional penalty. Forfeited funds will be redistributed to conferences that have historically satisfied all required categories and have unmet needs in Tier One.

Tier Two – Social Responsibility and Integration: Specific Spending Requirements and Preapproved Uses

The conference must support each of the following areas within the four-year grant cycle (2019-22):

1. Student-Athlete Well-Being/Community Service.
2. Equity and Inclusion.
3. Sportsmanship.

Identity and Integration Activities is an optional initiative during the four-year cycle. Tier Two dollars may be used to support Identity and Integration Activities, but that usage is not required.

Conferences may spend the entire Tier Two allotment in one area in a given year, or may divide it between areas. A conference must demonstrate financial support of each of the three required Tier Two areas over a four-year period; though this financial support may come from sources other than the Strategic Planning and Finance Committee.

Preapproved uses of Student-Athlete Well-Being/Community Service funds include the following:

1. Academic banquet and awards.
2. Adversity training.
3. Alcohol abuse prevention programs or speakers.
4. Anger management programs.
5. Career planning seminars for student-athletes*.
6. Community outreach.
7. Division III week activities.
8. Etiquette training*.
9. Social media education.
10. Gambling education.
11. Hazing education.
12. Healthy relationships/sexual health and abuse education or programming.

13. Concussions education (e.g., Impact Program).
14. Leadership development speakers or materials*.
15. Life planning programming*.
16. Life skills programming*.
17. Media training for student-athletes.
18. Mental discipline/performance psychology training*.
19. Motivational speaker for student-athletes*.
20. Nutritional/diet information (handbook, access to nutritionist).
21. Purchase of AEDs.
22. Rest/recovery education.
23. Safe competition techniques.
24. Special Olympics initiatives (See the Division III Special Olympics partnership website for programming ideas).
25. Sports massage and relaxation techniques.
26. Student-athlete attendance at NCAA Convention.
27. Time management skills training*.
28. Training for student-athlete mentors (SAM program).
29. Treatments by sports psychologist to address issues including stress management, anxiety, burnout and life balance.
30. Sports Wagering Prevention (this is a subtopic of student-athlete well-being). The NCAA's Sports Wagering webpage offers further information.
 - a. Funding for awareness around National Problem-Gambling Awareness week. This can be a campus-wide event with a sport wagering focus. Awareness week is strategically placed in March soon after Super Bowl and before March Madness.
 - b. Giveaways for students during National Problem-Gambling Awareness week for participation in organized prevention events.

- c. Advertising about Awareness week or other gambling prevention on campus (television scrolls, campus newspaper; local newspaper, mass emails).
- d. Posters/postcards to promote prevention events or to disseminate information about gambling (i.e., sports betting/office pools).
- e. Campus speaker about gambling.
- f. Distribution of problem-gambling brochure to student-athletes and parents.
- g. Employ the StepUP program, a pro-social behavior/bystander-intervention program.
- h. Annual letters to local media.
- i. Gambling websites blocked in computer labs.
- j. Conduct a Wellness Assessment Survey.
- k. Props for tabling events to attract students (green felt, card shuffler, display board).
- l. Funding for a campus task force lead by athletics using the National Center for Responsible Gaming (NCRG) report to help guide policy and prevention (See ncrg.org website for report and recommendations).

*Per NCAA Division III extra benefit regulations, similar programming must be open to the general student-body for these services to be provided to student-athletes (see NCAA Division III Bylaw 16.3.2). Please contact your NCAA academic and membership affairs conference contact if you have interpretive questions regarding the extra benefit regulations.

Impermissible fund use includes the following:

- Televisions or entertainment equipment for locker rooms or other common spaces.

Preapproved uses of Equity and Inclusion funds include the following:

1. Attendance by student-athletes, coaches or administrators at equity or inclusion focused education or professional development events.
2. Campus or community equity or inclusion workshops.
3. Creative presentations to raise awareness of equity or inclusion issues (e.g., plays, spoken word performance, art exhibits or other artistic expressions).
4. Cultural Competency Coaching.

5. Recruitment and retention of ethnic minority student-athletes.
6. Recruitment and retention of women and ethnic minority staff.
7. Events to encourage women and ethnic minorities to pursue careers in athletics (e.g., Winning Careers in Athletics, women's coaching symposiums, student-athlete attendance at the NCAA Convention).
8. Guest speakers on equity or inclusion topics.
9. Panel discussions on equity or inclusion topics.
10. Service or mentoring activities with a focus on equity or inclusion awareness.
11. Sponsor an internship program for female or ethnic minority junior or senior students with an interest in pursuing a career in athletics. The duties and responsibilities for the internship will vary and the overall goal is to provide administrative duties, including sports information, and professional networking in order to give a quality career experience in college athletics. Since the internship is meant for current students, there would be no coaching responsibilities assigned.
12. Student or SAAC-led initiatives to raise awareness of equity or inclusion issues.
13. Student-Athlete Retreat focusing on equity and inclusion issues.

The Commissioners Association Diversity and Well-Being Subcommittee constructed an inventory of equity and inclusion programs that have enhanced the educational experiences of student-athletes on Division III campuses, and created opportunities for increasing understanding and appreciation for diversity by all campus constituents. That list can be accessed on the Division III Strategic Initiatives Grant Program homepage. The list includes program titles, descriptions and costs, where possible and is updated annually.

Preapproved uses of Sportsmanship funds include the following:

1. All-Conference sportsmanship teams or other conference-based awards.
2. Banners and signage.
3. Banquet.
4. Community clinics.

5. Division III Week activities.
6. Educational materials, including, but not limited to, mailings to parents and program inserts.
7. Establishment of good sportsmanship student-body pep group or pep rally.
8. Guest speakers.
9. Halftime events.
10. In-game announcements.
11. Newspaper ads promoting sportsmanship.
12. Partnering with SAAC for workshops and seminars.
13. Play with Respect ... Live Respectfully – Program includes five seminars on positive sports behavior, appropriate decision making and core life values for student-athletes, coaches and athletics staff.
14. Positive spectator engagement.
15. Promotional items including, but not limited to, awareness bracelets and t-shirts.
16. Sportsmanship day.
17. Sportsmanship summit including supervisor of officials, student-athletes, coaches and directors of athletics.

For additional information, please refer to The NCAA Sportsmanship and Ethical Conduct Committee webpage.

Identity and Integration Activities

The Identity and Integration Activity is no longer a required initiative; however, it remains permissible to use Tier Two funds in this way. Activities and symposiums should emphasize the Division III identity and the integration of intercollegiate athletics in the campus and conference context. Conference Identity and Integration Symposiums and Activities are intended to bring key conference constituents together in an effort to discuss ways in which each school (and the conference as a group) might best support the integration concept, consistent with Division III's unique philosophy, identity and Strategic Positioning Platform. To assist in the planning and conduct of an Identity and Integration symposiums, please see the Sample Identity and Integration Symposium and Activity Guide on the Division III Strategic Initiatives Grant Program homepage.

Other permissible identity and integration activities that may include key conference constituents or campus only key constituents include the following:

1. Support of faculty mentor programs designed to promote a better understanding of the student-athlete experience.
2. Campus-based identity/integration discussions: Provide various campus constituencies (e.g., faculty, academic staff, administration) with the opportunity to learn about the role of athletics, the Division III philosophy, how athletics is integrated within the university as a whole and how athletics contributes to the overall mission of the institution and conference.
3. Celebration of Division III Week incorporating various campus departments.
4. Host a faculty forum on intercollegiate athletics.
5. Recognize National Student-Athlete Day, incorporating various campus departments.
6. Collaborate with admissions office to conduct an annual recruiting seminar.
7. Partner with development office and devise a specific fundraising project that would aid both athletics and development.
8. SAAC-led identity and integration presentations to institutional constituents, such as boards of trustees, faculty, and alumni, and facilitate other campus discussions.
9. Student-athlete integration discussions: engage student-athletes in discussions about the Division III philosophy, how athletics is integrated within the university as a whole, and how athletics contributes to the overall mission of the institution.
10. Programs focused on establishing and assisting students in achieving essential learning outcomes through the identification and integration of learning outcomes taught both on and off-the-field.
11. Conferences may use Tier Two funds on promotional materials (including video) supporting the Division III Identity.

Tier Three – Quality of the Participation Experience: Specific Spending Requirements and Preapproved Uses

Tier Three funds may be used on any permissible Tier One or Tier Two initiative or any other initiative justified by the Division III Strategic Plan.

Impermissible Tier Three fund use includes the following and will be denied:

1. Salary or benefits for campus or conference full-time employees.
2. Standard operating expenses beyond technology expenses.
3. Property plant and equipment that cannot be linked directly to enhancing the participation experiences (e.g., replacing standard athletics equipment or facility maintenance).

Preapproved uses of Technology funds include the following:

1. Color printing equipment and supplies.
2. Communication hardware and software.
3. Computers: desktops, laptops and tablets.
4. Conference webmaster (contract work).
5. Game film exchange.
6. Internet and cellular service.
7. Wind gauge (automatically feeds wind speeds into track results program).
8. Statistical software packages and updates.
9. Webcasting (web production and equipment).
10. Web enhancements, including a conference scoreboard.

Preapproved uses of Officiating Funds include the following:

1. Assignment software (e.g., Arbiter Sports).
2. Funding pre-season officiating meetings.
3. Hiring officials' observers, who evaluate, educate and recruit officials.

4. Officials' enhancement education, including attendance at the annual July National Association of Sports Officials (NASO) Annual Sports Officiating Summit.
5. Officials training (could include subsidizing registration with Arbiter Sports).
6. Officiating crew manuals.

Preapproved uses of Athletic Training/Medicine/Nutrition funds include the following:

1. Athletics training equipment.
2. Creation of a conference-wide athletics training standards manual.
3. Eating to Win program.
4. Funding for planning team to implement heat protocol (including communication initiatives and educational materials).
5. Health and safety posters.
6. Lightning detectors.
7. Nutrition lectures.
8. Portable AED units.
9. Professional development session for certified athletic trainers.
10. Renew site licenses for IMPACT Concussion Management software.
11. Session for staff or student-athletes: identify signs or symptoms of depression.
12. Sports Medicine Educational Symposium (review new trends in sports medicine).

Preapproved uses of Promotions/Marketing/Identity (Division III identity activation) funds include the following:

1. Conference banners.
2. Conference directory.
3. Logo development.
4. Schedule cards.
5. Traveling conference trophies.

Preapproved uses of Championships Enhancement funds include the following:

1. Championship t-shirts for participants.
2. Conference awards (participant, MVP, other).
3. Conference-wide championships program.
4. Employment of a professional timing company for swimming, indoor and outdoor track and field and/or cross country championships.
5. Increased signage.
6. Reimbursing expenses for sportsmanship chaperones.

Preapproved uses of Professional Development, Administration/Coaching Education Enhancement funds include the following:

1. Professional development activities for coaches, other campus athletics staff, conference interns or any of the constituents included in Tier One. Events include the preapproved list from Tier One or other events the conference determines to be effective professional development programming. While Tier One does not cover coaching related events, coaching related professional development may be funded using Tier Three.
2. Conference SAAC leadership retreat.
3. Host a professional development day for entire conference.
4. Host session on professional ethics in coaching.
5. Host speaker on catastrophe management.

6. Attendance at Intercollegiate Athletics Forum.
7. New coach's seminar (compliance review, general).
8. Support attendance at the NCAA Coaches Academy.

Administrative Stipend (“Tier Four”)

Conferences are provided with an administrative stipend to offset the costs of grant program administration including coordination of the third-party review. Conferences may choose to contract out the grant administration or manage the program with existing staff. This administrative stipend is listed under “Tier Four” within the grant reporting system; however, reporting on how the administrative stipend was used is not required. Sample grant administrator duties may be accessed on the [Division III Strategic Initiatives Grant Program homepage](#).

Gameday the DIII Way Update - Spring 2019

Project Background, Highlights and Framework

- The overarching goal of Gameday the DIII Way is to achieve a better fan decorum at Division III athletics events by providing a consistent level of expectations and guest service throughout the division.
- The program provides baseline guest service training and game environment standards to our 450 Division III member institutions and 44 Division III conferences.
- The group training is a one and one-half hour program, focused on guest service, being delivered to Division III game management staffs.
- The program is currently delivered via in-person training sessions and work is being done so that the program also can be delivered through an online learning platform.
- Over 100 Division III administrators have been trained by the Disney Institute to effectively facilitate the Gameday the DIII Way Program.
- Found on the Division III sportsmanship webpage, an extensive online toolkit of Division III game environment resources, assembled by the Division III working group, support and accompany the training program.
- Gameday the DIII Way training is available, for free, to all Division III members.
- The program was developed by Division III administrators, and thus can be implemented at all Division III institutions, regardless of the institution's budget or staff size.
- Gameday the DIII Way banners, signage and merchandise is available through the Division III purchasing website and being utilized throughout the division.

Current impact and reach of program

- To date, over 3,500 administrators, coaches and student-athletes have received the one and one-half hour in-person training program.
- The Division III conference commissioners participated in a highly successful ambassador training session in Orlando, Florida, in September 2018.

- Based on survey responses from 198 random coaches and athletics administrators that participated in the in-person training program...
 - 87 percent agree or strongly agree that they are “satisfied with [their] Gameday the DIII Way training experience”
 - 94 percent agree or strongly agree that their “facilitator presented the Gameday the DIII Way Training content in a way [they] could easily understand”
 - 84 percent agree or strongly agree that they “gained new knowledge about the Gameday the DIII Way initiative and the national standards on game day service”

Next Steps

- Online training videos are in the final production stages and will post to DIII University spring 2019.
- The current Disney Institute contract is set to expire July 1, 2019.
- Based on the success of the Division III Commissioners’ Ambassador training session, the in-person training provided by the NCAA and the Disney Institute will shift focus away from a broad facilitator training and instead focus on regional-based ambassador training for senior athletics administrators and ‘super facilitator’ training for the most active existing Division III facilitators.
- Over the next four years, the following is a concept of trainings that could be offered:

2019

- Friday, May 17, 2019 – Approximately 100 people participate in ambassador training (New England - Northeast) = 1 full day
- June 12 – 13, 2019 – Approximately 50 people participate in ambassador training (Orlando, Florida) + super facilitator follow-up #1 = 1 ½ days

Start of new Disney Institute agreement

2020

- Ambassador training in West in conjunction with CEFMA Convention in Las Vegas – potentially conduct at Disneyland in Anaheim (~100 people) = 1 ½ days

2021

- Ambassador training in Plains (~100 people) = 1 full day
- Ambassador training in Orlando in conjunction with CEFMA Convention + super facilitator follow-up #2 (~50 people) = 1 ½ days

2022

- Ambassador training in Mid-Atlantic (~100 people) = 1 full day



**REPORT OF THE NCAA DIVISION III
DIVERSITY AND INCLUSION WORKING GROUP
FEBRUARY 11, 2019, TELECONFERENCE**

ACTION ITEM.

- None.

INFORMATIONAL ITEMS.

- 1. Welcome and Roster.** The chair, Gerard Bryant, commenced the NCAA Division III Diversity and Inclusion Working Group teleconference at 12:05 p.m. Eastern time Monday, February 11, 2019. He welcomed the working group and conducted a roll call.
- 2. Report of December 18, 2018, Teleconference.** The working group reviewed the report and gave staff an editorial edit.
- 3. Division III Mandatory Student-Athlete Graduation Rate Reporting Legislation.** The chair congratulated the working on its efforts leading up to the vote on the student-athlete graduation rate reporting. The proposal passed with 88 percent of the vote. Next steps include the following:
 - a. Institutions will be required to report their student-athlete data beginning in the 2020 reporting cycle which runs from March 1 to June 2020. The data will be submitted through the Academic Portal available via My Apps on ncaa.org.
 - b. The person on campus who is currently reporting the required student-body data already has access to the Academic Portal. Institutions should make this person aware of the new requirement.
 - c. If an institution is currently participating in the voluntary collection of student-athlete graduation rate data, nothing changes.
 - d. For those institutions not currently reporting, staff strongly encourages them to use the 2019 reporting cycle as a test-run. The reporting window opens March 1 and closes June 1, 2019.
 - e. Staff will provide numerous educational resources.
- 4. Division III Student Immersion Program Feedback.** Staff provided the results of the 2019 Student Immersion Program participant surveys. The feedback was overwhelmingly positive. Staff noted that the 2019 participants are invited to the Next Steps Program held in conjunction with the NCAA Career in Sports Forum in early June in Indianapolis.

5. **NCAA Minority Opportunities and Interests Committee Proposed Legislation.** The chair provided an update on possible 2020 NCAA Convention legislation sponsored by MOIC. The proposal would require an athletics diversity and inclusion designation. Responsibilities include receipt and dissemination of NCAA information related to matters of diversity and inclusion. The implementation of the designation would provide tangible and practical support to the NCAA's Presidential Pledge initiative. The working group provided feedback.
6. **Update on NCAA Presidential Pledge.** Staff provided an update on how this initiative is moving from a commitment phase to action.
7. **Other Business.** The chair reminded the working group of the upcoming NCAA Inclusion Forum in late April in Atlanta.
8. **Next Steps.** The chair summarized the working group's next steps.
9. **Future teleconferences.** Staff will send out a doodle for future quarterly teleconferences in April, July, October and January.
10. **Adjournment.** The call adjourned at 12:38 p.m. Eastern time.

*Staff Liaisons: Louise McCleary, Division III Governance
Sonja Robinson, Office of Inclusion
Amy Wilson, Office of Inclusion*

NCAA Division III Diversity and Inclusion Working Group Teleconference date: February 11, 2019	
Attendees:	
Javier Cevallos, Framingham State University	
Gerard Bryant, John Jay College of Criminal Justice	
Jason Fein, Bates College	
Cat Lanigan, Juniata College	
Joe Onderko, Presidents Athletic Conference	
Dan Schumacher, University of Wisconsin, Eau Claire	
Jason Verdugo, Hamline University	

Absentees:
Nnenna Akotaobi, Swarthmore College Natalie Winkelfoos, Oberlin College Nicolle Wood, Salem State University
NCAA Staff Support in Attendance:
Louise McCleary, Sonja Robinson and Amy Wilson.
Other in Attendance:
None.

The Highly Engaged FAR

RECOMMENDATIONS FOR THE CONFERENCE

These recommendations are endorsed by the Division III Presidents Council, Management Council, the Division III FAR Engagement Working Group and the Faculty Athletics Representative Association (FARA). These groups firmly believe each Division III multisport conference should provide FARs with opportunities to formally express their thoughts and opinions with regards to conference policy and operations, especially as they impact the academic and personal well-being of student-athletes. The level and extent of the formal involvement of FARs in the activities of athletics conferences will vary. FARs should be considered for service as conference officers, have a role in the conference committee structure, and be involved in conference-level decision making.

The Division III FAR ...

- Helps to ensure a quality student-athlete experience and promote student-athlete well-being.
- Serves as an independent advocate for student-athletes.
- Helps promote student-athlete success in the classroom, in athletics, and in the community by striking a balance among academic excellence, athletics competition, and social growth as students prepare for lifelong success.
- Assists in the oversight of intercollegiate athletics at the campus and conference levels to assure that they are conducted in a manner designed to protect and enhance the physical, psychological, and educational well-being of student-athletes.
- Oversees the nominations of student-athletes for NCAA grant, scholarship and recognition programs.

What stands in the way of a highly engaged Division III FAR at the conference level?

- An estimated two-thirds of Division III conferences identify FARs as a key constituent per the conference constitution or bylaws. All Division III conferences should identify FARs as a key constituent.
- Sixty percent (60%) of conferences identify a specific role for the FARs in the governance of the conference where they actively assist in the establishment of conference policy (e.g., propose policy, vote). Without an explicit role and expectations, it will be challenging to ensure the sustained impact of FARs at the conference level.
- In approximately 40 percent of conferences, there is a FAR Committee or Council with varying roles and responsibilities. The Committee or Council's role varies ranging from advisement of academic eligibility, integrity, and compliance issues to holding voting power on all conference matters, including representation by the chair of the Committee or Council on an executive-level conference group. Recognizing the diversity of Division III conferences, those that do want to improve engagement and the impact of their FARs should examine and delineate their roles and responsibilities.
- In 40 percent of Division III conferences, FARs hold a position at the same level or higher than directors of athletics and serve as chairpersons within the conference committee structure. To serve effectively as an independent advocate for student-athletes, all conferences should examine and consider the position FARs currently hold in conference affairs and strive for a proper balance.

Recommendations for Division III Multisport Conferences

The conference is called on to establish clearly stated expectations, best practices, potential policies and education for the FAR. This involves ensuring the conference commissioner and conference executive committee leadership are committed to providing necessary support for the FAR's role in the conference, both of which are vital to the success of these efforts. Directors of athletics and presidents and chancellors can help to support more FAR engagement at the conference level.

1. Codify in the conference bylaws the FAR's role in the conference governance structure.
2. Develop a model of information-sharing for conference FARs.
3. Develop a model to establish regular opportunities for conference FARs to meet, whether in-person or remotely.
4. Develop expectations related to the role the conference office should play in facilitating FAR engagement in conference affairs.
5. Ensure funds from the Strategic Initiative Conference Grant program are effectively being utilized for the professional development of FARs within the conference.



Our conference has a long history of FAR involvement. That group is a vital part of the governance structure of the American Rivers Conference. The faculty often has a different view of how a piece of legislation will affect a student-athlete from the academic side. As such, their vote is a formal one that is passed on to our Presidents Council to provide a multi-level view of the legislation. The FARs also can be called upon, through an Executive Committee, to help the commissioner rule on issues.

Chuck Yrigoyen, commissioner, American Rivers Conference



The Highly Engaged FAR

RECOMMENDATIONS FOR THE CAMPUS

These recommendations are endorsed by the Division III Presidents Council, Management Council, the Division III FAR Engagement Working Group and the Faculty Athletics Representative Association (FARA) Executive Committee. These groups firmly believe a highly engaged FAR will contribute to furthering the central goal of a Division III athletics department — ensuring the best student-athlete experience possible. Despite differences in institutional resources and missions, all Division III campuses can benefit from enhancing the role of the FAR and incorporating the suggestions contained in this document.

The Division III FAR ...

- Helps to ensure a quality student-athlete experience and promote student-athlete well-being.
- Serves as an independent advocate for student-athletes.
- Helps promote student-athlete success in the classroom, in athletics, and in the community by striking a balance among academic excellence, athletics competition, and social growth as students prepare for lifelong success.
- Assists in the oversight of intercollegiate athletics at the campus and conference levels to assure that they are conducted in a manner designed to protect and enhance the physical, psychological, and educational well-being of student-athletes.
- Oversees the nominations of student-athletes for NCAA grant, scholarship and recognition programs.

What Stands in the Way of a Highly Engaged Division III FAR?

- Approximately 50 percent of Division III FARs lack a clear position description with enumerated responsibilities and support. They also lack endorsement by key stakeholders (e.g. presidents and chancellors, conference commissioners, directors of athletics), which is not conducive to an engaged FAR.
- FAR compensation and/or time-release is rare in Division III with approximately 5 percent receiving release time from teaching obligations and 11 percent receiving some financial compensation. A highly engaged FAR provides value to the institution. Compensation and/or time release helps affirm that value.
- Approximately three-quarters of Division III FARs spend between one and five hours per week on their FAR duties. More than 90 percent spend 10 hours or less. Half of their time is spent on academically related issues and approximately one-quarter of their time on student-athlete well-being issues. If recommendations in this document are implemented, the amount of time FARs spend on their duties may increase.
- Approximately half of all Division III FARs have been in their position for four years or less. High turnover rates inhibit the effectiveness of FARs. There are multiple reasons including term limits, rotating appointments, and that the role of FAR may not count toward the service requirement for faculty. This lack of consistency has broad impacts at the campus, conference, and national levels in terms of engagement.
- Nearly half of FARs are not involved in the campus-level Student-Athlete Advisory Committee. There are a number of potential reasons: 1) scheduling conflicts with meetings, 2) the director of athletics being reluctant to ask FARs to be more engaged, 3) coaches taking a more prominent role in the campus-level Student-Athlete Advisory Committee, and 4) Student-Athlete Advisory Committee involvement not being a defined role for the FAR on some campuses.
- There is no consistency in the reporting lines for Division III FARs. Current reporting lines include the president or chancellor (38%), the director of athletics (22%), chair of the faculty governance body (11%), the chief academic affairs administrator (9%) and the chief student affairs administrator (8%), among others. This stands in contrast to Divisions I and II, where 80 percent or more of FARs report to the president or chancellor.



Recommendations for Division III Member Institutions

The institution is called on to establish clearly stated expectations, best practices, potential policies and education for the FAR. It involves ensuring presidential leadership and a commitment to provide necessary support for the position (e.g., release time and a stipend), both of which are vital to the success of these efforts. Directors of athletics and conference commissioners also can help to support more FAR engagement.

Specifically, institutions are encouraged to:

1. Ensure the FAR has a detailed position description. Using already established position descriptions and the model position description advocated by FARA.
2. Ensure the FAR reports to the president/chancellor or the athletics direct report (ADR). To carry the authority necessary to fulfill the position's obligations, the FAR should report to the highest-level campus leader possible. Considering the need for the FAR's independence as an advocate for student-athletes, the FAR should report to someone other than the director of athletics, although it is important for FARs to have strong working relationships with the director of athletics.
3. Review support for the FAR position on campus and evaluate options related to course release, financial compensation, and recognition of FAR service as fulfillment of campus service requirements. Support creates an additional incentive for faculty to pursue the position, increase the length of service, and increase the level of engagement.
4. Ensure the FAR maintains a high level of visibility on campus. To increase visibility in the athletics sphere, FARs should regularly attend athletics competitions, participate in special events, and contribute regularly to athletics department meetings. To ensure recognition of the FAR role among the faculty, FARs should participate and/or present at shared governance meetings (e.g., Faculty Senate) and engage in activities that facilitate communication between the faculty, the student-athletes, and the athletics department. Student-athletes, faculty, athletics staff and campus administrators should be able to easily identify the FAR and know how to contact him or her.
5. Commit to sustained FAR involvement with the Student-Athlete Advisory Committee on campus. It is an appropriate means for FARs to be better advocates for student-athletes.
6. Consider potentially appointing two FARs at your institution. This model has the potential to increase effectiveness, address attendance issues at key meetings and events, and lengthen tenure.
7. Commit to continuing professional development by supporting and encouraging your FAR to take advantage of educational and engagement opportunities via your conference and at the national level (e.g., the NCAA Convention, FARA Annual Meeting, the Division III FAR Institute).



A highly engaged FAR improves the quality of an athletics department and, more importantly, the student-athlete experience. The FAR serves as an important bridge between the academic and athletic components on campus, providing support and guidance for faculty, staff, and students regarding the athletics experience. Student-athletes have an important advocate in the FAR on academic issues and can ask questions and seek advice in balancing both their academic and athletic pursuits. Similarly, faculty members have a resource to better understand the student-athlete experience.

Robert Davis Jr., athletics direct report, University of Scranton





The Highly Engaged FAR

Recommendations for the Campus,
the Conference and the FAR





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I strongly believe in the role of the FAR as the hub of the athletic-academic connection for an institution. Although the AD hires all coaches and the coaches must carry out the academic focus of their players, the FAR is my central coordinator and communicator among all groups at the college – each athletics team, new faculty as a part of faculty orientation, the Student-Athlete Advisory Committee, the college president, the president’s cabinet, and faculty.

Kenneth Garren, president, University of Lynchburg



INTRODUCTION

The Division III Faculty Athletics Representatives (FAR) Engagement Working Group was created in 2017 to develop recommendations and resources to increase the engagement of Division III FARs at the institutional, conference and national levels. Members of the working group included FARs, directors of athletics, conference commissioners and a student-athlete. Utilizing historical and contemporary data and the expertise of the working group and others, the group developed three documents, which are contained in this report.

- Campus Recommendations for a Highly Engaged Division III FAR
- Conference Recommendations for a Highly Engaged Division III FAR
- Model for a Highly Engaged Division III FAR

THE DIVISION III FAR ...

- Helps to ensure a quality student-athlete experience and promote student-athlete well-being.
- Serves as an independent advocate for student-athletes.
- Helps promote student-athlete success in the classroom, in athletics, and in the community by striking a balance among academic excellence, athletics competition, and social growth as they prepare for lifelong success.
- Assists in the oversight of intercollegiate athletics at the campus and conference levels to assure that they are conducted in a manner designed to protect and enhance the physical, psychological, and educational well-being of student-athletes.
- Oversees the nominations of student-athletes for NCAA grant, scholarship and recognition programs.

WHY DO WE NEED FARs?

- NCAA regulations require intercollegiate athletics programs to be designed as a vital part of the educational system and the student-athlete to be an integral part of the student body.
- Those same regulations require intercollegiate athletics programs to be conducted to protect and enhance the educational and physical welfare of the student-athletes.
- These areas of student life traditionally have involved significant faculty participation and oversight.
- Because student-athletes are to be students first, faculty voices and perspectives in the administration and in oversight of intercollegiate athletics programs have been recognized by the NCAA as legitimate and necessary.

HISTORY OF THE FAR

Faculty voices and influence have been present in the affairs of the NCAA for as long as the NCAA has been in existence. The Carnegie Foundation Report on American College Athletics in 1928 attests to the presence of faculty views in the operation of the NCAA up to that time. In 1980, the NCAA released a study written by former NCAA president Earl Ramer (1971-73), that outlined the history of the significant and continuing roles played by faculty in the NCAA in the decades before 1980.

Shortly after the Ramer Report was published, the NCAA produced the first Faculty Athletics Representative Handbook. These reports indicate that faculty athletics representatives have long been thoroughly integrated into the infrastructure of the NCAA. Faculty athletics representatives are prominent in all levels of NCAA governance, excepting those reserved for chief executive officers, and they continually serve as points of contact between their campuses and the NCAA in the regular conduct of intercollegiate athletics programs. Articles 4, 5 and 6 of the NCAA Constitution recognize the involvement of faculty athletics representatives in the organization, legislative authority and legislative process of the NCAA and the important role of faculty athletics representatives in the local institutional control of intercollegiate athletics programs. Division III Bylaw 6.1.3, adopted in 1989, requires each member institution to designate an individual to serve as FAR.





A highly engaged FAR improves the quality of an athletics department and, more importantly, the student-athlete experience.

The FAR serves as an important bridge between the academic and athletic components on campus, providing support and guidance for faculty, staff, and students regarding the athletics experience. Student-

athletes have an important advocate in the FAR on academic issues and can ask questions and seek advice in balancing both their academic and athletic pursuits.

Similarly, faculty members have a resource to better understand the student-athlete experience.

Robert Davis Jr., athletics direct report, University of Scranton



CAMPUS RECOMMENDATIONS

FOR A HIGHLY ENGAGED DIVISION III FACULTY ATHLETICS REPRESENTATIVE

These recommendations are endorsed by the Division III Presidents Council, Management Council, the Division III FAR Engagement Working Group and the Faculty Athletics Representative Association (FARA) Executive Committee. These groups firmly believe a highly engaged FAR will contribute to furthering the central goal of a Division III athletics department — ensuring the best student-athlete experience possible. Despite differences in institutional resources and missions, all Division III campuses can benefit from enhancing the role of the FAR and incorporating the suggestions contained in this document.

WHAT STANDS IN THE WAY OF A HIGHLY ENGAGED DIVISION III FAR?

- Approximately 50 percent of Division III FARs lack a clear position description with enumerated responsibilities and support. They also lack endorsement by key stakeholders (e.g. presidents and chancellors, conference commissioners, directors of athletics) which is not conducive to an engaged FAR.
- FAR compensation and/or release-time is rare in Division III with approximately 5 percent receiving release-time from teaching obligations and 11 percent receiving some financial compensation. A highly engaged FAR provides value to the institution. Compensation and/or time release helps affirm that value.
- Approximately three-quarters of Division III FARs spend between one and five hours per week on their FAR duties. More than 90 percent spend 10 hours or less. Half of their time is spent on academically related issues and approximately one-quarter of their time on student-athlete well-being issues. If recommendations in this document are implemented, the amount of time FARs spend on their duties may increase.
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- Nearly half of FARs are not involved in the campus-level Student-Athlete Advisory Committee. There are a number of potential reasons: 1) scheduling conflicts with meetings, 2) the director of athletics being reluctant to ask FARs to be more engaged, 3) coaches taking a more prominent role in the campus-level Student-Athlete Advisory Committee, and 4) Student-Athlete Advisory Committee involvement not being a defined role for the FAR on some campuses.
- There is no consistency in the reporting lines for Division III FARs. Current reporting lines include the president or chancellor (38%), the director of athletics (22%), chair of the faculty governance body (11%), the chief academic affairs administrator (9%) and the chief student affairs administrator (8%), among others. This stands in contrast to Divisions I and II, where 80 percent or more of FARs report to the president or chancellor.

RECOMMENDATIONS FOR DIVISION III MEMBER INSTITUTIONS

The institution is called on to establish clearly stated expectations, best practices, potential policies and education for the FAR. It involves ensuring presidential leadership and a commitment to provide necessary support for the position (e.g., release time and a stipend), both of which are vital to the success of these efforts. Directors of athletics and conference commissioners also can help to support more FAR engagement.

Specifically, institutions are encouraged to:

1. Ensure the FAR has a detailed position description. Using already established position descriptions and the model position description advocated by FARA is a place to start.
2. Ensure the FAR reports to the president/ chancellor or the athletics direct report (ADR). To carry the authority necessary to fulfill the position's obligations, the FAR should report to the highest-level campus leader possible. Considering the need for the FAR's independence as an advocate for student-athletes, the FAR should report to someone other than the director of athletics, although it is important for FARs to have strong working relationships with the director of athletics.
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6. Consider appointing two FARs at your institution. This model has the potential to increase effectiveness, address attendance issues at key meetings and events, and lengthen tenure.
7. Commit to continuing professional development by supporting and encouraging your FAR to take advantage of educational and engagement opportunities via your conference and at the national level (e.g., the NCAA Convention, FARA Annual Meeting, the Division III FAR Institute).



It's extremely beneficial to have faculty athletics representatives engaged at the institutional, conference and national level. We value their role in the conference governance structure, giving them oversight of academic matters related to student-athletes. We encourage them to promote community between athletics and academics through education and communication. Engaging our FARs with consistent communication from the conference office and regular meetings throughout the year is integral to their impact in our conference and for our student-athletes.

Jennifer Dubow, executive director,
Southern California Intercollegiate Athletics Conference



CONFERENCE RECOMMENDATIONS

FOR A HIGHLY ENGAGED DIVISION III FACULTY ATHLETICS REPRESENTATIVE

These recommendations are endorsed by the Division III Presidents Council, Management Council, the Division III FAR Engagement Working Group and the Faculty Athletics Representative Association (FARA). These groups firmly believe each Division III multisport conference should provide FARs with opportunities to formally express their thoughts and opinions with regards to conference policy and operations, especially as they impact the academic and personal well-being of student-athletes. The level and extent of the formal involvement of FARs in the activities of athletics conferences will vary. FARs should be considered for service as conference officers, have a role in the conference committee structure, and involved in conference-level decision making.

WHAT STANDS IN THE WAY OF A HIGHLY ENGAGED DIVISION III FAR AT THE CONFERENCE LEVEL?

- An estimated two-thirds of Division III conferences identify FARs as a key constituent per the conference constitution or bylaws. All Division III conferences should identify FARs as a key constituent.
- Sixty percent (60%) of conferences identify a specific role for the FARs in the governance of the conference where they actively assist in the establishment of conference policy (e.g., propose policy, vote). Without an explicit role and expectations, it will be challenging to ensure the sustained impact of FARs at the conference level.
- In approximately 40 percent of conferences, there is a FAR Committee or Council with varying roles and responsibilities. The Committee or Council's role varies ranging from advisement on academic eligibility, integrity, and compliance issues to holding voting power on all conference matters, including representation by the chair of the Committee or Council on an executive-level conference group. Recognizing the diversity of Division III conferences, those that do want to improve engagement and the impact of their FARs should examine and delineate their roles and responsibilities.
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RECOMMENDATIONS FOR DIVISION III MULTISPORT CONFERENCES

The conference is called on to establish clearly stated expectations, best practices, potential policies and education for the FAR. This involves ensuring the conference commissioner and conference executive committee leadership are committed to providing necessary support for the FAR's role in the conference, both of which are vital to the success of these efforts. Directors of athletics and presidents and chancellors can help to support more FAR engagement at the conference level.

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3. Develop a model to establish regular opportunities for conference FARs to meet whether in-person or remotely.
4. Develop expectations related to the role the conference office should play in facilitating FAR engagement in conference affairs.
5. Ensure funds from the Strategic Initiative Conference Grant program are effectively being utilized for the professional development of FARs within the conference.



Our conference has a long history of FAR involvement. That group is a vital part of the governance structure of the American Rivers Conference. The faculty often has a different view of how a piece of legislation will affect a student-athlete from the academic side. As such, their vote is a formal one that is passed on to our Presidents Council to provide a multi-level view of the legislation. The FARs also can be called upon, through an Executive Committee, to help the commissioner rule on issues.

Chuck Yrigoyen, commissioner, American Rivers Conference



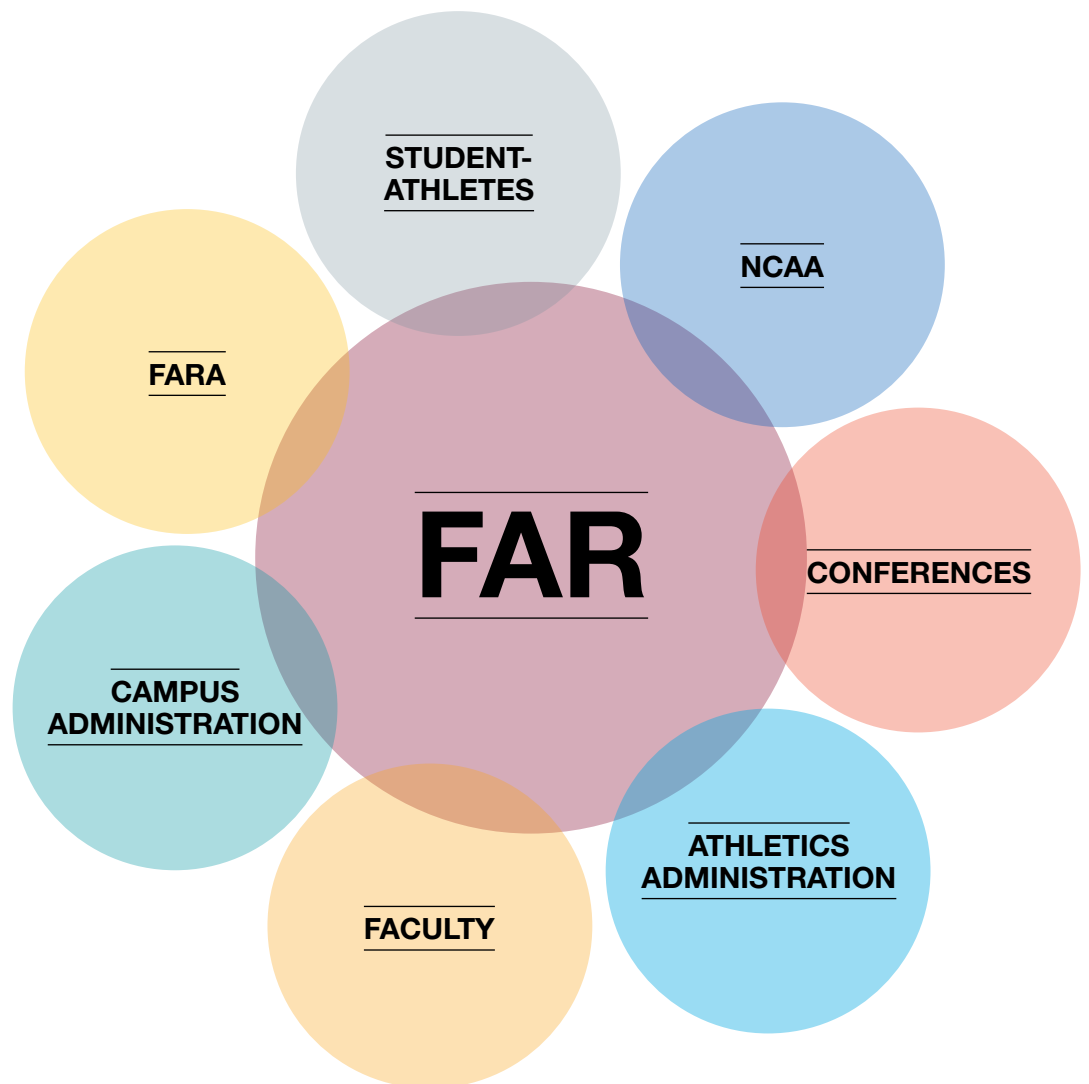


A highly engaged FAR is critical for many reasons with the primary goal to support our student-athletes. The FAR's input is invaluable and comes in many forms ranging from academic support to providing crucial insight for administrators regarding student-athlete issues and concerns. Additionally, FARs provide input from an academic perspective when helping to shape policy and voting at the conference and NCAA levels. FARs help our student-athletes be successful academically, on the fields of play, and ensure their overall well-being.

Scott Kilgallon, director of athletics, Webster University



MODEL FOR A HIGHLY ENGAGED DIVISION III FAR



CONNECTION TO THE CAMPUS ADMINISTRATION

The FAR provides advice to the president/chancellor and/or athletics direct report (ADR) that reflects the traditional values of the faculty and is rooted in the academic ethic of the institution.

- To be an effective advisor, the FAR must be knowledgeable regarding the athletics program and must devote the time and attention required to attain this familiarity.
- To ensure the FARs relationship with athletics and ability to be an effective advisor, the FAR needs to carry authority from the president/ chancellor and/or athletics direct report, and this authority should be recognized throughout the campus.
- The FAR must have access to the president/ chancellor and/or athletics direct report on a regular basis.

STRUCTURE OF THE POSITION

Above all, together with the president/chancellor, ADR and athletics director, two key pieces must be in place. First, a comprehensive plan for the institutional control of intercollegiate athletics and second, appropriate and explicit assignments of both responsibility and authority must be ensured.

Specifically, campuses are encouraged to:

1. Develop a written position description, which accurately and fully describes the duties and responsibilities. Obtain approval of the position description from the president/chancellor, ADR and faculty governance structure.
2. Deans, department chairs and other institutional administrators must acknowledge that the FAR's activities described in the position description require a significant commitment of time and energy. As a result, campuses should:
 - » Strongly consider release time from teaching responsibilities (with compensation to the affected academic unit, as appropriate).
 - » Strongly consider service-time recognition.
3. There should be no predetermined limit to the length of time that FARs may serve.
4. Strongly consider summer support, including the possibility of a fiscal-year contract.
5. Identify the resources needed to successfully meet the responsibilities of the FAR and arrange for these resources to be made available.
6. Maintain a travel budget sufficient to support professional development opportunities such as the FARA annual meetings, the NCAA Convention and any additional or special NCAA meetings. FARs also should receive travel support to attend athletics conference meetings.
7. Consider the appointment of two FARs per institution. This model has the potential to increase effectiveness, address attendance issues at key meetings and events and lengthen tenure.

WAYS FOR THE FAR TO ENGAGE WITH THE CAMPUS ADMINISTRATION

- The FAR should ensure, either directly or indirectly, that student-athletes meet all NCAA, conference and institutional eligibility requirements for practice and intercollegiate competition. Eligibility checks should be periodically reviewed and audited by the FAR. Academic eligibility certifications should be performed by persons outside of the department of athletics.
- The FAR should develop, or arrange to have developed, periodic statistical reports on the academic preparation and performance of student-athletes for each sports team. This information should be provided to the president/chancellor and/or ADR. The FAR should be knowledgeable about the academic preparation and performance of each sports team and should use such reports to uphold high academic standards and expectations for these team members.
- The FAR should be a senior advisor outside of the athletics department to the president/chancellor and/or ADR on matters related to intercollegiate athletics. Together with the AD, the FAR should formulate and recommend institutional positions on NCAA legislation and other matters affecting, or related to, intercollegiate athletics on the campus.
- The FAR must have solid working relationships with the AD, the athletics compliance coordinator, the director of admissions, the registrar and director of student financial aid.
- The FAR should provide periodic reports related to matters of academic integrity, academic preparation and performance of student-athletes, rules compliance or violations, and other matters related to the intercollegiate athletics program. To this end, FARs should have appropriate independent access to the systems to generate these reports.





CONNECTION TO THE ATHLETICS DEPARTMENT

The working relationship between the FAR and the AD is very important. Regular interaction between them is necessary, and wide-ranging discussion of all aspects of the athletics program is encouraged. This will help the FAR to develop the knowledge base needed to make effective contributions to local athletics administration and will be useful to the AD in influencing the academic and personal well-being of the student-athletes. It's important to note that this is a working relationship, not a reporting line.

WAYS FOR THE FAR TO ENGAGE WITH THE ATHLETICS ADMINISTRATION

- Work in concert with the AD and the compliance officer to ensure a comprehensive and effective rules education and compliance program on the campus.
- Participate in annual NCAA rules education, athletics staff meetings, and initial team meetings.
- Serve as a member of search committees for head coaches and athletics administrators to ensure commitment to the educational mission of the institution and the guiding principles of Division III.
- Review travel and competition schedules to minimize missed class time.
- Work with coaches and student-athletes to minimize conflicts between practice and class schedules, and advocate for a climate of respect between coaches, faculty, and student-athletes.
- Conduct periodic reviews of the mechanisms used to monitor the hourly and weekly limitations on athletically related activities.
- Oversee the nominations of student-athletes for NCAA grant, scholarship and recognition programs.
- Have access to complete budgetary information about the athletics department.
- Attend sporting events when possible.
- Perform or review exit interviews to discern the success of the student-athlete experience.
- Become involved with the institution's Institutional Self-Study Guide (ISSG) and other compliance tools, including being broadly knowledgeable about the institution-wide implementation of athletics procedures and the institution's commitment to compliance.

CONNECTION TO THE FACULTY

An efficient link between the FAR and the faculty is useful in assuring the faculty of accurate and timely information regarding the athletics program. Whether appointed by the president/chancellor or elected directly by the faculty, the FAR commonly serves as a conduit of information to and from the faculty and the athletics program. It is common for the FAR to report periodically to the faculty senate, or other governing group, regarding the operation of the athletics program.

WAYS FOR THE FAR TO ENGAGE WITH FACULTY

- Report regularly to the faculty senate (or appropriate faculty governance body) on athletics points of interest or information, including the Academic Success Rate, academic awards, and participation by student-athletes in research/honors projects.
- Consider a team-based faculty mentor program to foster a better faculty understanding of the intercollegiate athletics program.

CONNECTION TO THE NCAA

The FAR should represent the institution as a delegate to the annual NCAA Convention and attend any special meetings of the NCAA. The FAR may be designated as the voting delegate in the absence of the President/Chancellor. He or she should be involved in discussions with the president/chancellor and the AD in which the institution's voting position on NCAA legislation is established.

WAYS FOR THE FAR TO ENGAGE WITH THE NCAA

- Attend national and regional meetings and conferences that provide professional development opportunities for rules education (e.g., NCAA Regional Rules Seminar, FARA Annual Meeting, NCAA Convention, conference compliance meetings).
- Charge the FAR with the nominations of student-athletes for NCAA grant, scholarship and recognition programs.
- Nominate FARs for service on NCAA committees where appropriate.

CONNECTION TO STUDENT-ATHLETES

As members of the faculty, it is appropriate that FARs be involved in the monitoring and maintenance of the personal welfare of the student-athletes. Many of the FARs' activities directly influence the personal well-being of student-athletes. This aspect of their activities should be recognized by all campus constituencies and the FAR should offer themselves as independent sources of support and advice to student-athletes.

For example, they should know that missed-class time policies are being honored and that reductions or cancellations of financial aid are made for appropriate reasons. They should know when student-athletes encounter difficulties with class scheduling and should be of assistance when the student-athlete has occasion to be involved in waiver or appeals procedures at the institution. FARs also should be alert to conditions that affect the health of student-athletes, being ready to aid in referral to university resources that provide advice and counsel on all types of physical and psychological problems. FARs should strive to be seen by the student-athletes as independent advocates for their well-being. Stressing that independence should be a cornerstone of FARs' interactions with student-athletes.

The Importance of the Student-Athlete Advisory Committee (SAAC): SAACs, mandated by the NCAA for every member institution, play a significant role in promoting the academic, health, social and athletic welfare of student-athletes. FARs should be actively involved with institutional SAACs. They should regularly attend committee meetings and consult with committee officers. Such direct and personal exchanges are useful in obtaining current first-hand assessments of student attitudes and experiences and reinforce the understanding that the FAR is first and foremost a faculty member interested in the welfare of athletes as students. FARs should facilitate the inclusion of student-athlete participation on institutional athletics boards and committees.

WAYS TO ENGAGE WITH STUDENT-ATHLETES

- Direct contact with student-athletes on a systematic and periodic basis is paramount. They should interact frequently with the SAAC. Student-athletes should recognize the FAR as a source of information, support and counseling, which is located administratively outside of the athletics department.
- The FAR must be visible to the student-athletes. They could participate in orientation activities at the beginning of the year and exit-interview activities at the end of the year.
- The FAR must work to maintain a balance between student-athletes' academic and athletic goals. Considerations include scheduling to minimize missed class time, monitoring student-athletes' choice of major to ensure that athletics participation is not limiting student-athletes' choice of major, and encouraging student-athletes to graduate in a reasonable amount of time.
- At the beginning of each academic year, the FAR should address student-athletes as a group, or in individual team meetings, to emphasize the primacy of the academic mission of the institution and the responsibilities of student-athletes within that setting.
 - » Ensure that testing, counseling, evaluation and other career-planning services are made available to student-athletes.
 - » Meet with each team and with the SAAC to explain the role of the FAR as it relates to the academic success of student-athletes. Meeting topics could include eligibility, good academic standing, progress-towards-degree, ethical and behavioral conduct, classroom responsibility, course scheduling, and communication with professors.

WAYS TO ENGAGE WITH STUDENT-ATHLETES

- The FAR should serve as a liaison between faculty, administration and student-athletes and assist in the mediation of conflicts between these groups.
- The FAR should inform student-athletes ...
 - » Of campus support services, including academic tutoring, advising and career development, counseling and health care, disability, and financial aid.
 - » About available scholarship opportunities and application processes and work directly with student-athletes throughout the application process.
- The FAR should encourage student-athletes ...
 - » To participate in community engagement projects.
 - » To represent the institution at social, civic and academic events.
 - » To be good citizens, leaders and contributors in their community.
- The FAR should encourage student-athlete participation in leadership academies and/or other professional development opportunities at the campus, conference and national level.
- The FAR should be available for post-graduation advisement and collaboration with career services.



CONNECTION TO THE CONFERENCE

Each Division III multisport conference should provide FARs with opportunities to formally express their thoughts and opinions with regard to conference policy and operations, especially as they impact the academic and personal well-being of student-athletes. The level and extent of the formal involvement of FARs in the activities of athletics conferences vary. FARs may serve as conference officers, have a role in the conference committee structure and cast the votes by which conference business is conducted.

WAYS FOR FARs TO ENGAGE AT THE CONFERENCE LEVEL

- The FAR should be knowledgeable about conference rules related to academic eligibility, transfer requirements and restrictions, and enforcement procedures.
- FARs should promote better understanding of NCAA regulations and how they affect conference members.
- FARs should be engaged in conference-level discussions regarding NCAA violations that involve conference members and discuss how best to maintain high ethical standards of conduct among conference members.
- FARs should be involved in discussions related to conference schedules of contests and help to assess their impact on the academic welfare of student-athletes. Special attention should be paid to final examination schedules of conference institutions.
- FARs should be engaged in decisions related to waivers of conference eligibility requirements, especially academic requirements.
- FARs should be engaged in discussions that determine the voting position of the conference at NCAA Conventions.
- FARs should be involved in determining recipients of conference academic honors.

CONNECTION TO THE FACULTY ATHLETICS REPRESENTATIVES ASSOCIATION (FARA)

The Faculty Athletics Representatives Association (FARA) had its genesis in the mid-1980s when a group of FARs initiated a series of forums. The purpose of these forums, which were held in conjunction with the NCAA Convention, was to provide for discussion of issues that were of concern to the NCAA membership.

The first of these meetings was held in Nashville in 1985, with other forums following on an annual basis through 1988. At the special NCAA Convention held in Dallas in June 1987, a FAR task force was established to facilitate contributions by FARs to the reform agenda of the newly formed NCAA Presidents Commission. In November 1987, the task force created the FAR Academic Review Committee to assess the academic implications of legislation to be voted on at the subsequent NCAA Convention. The committee, which included representation from NCAA Divisions I, II and III, produced the first of what has become a continuing series of printed reports that are distributed to the NCAA membership to promote an understanding of the academic impact of proposed legislation.

The work of the task force reached its culmination in 1989 in the ratification of the bylaws of a new national organization for faculty athletics representatives. This organization, FARA, was designed to promote greater cohesion among faculty athletics representatives and to enhance their usefulness within the NCAA and at their respective institutions.

Organization of FARA: The membership of FARA includes all persons who hold appointments at their institutions as FARs. The work of FARA is facilitated by standing committees, including the nominating committee and legislative review committees for each division. The legislative review committee reviews issues affecting the welfare of the student-athlete, in addition to academic implications of proposed legislation. Other committees of FARA are formed on an ad hoc basis.

Purpose of FARA: Under the auspices of the NCAA and in concert with the Executive Committee, FARA's purpose is to enhance the FARs effectiveness in pursuing these important goals. With support from the NCAA staff, FARA provides a collective voice for FARs on collegiate athletics. FARA is an active participant in the national dialogue on the importance of academic values in the conduct of athletics programs and is frequently solicited by various NCAA committees and constituent organizations for a faculty perspective on a variety of topics.

FARA Programs and Activities: To enhance the utility and effectiveness of FARs on campuses and with the NCAA, FARA sponsors a variety of programs and activities. Each fall, the legislative review committees conduct a review of proposed legislation to be voted on at the subsequent NCAA Convention, pertaining to academic standards or that which may otherwise impact the student-athlete, and circulates their written reports to the membership. FARA also conducts an annual meeting, as well as programming in conjunction with the NCAA Convention. The agenda of each meeting fosters the professional development of FARs through discussion of topics pertinent to their campus responsibilities. This aspect of FARA activities is particularly important given the substantial turnover in FARs.

WAYS FOR FARs TO ENGAGE WITH FARA

- FARs should be encouraged to attend the FARA Annual Meeting and provided with adequate academic release and financial support to enable attendance.
- When appropriate, institutions should encourage FARs to stand for election to the FARA Executive Committee or serve on the Legislative Review Committee.
- Conferences should designate a Conference Liaison to help facilitate communication between the FARs and the FARA Executive Committee.

RESOURCES

Faculty Athletics Representatives Association Website

farawebsite.org

NCAA Division III Homepage

ncaa.org/d3

Division III FAR Fellows Institute

ncaa.org/division-iii-far-fellows-institute

Division III New FAR Orientation

ncaa.org/governance/division-iii-new-far-orientation



The FAR's role in higher education athletics is instrumental to the success of an athletics department, its teams and all of its student-athletes. The relationship I had with my FAR while in college was a main reason for my success both on the field and in the classroom. Knowing that you have someone willing to work, fight and care for you on both sides of the spectrum is a huge confidence boost when it comes to those unsure times as a student-athlete when academics and athletics cross paths.

Sean Cain, men's soccer student-athlete, Adrian College,
Division III National SAAC





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December 2018



REPORT OF THE
NCAA DIVISION III LGBTQ WORKING GROUP
JANUARY 29, 2019, TELECONFERENCE

ACTION ITEMS.

- None.

INFORMATIONAL ITEMS.

- 1. Welcome and roster.** The chair, Neil Virtue, welcomed the group, and staff conducted a roll call. Virtue informed the working group that Steve Cantrell, director of athletics at Delaware Valley University, recently replaced Mike Vienna on the working group. Cantrell was not able to participate on the teleconference due to other commitments.
- 2. Report of November 28, 2018, teleconference report.** The working group reviewed and approved the teleconference report.
- 3. Mission statement.** The working group reviewed its mission statement. The mission statement is a living document and henceforth may be modified at any time.
- 4. LGBTQ programming.** The working group continued to discuss its fourth priority initiative: Division III LGBTQ ONETEAM program. Staff informed the group that the NCAA expects to hire Nevin Caple, co-founder and managing partner of LGBT SportSafe, and Dr. Pat Griffin, professor emerita at the University of Massachusetts, Amherst, to develop a structure and content for the Division III ONETEAM facilitator training and the ONETEAM campus/conference program. Staff will conduct bi-weekly teleconferences with Caple and Griffin for progress reports, content review and general communication. The working group will not be directly involved in content development; however, staff will provide updates and may solicit feedback from the group to ensure the programming, curricula, and resources align with the philosophy and culture of Division III.

Timeline. Staff shared a general implementation timeline for the program.

- a. Mid-February to early-April: Open NCAA Program Hub application for the ONETEAM facilitator training.
- b. Early-April: Select and notify participants for the ONETEAM facilitator training.
- c. Late-May/early-June: Conduct ONETEAM facilitator training in Indianapolis.

Selection subcommittee. The following group members agreed to serve on the ONETEAM selection subcommittee to select participants for the facilitator training: Kyrstin Krist; Donna Ledwin; and Steve Cantrell. Staff informed the subcommittee that they will review all applications independently in early-April, followed by an hour teleconference to select

participants using a ranking rubric. Staff will send subcommittee members a doodle poll to schedule the April teleconference.

- 5. LGBTQ recognition event.** The working group continued to discuss its fifth priority initiative: Establish a Division III LGBTQ recognition event. Staff reminded the group that during the previous teleconference, they agreed an annual event is preferred, pending financial viability and membership interest. The working group discussed several suggestions and ideas for structuring a recognition event but ultimately agreed that a subcommittee is better suited to engage in initial program development.

Recognition event subcommittee. The following group members agreed to serve on the Division III LGBTQ Recognition Event Subcommittee: Brit Katz and Neil Virtue. Staff will solicit via email at least one additional person to serve on the subcommittee.

- 6. Future teleconferences.** Staff noted the next working group teleconference is scheduled for 3 p.m. Eastern time, Monday, March 11.

Committee Chair: Neil Virtue, Mills College
Staff Liaison(s): Louise McCleary, Division III Governance
Jean Merrill, Office of Inclusion

NCAA Division III LGBTQ Working Group January 29, 2019, Teleconference	
Attendees:	
R. Brit Katz, Millsaps College.	
Christopher Kimball, California Lutheran University.	
Kyrstin Krist, Methodist University.	
Donna Ledwin, Allegheny Mountain Collegiate Conference.	
Julie Shaw, Gonzaga University	
Neil Virtue, Mills College.	
Absentees:	
Steve Cantrell, Delaware Valley University.	
Mikayla Costello, Willamette University.	
Crystal Lanning, University of Wisconsin – River Falls.	
Emet Marwell, Mount Holyoke College.	
Kathleen Murray, Whitman College.	
NCAA Staff in Attendance:	
Louise McCleary, Jean Merrill.	

2019 NCAA CONVENTION VOTING GRID – NCAA DIVISION III
(Saturday, January 26, Business Session)

PROPOSAL NUMBER	BUSINESS SESSION	RESULT	COUNT
BOG-2019-1	Association Wide Vote	Adopted	792-203-13
2019-2	III	Adopted as Amended	332-41-107
2019-2-1	III	Adopted	340-29-109
2019-3	III	Referred to Management Council and CSMAS	442-31-4
2019-4	III	Adopted	421-55-1
2019-5	III	Adopted	464-10-2
2019-6	III	Adopted	469-2-3
2019-7*	III	Adopted	391-82-4

*Effective immediately

Interassociation Recommendations: Preventing Catastrophic Injury and Death in College Student-Athletes

The *Second Safety in College Football Summit* resulted in interassociation consensus recommendations for four paramount safety issues in collegiate athletics:

1. Independent medical care for college student-athletes.
2. Diagnosis and management of sport-related concussion.
3. Year-round football practice contact for college student-athletes.
4. Preventing catastrophic injury and death in college student-athletes.

This document addresses the prevention of catastrophic injury, including traumatic and nontraumatic death, in college student-athletes. The final recommendations in this document are the result of presentations and discussions on key items. Following the presentations and discussions, endorsing organization representatives agreed on foundational statements that became the basis for a draft consensus paper that was reviewed further by relevant stakeholders and endorsing organizations. The final endorsed document for preventing catastrophic injury and death in college athletes follows.

This document is divided into the following components:

1. *Background*. This section provides an overview of catastrophic injury and death in college athletes.
2. *Recommendations for preventing catastrophic injuries and death in college student-athletes*. This section provides the final recommendations of the medical organizations for preventing catastrophic injuries in college athletes.
3. *References*. This section provides the relevant references for this document.
4. *Checklist*. This section provides a checklist for each member school. The checklist statements were voted as foundational statements by representatives of medical organizations during the summit, and they serve as the primary vehicle for each member school to implement the prevention recommendations.
5. *Appendices*. This section lists the agenda, summit attendees and medical organizations that endorsed this document.

BACKGROUND

Data about catastrophic injuries and illnesses in college athletes began with intermittent accounts from print media, and more formally in 1931, through the American Football Coaches Association initiation of the Annual Survey of Football Fatalities. Since 1982, the National Center for Catastrophic Sport Injury Research at the University of North Carolina at Chapel Hill¹ has been the nation's premier source of catastrophic injury and death related to participation in organized sports at all levels of competition, including college. The NCCSIR monitors, collects and analyzes data on catastrophic injuries, illnesses and death, and provides publicly available reports about

football and other sports.¹

In order to create enhanced national surveillance abilities for catastrophic injuries, illness and death, the NCCSIR has partnered with the Consortium for Catastrophic Injury Monitoring in Sport. The consortium includes: the division on traumatic injury at the Matthew Gfeller Sport-Related TBI Research Center - University of North Carolina at Chapel Hill; the division on exertional injury at the Korey Stringer Institute, the University of Connecticut; and the division on cardiac injury in sport at the University of Washington.¹

Researchers who study the epidemiology of catastrophic injury and death in sport identify two mechanisms by which these events occur. *Traumatic* catastrophic injuries, also called direct injuries, are bodily injury caused directly by participation in a sport activity.¹ An example of a traumatic catastrophic injury is a spinal cord injury caused by tackling in the sport of football. The four leading causes of death from traumatic injury are traumatic brain injuries, spinal cord injuries, heart injuries (including commotio cordis) and organ injuries. *Nontraumatic* catastrophic injuries, also known as indirect or exertional injuries, are the "...result of exertion while participating in a sport activity or by a complication that was secondary to a non-fatal injury."¹ An example of a nontraumatic catastrophic injury is sudden cardiac arrest in a basketball athlete occurring during a basketball practice. The four leading causes of death from nontraumatic injury are sudden cardiac death, exertional heat stroke, exertional collapse associated with sickle cell trait and asthma.²

Enhancing a culture of safety in college sports in general, and college football in particular, is foundational to reducing the occurrence of catastrophic injury and death and the basis for bringing college athletics stakeholders to the first Safety in College Football Summit in 2014, and then reconvening in 2016. The goal of this and any sport safety initiative is protecting the life and the long-term well-being of all student-athletes.

Catastrophic Injury Patterns

Since 1982, the first year for which catastrophic injury/illness data were available across all collegiate sports (i.e. National Collegiate Athletic Association; National Association of Intercollegiate Athletics; National Junior College Athletic Association), there have been 487 all-cause catastrophic injuries or illnesses. Of these, 297 (65%) were traumatic events and 190 (35%) were nontraumatic events.¹ In 2016-2017, the last year for which data across all collegiate sports is available, 19 catastrophic events occurred, five of which were fatal.¹

Since 1931, the first year in which football-specific fatality data were collected, there have been 94 traumatic fatalities in college football and 127 nontraumatic fatalities.³ Since 1960, there have been 99 nontraumatic versus 51 traumatic fatalities in football.³ Overall, football has the highest number of both traumatic and nontraumatic catastrophic injuries of any collegiate sport. After adjusting for the total number of participating athletes, football is joined by male gymnastics, female skiing, male ice hockey and female gymnastics for the highest rates of traumatic catastrophic injury.¹ Traumatic events in football had fallen every decade since 1960 until 1994. That decline is associated with rule modifications based on research,^{4,5} enhanced medical care and education. Since 1994, the number of traumatic injuries has varied, but at a level generally lower than those of the 1970s and 1980s.

Since 1970, in both high school and college football, nontraumatic fatalities have outnumbered traumatic fatalities. Nontraumatic deaths in American football have remained relatively steady for more than five decades. Data from 2017³ reveal the current decade will continue this unfortunate and often preventable trend of nontraumatic death that occurs largely in out-of-season or preseason workouts. From 2001-2017, the ratio of nontraumatic to traumatic death in collegiate football was 5:1 – 35 nontraumatic deaths compared to seven traumatic fatalities.³

While rule modification has the potential to decrease nontraumatic deaths in certain situations (e.g., verification of sickle cell trait decreasing ECAST in Division I football), the policy and procedures to prevent nontraumatic catastrophic death have not kept pace with strength and conditioning sessions and practice sessions that continue to be the setting for record rates of high school and college athlete deaths. For example, of the nine nontraumatic deaths occurring to football players at all levels of the sport in 2017, six occurred during conditioning sessions and one occurred during a strengthening session.¹ For the 2015-2016 academic year, six (18%) of the 40 nontraumatic catastrophic injuries and illnesses that occurred across all sports and all levels of competition took place during strength and conditioning sessions.¹ This means that across all sports besides football, nontraumatic injuries are occurring during practice sessions that are outside of strength and conditioning sessions, and such sessions are overseen by sport coaches.

Policy Developments

Available research provides important insight into risk factors for catastrophic injury and have facilitated significant policy decisions meant to mitigate them. Established research demonstrates that NCAA Division I football athletes with sickle-cell trait are at a higher risk of nontraumatic catastrophic events, including death.^{4,6,7} In response, the last decade has seen an increase in policy recommendations for the prevention of ECAST in collegiate sport. In 2007 the National Athletic Trainers' Association released a consensus statement on sickle-cell trait in the athlete.⁸ By 2013, all three NCAA divisions had adopted legislation requiring confirmation of student-athlete sickle-cell trait status prior to participation.⁹⁻¹¹ This policy, in tandem with targeted on-site precautions, has resulted in a statistically significant decrease in the number of ECAST deaths in college athletes.^{12,13}

Transition periods, defined below, are often associated with poor acclimatization and fitness levels.^{14,15} These concerns have prompted several policy developments. In 2003, the NCAA implemented pre-season acclimatization legislation for football.^{16,17} In the same year, NCAA Division I passed a bylaw¹⁸ that requires any strength and conditioning coach who conducts voluntary off-season weight-training or conditioning activities to be certified in first aid and cardiopulmonary resuscitation and to be accompanied by a member of the sports medicine staff who has unchallengeable authority to cancel or modify the workout for health and safety reasons. NCAA Division II passed similar legislation one year later.¹⁹ In 2012, NATA released interassociation best practices on the prevention of sudden death in college student-athletes during strength and conditioning drills.¹⁴ As of 2016, all three NCAA divisions have legislation that requires strength and conditioning coaches to have a certification from an accredited strength and conditioning certification program.²⁰⁻²²

However, despite these policy developments, catastrophic injuries and fatalities continue to occur. In recent years, most of the fatalities are from nontraumatic causes, and can be mitigated at the member school with appropriate strategies.

Prevention Strategies

Nontraumatic deaths can be mitigated at the on-site locale through consensus- and science-based recommendations. Yet, the number of nontraumatic fatalities are two-fold those of traumatic fatalities. There have been 99 nontraumatic deaths in collegiate football compared to 51 traumatic deaths since 1961. Just as the number of fatal head injuries and catastrophic cervical spine injuries occurring from 1960-1975 can be directly related to the skills that were being taught,²³⁻²⁵ nontraumatic, exertion-related death is directly related to the conduct and construct of workouts intended to prepare athletes to play sport.^{4,15,26,27} Whereas spearing is often the mechanism for traumatic catastrophic injury and death in football,^{24,25} intense, sustained exertion that is not sport-specific and does not include appropriate work-to-rest ratios coupled with modifications for individual risk and precautions, is too often the mechanism for exertion-related nontraumatic fatality.^{4,8,15,26-28}

Since 1970 traumatic deaths have undergone a steep and steady decline; nontraumatic deaths, however, have remained steady since 1960. The current era, from 2000 to present, is notable for the following: year-round training for football coupled with the highest incidence of non-traumatic sport-related training deaths in football in recorded history. A proper combination of: (1) strategies to prevent the condition from arising in the first place; (2) assuring optimal medical care delivery by key stakeholders on-site for the condition in the second place; and (3) transparency and accountability in workouts should help to eliminate such nontraumatic deaths – a major goal of this document.

CONSENSUS FOUNDATIONAL STATEMENTS

Emerging information and available, peer-reviewed science were presented and discussed at the 2016 Second Safety in College Football Summit. Following presentations and discussions, all attendees were invited to evaluate foundational statements about the prevention, mitigation and response to catastrophic events. These foundational statements were designed as consensus statements reflecting the content (both presentation and discussion) of the meeting.

Foundational statements and recommendations were amended based on attendee feedback, and when more than 80 percent consensus was reached among the participants, the statements and recommendations were then voted on by representatives of medical endorsing organizations (see Appendix X for endorsing organizations). Only those statements that were agreed upon by 100 percent of the endorsing organization representatives were included in this document and served to inform the formal recommendations found in the following section. To be clear, the following 18 foundational statements are separate from the recommendations themselves, and serve as a springboard for the formal recommendations, which begin on page 7.

The following 18 foundational statements were unanimously adopted at the 2016 Safety in College Football Summit:

1. All football practices and competitions must adhere to safety standards, including:
 - Keeping the head out of blocking and tackling.
 - Prohibiting the use of the helmet as a weapon.
 - Not deliberately inflicting injury on another player.
2. In contact sports, all practices and competitions must adhere to safety standards, including:
 - Prohibiting the use of equipment as a weapon.
 - Not deliberately inflicting injury on another player.
3. All equipment, as warranted, must meet applicable certification requirements.
4. Football helmets must be certified and properly maintained.
5. All schools must adhere to the NCAA Concussion Safety Protocol Checklist.
6. There must be a well-rehearsed emergency action plan, consistent with the NCAA Concussion Safety Protocol Checklist, for the following:
 - All suspected concussions.
 - All suspected moderate or severe traumatic brain injuries.
 - All suspected cervical spine injuries.
7. Provide education and prevention strategies about catastrophic injuries to all relevant stakeholders, including all sport coaches, strength and conditioning coaches, primary athletics healthcare providers and student-athletes.

8. Conditioning periods should be phased in gradually and progressively to encourage proper exercise acclimatization and to minimize the risk of adverse effects on health.
9. All workouts shall have a written plan that is exercise-science-based, physiologically sport-specific, and tailored to the individual, as warranted;
 - Workout plan shall be approved by a credentialed strength and conditioning coach.
 - Components of the workout plan include volume, intensity, mode and duration.
 - Activity location must be stated in the workout plan to accommodate venue-specific emergency action planning.
 - All workout plans shall be submitted to athletics administration prior to implementation and publicly available, upon request.
 - Modification due to environmental conditions, scheduling considerations, etc., is supported. The amended workout plan shall maintain the above principles with documentation submitted to athletics administration.
10. The first 7 days of any new conditioning cycle are transition periods.
11. Examples of transition periods for athletes include, but are not limited to:
 - Returning after an injury or illness;
 - Returning after school break, e.g., winter, spring, summer;
 - Beginning as a delayed start.
12. The first four days of transition periods must be separate-day workouts.
13. Introduce new conditioning activities gradually.
14. Exercise should never be used for purely punitive purposes.
15. Ensure proper education, experience, and credentialing of all strength and conditioning coaches.
16. Develop and rehearse emergency action plans. This includes but is not limited to:
 - Cardiac arrest.
 - Exertional heat illness and heat stroke.
 - Rhabdomyolysis (may manifest over 1-2 days)
 - ECAST.
 - Any exertional or non-exertional collapse.
17. Strength and conditioning venues should have EAPs specific to the venue, sport and circumstances.
18. Each institution must adopt requirements for the education and training of strength and conditioning coaches, sport coaches, athletic trainers and team physicians for the prevention of sudden death in sport. Such education and training should occur annually.

INTER-ASSOCIATION RECOMMENDATIONS: PREVENTING CATASTROPHIC INJURY AND DEATH IN COLLEGE STUDENT-ATHLETES

Best practices for preventing catastrophic injury in college sport are organized into 6 key areas that reflect the 18 consensus foundational statements identified above.

1. Sportsmanship

The principle of sportsmanship is foundational to NCAA athletic competition and creates a moral and ethical framework within which athletic competition occurs. This framework rejects any intentional effort by an athlete to use any part of his or her body, uniform or protective equipment as a weapon to injure another athlete.²⁹ This philosophical commitment is further amplified by express statements about the value of sportsmanship in sport playing rules³⁰⁻³² The avoidance of on-field or on-court behaviors intended to cause injury to another athlete must become part of the cultural foundation from which all subsequent sport safety initiatives arise.

While acknowledging that football, like other contact/collision sports, is an aggressive, rugged, contact sport, the rules of football and of all other sports identify a responsibility shared by all involved to conduct themselves according to a shared ethical code.³² This code requires that the head and helmet not be used as a weapon, and that unsportsmanlike efforts to deliberately injure an opponent are outside the boundaries of fair and legal play. The act does not need to be purposeful to be considered an infraction.

Given this commitment to sportsmanship, coupled with the considerable safety implications of its violation, the following recommendations regarding deliberate injury to an opponent should be considered in football and other sports:

1. Immediate ejection from competition (in addition to particular penalty) for first infraction.
2. Video replay (when available) after the competition can verify missed calls and could lead to suspension from the following competition. Conferences play crucial role in this process and should commit themselves to this responsibility.
3. Officials who fail to call such infractions are educated and/or disciplined appropriately.
4. In helmeted sports, rules should be further developed to prohibit and penalize the initiation of contact with the head/helmet and should be uniformly enforced.

2. Protective Equipment

Protective equipment that is used in sport must typically be manufactured and maintained according to performance and safety standards promulgated by standards organizations such as the National Operating Committee on Standards for Athletic Equipment^{33,34} and ASTM International.³⁵ Where sport playing rules required equipment to comply with existing standards, the legality of the equipment is dependent on compliance, certification or both with existing standards. For example, current playing rules in the sport of football require that helmets be manufactured and maintained according to standards established by NOCSAE. These standards have been demonstrated to reduce the occurrence of catastrophic brain injury.³⁶ In some cases, as with the helmet in the sport of football, equipment must be maintained through a reconditioning

process. Where this responsibility exists, member institutions must remain vigilant about ensuring necessary maintenance to ensure the continued safety and legality of protective equipment.

The following should be implemented across all sports:

- Every member school should establish policy to assure annual certification, recertification and compliance, as appropriate, with all protective equipment standards.

3. Acclimatization and Conditioning

Many nontraumatic deaths take place during the first week of activity of a transition period in training.¹⁴ Given this fact, it is imperative to recognize the vulnerability during these periods and to assure that both proper exercise and heat acclimatization are implemented. Transition periods hold particular risk, but absent adherence to established standards, best practices and precautions—student-athletes are at-risk at all points in the off-season regimen. For example, February and July typically are not transition times yet from 2000 to 2017, they are the deadliest months of winter and summer training in college football.²⁷ Acclimatization and physiologic progression with a basis of exercise science and sport specificity are the cornerstones of safe conditioning and physical activity. It takes approximately seven to 10 days for the body to acclimatize to the physiologic and environmental stresses placed upon it at the start of a conditioning or practice period, especially during periods of warm or hot weather.^{14,37,38} Acclimatization, especially heat acclimatization, can only occur through repeated exposure to a hot environment³⁹ while progressively increasing the volume and intensity of physical activity.⁴⁰ Unfortunately, perceived time pressures by coaches coupled with the culture of certain sports that excesses in training make athletes tough, disciplined, and accountable contribute to a tendency to overload athletes during transition periods.^{14,41}

A minimum expectation is that **all** strength and conditioning sessions, regardless of when in the year they occur, should be 1) evidence- or consensus-based; 2) sport-specific; 3) intentionally administered; 4) appropriately monitored, irrespective of the phase of training; and 5) not punitive in nature.

For acclimatization and conditioning, the following guidance should be implemented for all sports:

1. Training and conditioning sessions should be introduced intentionally, gradually and progressively to encourage proper exercise acclimatization and to minimize the risk of adverse effects on health. This is especially important during the first seven days of any new conditioning cycle, which should be considered a *transition period*. A lack of progression and sport-specificity in the volume, intensity, mode and duration of conditioning programs in transition periods has been noted as a primary factor in nontraumatic fatalities.¹⁵ Importantly, in this period of year-round sport, new conditioning cycles can occur several times throughout the year and are not limited to the beginning of a competitive season.

Examples of transition periods for athletes include, but are not limited to:

Individual transitions:

- Athletes new to the program.
- Returning after an injury or illness.
- Any delayed participation relative to the team schedule

Team transitions:

- Resumption of training after an academic break, (e.g., winter, spring, summer breaks)
2. Training and conditioning sessions should be exercise-science based and physiologically representative of sport and the performance components. Conditioning programs should begin with work-to-rest ratios intervals appropriate for the goals of the training session and that allow for proper recovery. For example, a work-to-rest ratio of 1:4 is cited as an effective ratio.¹⁴
 3. Student-athletes are especially vulnerable to exertional injuries during the first four days of transition periods and the data supports that modifications in these periods can greatly decrease risk of catastrophic events. During this time, training and conditioning sessions should be appropriately calibrated and include limitations on total volume and intensity of activity. This may be accomplished in several ways. For example, holding only one training and conditioning session per day during the transition period may be effective for limiting the volume of physical activity.
 - a. Properly training during transition periods should also greatly reduce or eliminate rhabdomyolysis, which is largely preventable. Since 2007, 57 NCAA student-athletes have been reported as suffering from exertional rhabdomyolysis in nine team outbreaks representing eight different institutions, with 51 of the afflicted student-athletes requiring hospitalization.⁴² Novel overexertion is the single most common cause of exertional rhabdomyolysis and is characterized as too much, too soon and too fast in a workout regimen. Team outbreaks of exertional rhabdomyolysis in NCAA athletes have similarities of irrationally intense workouts designed and conducted by coaches and/or strength and conditioning personnel.⁴²
 - b. The phasing in of activity during transition periods should consider:
 - i. Days/week;
 - ii. Body part;
 - iii. Activity/exercise;
 - iv. Sets/reps/distance;
 - v. Load (% one-repetition maximum, i.e. 1RM);
 - vi. Work-rest ratio;
 - vii. Modifications: position; individual; return from injury; environment.
 4. All training and conditioning sessions should be documented. In addition, all training and conditioning sessions should:
 - a. Be approved by a credentialed strength and conditioning coach, or by the head sport coach in the absence of a credentialed strength and conditioning coach;
 - b. Address exercise volume, intensity, mode and duration;

- c. Assure the location of the training and conditioning session is identified in the plan to accommodate venue-specific emergency action planning;
 - d. Be, reproducible upon request, and shared with the primary athletic health care providers (team physician and athletic trainer) prior to the session in which they are to be used;
 - e. Assure that modifications due to hazardous environmental conditions, scheduling considerations, etc., are acceptable. The amended workout plan shall maintain the above principles with documentation submitted to athletics administration.
5. A disciplinary system should be developed and applied to strength and conditioning personnel and sport coaches who fail to follow these recommendations. Such penalties could include suspension and/or termination. Additionally, failure to follow the recommendations should be a reportable offense by member schools to the NCAA.

4. Emergency Action Plan

There is broad agreement that the most effective way to prevent catastrophic fatalities and manage non-fatal catastrophic events is through a sound and well-rehearsed emergency action plan.^{12,14,28,43,44} Venue-specific EAPs are a cornerstone of emergency readiness for campus and athletics health care providers^{37,45}

EAPs should be readily available to all members of the athletics community, located both centrally and at each venue at which athletic activities will occur and should be rehearsed with all relevant sports medicine and coaching staff at least once a year. EAP rehearsal should also be incorporated into new employee orientation.

At a minimum, well-rehearsed and venue-specific EAPs should be developed for the following nontraumatic catastrophic events:

- Cardiac arrest;
- Exertional heat stroke;
- Asthma;
- Exertional collapse associated with sickle cell trait;
- Any exertional or non-exertional collapse.

In addition, well-rehearsed and venue-specific EAPs should be consistent with the NCAA Concussion Safety Protocol Checklist.⁴⁶ This checklist was created in response to NCAA legislation passed by the Division I conferences with autonomy in January 2015⁴⁶, and subsequently by all three divisions. The checklist facilitates the development of a comprehensive and coordinated set of policies to guide institutions in the diagnosis, management, and eventual return-to-play and return-to-classroom of student-athletes with concussion. Concussion EAPs should be created for the following suspected conditions:

- Concussion;
- Moderate or severe traumatic brain injury;
- Cervical spine injuries.

Special considerations:

Cardiac emergencies:

Research has shown that in sudden cardiac arrest, the probability of survival drops by 7-10% for every minute of active arrest, whereas the probability of survival is 89 percent in properly administered CPR and automated external defibrillators.^{47,48}

The location of AEDs should be documented and should reflect a strategy that ensures their arrival at the scene of a collapse within two minutes. All AEDs should be checked at least monthly to assure they are fully charged.⁴⁷

Exertional heat injury emergencies:

Exertional heat stroke is a medical emergency that is characterized by extreme hyperthermia (>40.0 degrees C/>104 degrees F) and central nervous system dysfunction such as altered behavior or decreased consciousness. To differentiate heat stroke from other acute medical events, primary athletics health care providers should be prepared to measure core body temperature using rectal thermometry. Rectal temperature has been demonstrated as the most accurate method for measuring body temperature, whereas other methods such as axillary, tympanic (aural), temporal, oral and skin measurements are not valid or reliable predictors of core temperature.⁴⁹

During warm-weather events, but especially preseason practices of fall season sports, resources (e.g., equipment and personnel) should be readily available to ensure that full-body ice water immersion can be conducted in a timely manner. Full body immersion in cold water (1.0 degrees C to 14.0 degrees C/35 degrees F to 57 degrees F) is the most effective immediate treatment of exertional heat stroke, with fatality rates close to zero if the body temperature is brought to less than 40.0 degrees C within 30 minutes after collapse. Full-body cold water immersion should be conducted prior to patient transport, and should be continued until the body has cooled to a temperature below 38.9 degrees C/102 degrees F. During cold water immersion, body temperature should be continuously monitored with rectal thermometry.

5. Responsibilities of Athletics Personnel

Physical activity should never be used for punitive purposes. Exercise as punishment invariably abandons sound physiologic principles and elevates risk above any reasonable performance reward.¹⁴ As stated in the 2014-2015 NCAA Sports Medicine Handbook, this principle has been reinforced by the NCAA Committee on Competitive Safeguards and Medical Aspects of Sport.⁵⁰ All athletics personnel, including both sport and strength and conditioning coaches, as well as primary athletics health care providers, should intervene when they suspect that physical activity is being used as punishment. Although 'intent' of punishment may be difficult to establish, punishment workouts are most commonly identified as a corrective response to poor performance and unsound physiological principles, as enumerated in this document.

All training and conditioning sessions should be administered by personnel with demonstrated competency in the safe and effective development and implementation of training and conditioning activities, and with the necessary training to respond to emergency situations arising from those activities.

NCAA bylaws in all three divisions require that strength and conditioning coaches have a strength and conditioning certification from either a nationally accredited²¹ or nationally recognized,^{20,22} strength and conditioning certification program. Additional NCAA bylaws in Division I^{18,19} require that strength and conditioning coaches must be accompanied by members of the sports medicine staff when conducting voluntary, off-season conditioning sessions, and that in these situations, the sports medicine staff have unchallengeable authority to cancel or modify workouts for health and safety reasons.

In Division III, where the presence of full-time strength and conditioning coaches may be rare, and where as a result, sport coaches may provide strength and conditioning services to all student-athletes, legislation is more nuanced. Any sport coach can conduct an in-season workout without needing a strength and conditioning certification. Only strength and conditioning coaches with nationally recognized certifications can conduct voluntary workouts in the off-season, and only then during the regular academic year, and only if the voluntary workouts are being conducted for all student-athletes.²⁰ This legislation anticipates a situation where a sport coach is otherwise serving a broader, campus-wide responsibility as strength and conditioning beyond the sport he or she coaches.

The following questions about the strength and conditioning credential should be considered when hiring a strength and conditioning professional:

- Is the strength and conditioning credential one that reflects attaining of relevant competencies in the delivery of strength and conditioning services to college athletes and team?
- Is the credential conferred by a certification program/process that is nationally accredited?
- What are the requisite educational standards required for certification eligibility, as well as the continuing education requirements required by the certification program?
- Does the certification require CPR and AED certification?
- Does the certification require a baccalaureate degree or higher, and is it in a degree field with relevance to the provision of strength and conditioning services?

The current state of credentialing across the strength and conditioning profession makes it difficult to ensure that all strength and conditioning professionals have the requisite competency to safely and effectively conduct conditioning sessions. Many organizations currently offer “strength and conditioning” credentials, though there is significant variability in both the topic content represented by these credentials and the rigor required to attain them. The complete absence of state regulation further complicates this landscape because there is no clearly established strength and conditioning scope of practice, and therefore, there is no authoritative accounting of the knowledge and skill domains required for the safe and effective practice of a strength and conditioning professional. If carefully considered, the questions above can assist institutions in

identifying strength and conditioning credentials reflecting the attainment of minimal competence in provision of strength and conditioning services. Moreover, the U.S. Registry of Exercise Professionals (see <http://www.usreps.org/Pages/Default.aspx>) contains those strength and conditioning professions with certifications from programs accredited by the National Committee for Certifying Agencies. NCAA accreditation is considered a marker of quality for certification programs in the health and/or medical domains.

An additional problem arises through the increasingly close alignment between sport coaches and strength and conditioning coaches, especially in the sport of football. Strength and conditioning professionals are frequently hired by the head football coach, and/or subject to their administrative oversight. This alignment is potentially problematic because it contributes to the perception that the strength and conditioning professional are members of the coaching staff rather than independent credentialed strength and conditioning professionals. Such singular alignment and reporting is not consistent with this best practices document. All strength and conditioning professionals should have a reporting line into the sports medicine or sport performance line of the institution.

6. Education & Training

Beyond strength and conditioning professionals, each institution should adopt requirements for the education and training of athletics personnel, including as a minimum, but not limited to, strength and conditioning professionals, sport coaches, and primary athletics health care providers. Education should focus on preventing catastrophic injury and sudden death in sport. Such education and training should occur annually. Regular education can not only serve to improve the recognition and response skills of those who may be involved in a catastrophic event but can also contribute to a heightened state of organizational mindfulness that contributes to an environment of emergency readiness. Education and prevention strategies should be customized for the unique learning needs of relevant stakeholders and their roles on the athletic team.

Such training should include:

- Foundational information regarding Emergency Action Plans.
- Head and neck injuries.
- Cardiac events.
- Environmental monitoring (heat/humidity, lightning).
- Exertional heat illness and heat stroke.
- Exertional collapse associated with sickle cell trait.
- Asthma.
- Rhabdomyolysis.
- Any exertional or non-exertional collapse.
- Proper training principles / principles of periodization.

Checklist

Below is a checklist that will help the director of medical services/athletics health care administrator to ensure that the athletic department is compliant with *Interassociation Recommendations: Preventing Catastrophic Injury and Death in College Student-Athletes*.

1. Traumatic: General

- In all sports, all practices and competitions should adhere to existing ethical standards, including:
 - Prohibiting the use of playing or protective equipment as a weapon.
 - Not deliberately inflicting injury on another player.
- All playing and protective equipment, as applicable, should meet relevant equipment safety standards and related certification requirements.
- All schools should adhere maintain and implement concussion protocols that are consistent with the Concussion Safety Protocol Checklist.
- There should be a regularly-rehearsed emergency action plan consistent with the Concussion Safety Protocol Checklist for the following:
 - All venues at which practices or competitions are conducted.
 - All suspected concussions.
 - All suspected moderate or severe traumatic brain injuries.
 - All suspected cervical spine injuries.
- Provide annual education and prevention strategies about catastrophic injuries to all relevant stakeholders, including:
 - All sports coaches.
 - Strength and conditioning professionals.
 - Primary athletics health care providers (i.e., team physician and athletic trainer).

- Student-athletes.
- Athletic administrators.

2. Traumatic: Contact/Collisions Helmeted Sports

- All contact/collision, helmeted practices and competitions should adhere to existing ethical standards, including:
 - Keeping the head out of blocking and tackling.
 - Prohibiting the use of the helmet as a weapon.
 - Not deliberately inflicting injury on another player.
 - Helmets must be maintained and certified to existing helmet safety standards.

3. Non-Traumatic: General

- All practices and strength and conditioning sessions should adhere to established scientific principles of acclimatization and conditioning:
 - Conditioning periods should be phased in gradually and progressively to encourage proper exercise acclimatization and to minimize the risk of adverse effects on health.
 - The first seven days of any new conditioning cycle should be considered transition periods and a time of physiologic vulnerability for athletes.
 - Transition periods for athletes include, but are not limited to:
 - Returning after an injury or illness.
 - Returning after school break (e.g., winter, spring, summer).
 - Beginning as a delayed start.
 - Training and conditioning sessions are appropriately calibrated, and include limitations on total volume and intensity of activity, during the first four days of transition periods.
- All workouts should have a written plan that is exercise-science-based, physiologically sport-specific, and tailored to the individual, as warranted:

- Workout plans should be approved by a credentialed strength and conditioning coach, or the responsible sport coach if a strength and conditioning coach is not present.
 - Components of the workout plan should include volume, intensity, mode and duration.
 - Activity location should be stated in the workout plan to accommodate venue-specific emergency action planning.
 - Workout plans should be reproducible upon request and shared with the primary athletic health care providers (team physician and athletic trainer) prior to the session in which they are to be used.
 - Modification due to hazardous environmental conditions, scheduling considerations, etc., should be supported. The amended workout plan should maintain the above principles with documentation submitted to athletics administration.
-
- Exercise should never be used for punitive purposes.
 - Educational background, sport experience and credentialing should be verified for all strength and conditioning professionals.
 - emergency action plans should be developed and rehearsed annually for the following:
 - All venues in which practices or competitions are conducted.
 - Head and neck injuries.
 - Cardiac arrest.
 - Exertional heat illness and heat stroke.
 - Exertional rhabdomyolysis.
 - Exertional collapse associated with sickle cell trait.
 - Any exertional or non-exertional collapse.
 - Asthma.
 - Strength and conditioning venues should have EAPs specific to the venue, sport and circumstances.
 - Each institution should adopt requirements for the annual education and training for the prevention of sudden death in sport for the following individuals:
 - Strength and conditioning coaches/specialists.

- Sport coaches.
- Athletic trainers.
- Team physicians.
- Student-athletes.
- Athletics administrators.

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This Consensus Best Practice, Catastrophic Injury, has been endorsed by:

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DRAFT - CONFIDENTIAL

Good afternoon,

It has come to our attention that a number of you have been contacted by people who have expressed an interest in nominating individuals to serve as independent members of the Board of Governors. We have created the following language that you can use in responding to these inquiries.

“Thank you for your interest in participating in the nomination process for independent members of the NCAA Board of Governors.

The Board of Governors Executive Committee, which will serve as the Nominating Committee, will seek a wide variety of backgrounds in new directors to contribute helpful perspectives and experience to the Board of Governors. In particular, leaders who bring corporate, non-profit or public sector experience will be valuable. Candidates will likely come from a diversity of industries, and those with substantial board experience will be most compelling.

We welcome nominations from the NCAA community and have engaged Heidrick & Struggles, the leading global executive search firm, to seek, accept and vet nominations. Their involvement ensures independent, unbiased review of candidates and will lead to a broad consideration of perspectives. If you have nominations, or know someone who would like to nominate themselves, name and contact information should be sent to Heidrick and Struggles at NCAABOG@heidrick.com. Review of nominations will begin immediately, and must be received by Feb. 22, 2019, for consideration.

All nominations will be kept in confidence within the Board of Governors Executive Committee and Heidrick & Struggles. Because of this, please do not make any statement about your nominee’s chances or qualifications or attempt to influence the process.

Again, we appreciate your interest in this process and look forward to welcoming new members to the board later this year.”

Please contact me if you have any questions or concerns.

Thank you,

Dan

MEMORANDUM

January 11, 2019

VIA EMAIL

TO: Commissioners, Directors of Athletics, Senior Woman Administrators and NCAA National Student-Athlete Advisory Committees.

FROM: Joni Comstock
Senior Vice President, Championships and Alliances

Stan Wilcox
Executive Vice President, Regulatory Affairs.

SUBJECT: Sports Wagering Update.

As NCAA national office staff, we want to provide timely information about key things happening that may assist your work on campus. This is an update on the latest efforts to address sports wagering and its impact on college athletics. Several important developments have occurred since our last communication to you.

As noted in previous messages, last summer subsequent to the United States Supreme Court repeal of the Professional and Amateur Sports Protection Act (PASPA), NCAA President Emmert asked that work begin to assess areas in which legalized sports wagering may impact college athletics. Preliminary efforts included the introduction of enhanced competition integrity monitoring for various sports. The monitoring has provided information and continuous oversight of NCAA competition this academic year. The development of new and revised educational materials focused on the needs of student-athletes, staff and officials also have been part of the plans to assist the membership.

Legislative and regulatory activity related to sports wagering has been monitored closely at the local, state and federal levels. In late December, there was good news that a bill sponsored by Senators Hatch and Schumer was introduced that would provide federal guidelines for sports wagering. The Sports Wagering Market Integrity Act of 2018 contains many important elements including adding a minimum age requirement of 21 years to participate in any form of sports wagering. Federal policymakers will consider next steps as the first session of the 116th Congress commences.

A significant development in the Association's efforts related to sports wagering is the NCAA Board of Governors' formation of an Association-wide Ad Hoc Committee on Sports Wagering. Chancellor Kent Syverud of Syracuse University is chair of the committee. You can find the roster of the committee and detailed charge [here](#). The Board of Governors has asked the committee to review NCAA sports wagering legislation to determine if any changes are needed in this new environment; consider the need and a possible process for player availability reporting; and

NCAA MEMORANDUM

January 11, 2019

Page No. 2

evaluate risk assessment by sport for current and future monitoring of NCAA competition. The group has completed one conference call to discuss future agendas and received a brief overview of sports wagering. The committee will conduct conference calls and in-person meetings through May 2019. Additional meetings will be scheduled if more work is required to fulfill needs of the membership.

If you have questions about the work of the committee or staff, please contact us. We will assist you in any way possible. Thank you for your continued collaboration.

JBC/SW:tlm



**NCAA BOARD OF GOVERNORS
AD HOC COMMITTEE ON SPORTS WAGERING**

- 1. Charge.** The NCAA Board of Governors Ad Hoc Committee on Sports Wagering has been established by the NCAA Board of Governors to protect student-athlete well-being and ensure the integrity of competition. Specifically, the committee is charged to:
 - a. Review current NCAA legislation related to sports wagering and explore whether additional legislation is appropriate in an environment that includes legalized sports wagering, but that also adheres to the guiding principles of student-athlete well-being and maintaining the integrity of intercollegiate competition.
 - b. Examine player availability reporting to determine feasibility and how it could assist the membership in protecting the integrity of college sports and the well-being of student-athletes.
 - c. In conjunction with a sports integrity services provider, evaluate the associated risk per sport by division as an increasing number of states take action to legalize sports wagering.
- 2. Composition.** The Ad Hoc Committee on Sports Wagering shall consist of 12 members, including at least one president or chancellor, one director of athletics from a Division I autonomy conference and one student-athlete. There shall be six members from Division I, three members from Division II and three members from Division III. The committee also shall include members that have a working knowledge of sports medicine/athletic training and research.

Note: The committee will have the opportunity to engage subject matter experts as necessary to carry out its duties.

- 3. Duties and Responsibilities of the Committee.** The committee shall work with the NCAA internal sports wagering working group and other organizations (e.g., integrity services provider) to build on the Association's efforts related to legislation, policy, research and education around sports wagering to assist members as they adapt to legalized sports wagering in their states and regions. The committee will be updated on and provide input to the development of the Association's educational efforts. The committee will provide regular updates to the Board of Governors and, after a year, the committee will recommend next steps.

Note: While the ad hoc committee works on legislation, policy, research and education around sports wagering, the NCAA national office working group will continue its work on education, integrity services, officiating and the political landscape as it relates to sports wagering.

- 4. Election/Terms of Office.**

- a. Election. The members shall be appointed by the Board of Governors.
- b. Committee Chair. The committee chair shall be elected by the committee.

BOARD OF GOVERNORS AD HOC COMMITTEE ON SPORTS WAGERING

Composition: Twelve members, including at least one chancellor/president, one director of athletics from a Division I autonomy conference and one student-athlete. Six members from Division I, three members from Division II and three members from Division III. The committee also shall include members that have a working knowledge of sports medicine/athletics training and research.

Duties: The committee shall work with the NCAA internal sports wagering working group and other organizations (e.g., integrity services provider) to build on the Association's efforts related to legislation, policy, research and education around sports wagering to assist members as they adapt to legalized sports wagering in their states and regions. The committee will be updated on and provide input to the development of the Association's educational efforts. The committee will provide regular updates to the Board of Governors and, after a year, the committee will recommend next steps.

Staff Liaisons: Joni Comstock, Stan Wilcox
Chair: Kent Syverud

DIV.	POS.	GEN	EM	NAME AND INSTITUTION	CONFERENCE
I	Director of Athletics	M	N	Gary Barta, University of Iowa	Big Ten Conference
I	President	M	Y	Chris Howard, Robert Morris College	Northeast Conference
I	Commissioner	F	Y	Amy Huchthausen, America East Conference	America East Conference
I	Executive Associate AD	F	N	Rachel Newman Baker, University of Kentucky	Southeastern Conference
I	Director of Athletics	F	Y	Desiree Reed-Francois, University of Nevada, Las Vegas	Mountain West Conference
I	Chancellor	M	N	Kent Syverud, Syracuse University	Atlantic Coast Conference
II	President	M	N	William LaForge, Delta State University	Gulf South Conference
II	Director of Athletics	F	N	Pennie Parker, Rollins College	Sunshine State Conference
II	Director of Athletics	M	Y	Harry Stinson, Lincoln University (PA)	Central Intercollegiate Athletic Association
III	Director of Athletic Training	M	Y	Rob Dicks, Lagrange College	USA South Athletic Conference
III	President	F	Y	Elsa Núñez, Eastern Connecticut State University	Little East Conference
III	Commissioner	M	N	Terry Small, New Jersey Athletic Conference	New Jersey Athletic Conference
I	Student-Athlete	M	Y	Nicholas Clark, Coastal Carolina University	NCAA Board of Governors Student-Athlete Engagement Committee

EXCERPT FROM THE REPORT OF THE NCAA BOARD OF GOVERNORS
JANUARY 23, 2019, MEETING

Esports engagement. Joni Comstock, NCAA senior vice president of championships and alliances; Nate Flannery, NCAA director of digital and social media and Chris Termini, NCAA managing director of championships and alliances, updated the board on recent developments in the esports landscape, including the growth in student participation at the collegiate and high school level. Several board members noted their continued concerns with aspects of esports that do not appear to align with the core values of the NCAA. Board members noted that while there are many concerns with esports and its fit in the collegiate sports model, there also appears to be opportunities for the NCAA to have a positive influence in the esports space.

It was VOTED

“That Board of Governors task staff with developing a blueprint by which the board could evaluate how an NCAA competition or structure in esports would look within the framework of NCAA values, particularly student-athlete well-being.” [For 14, Against 1 (Herbst), Abstain 0]

Esports

- At the request of the NCAA Board of Governors, the NCAA continues to understand the current college eSports landscape.
- Discussion topic at recent joint presidential breakfast and BOG meetings.
- Esports programs are rapidly growing on college campuses.
- The presentation provided feedback and data gathered from research led by Intersport.

DIVISION III
#whyd3

Esports

- The research will play a key role in better defining the current collegiate esports landscape, including participation levels, leadership structure, and potential areas of growth.
- The NCAA will continue to evaluate how it can best support its members as they pursue and adopt esports programs.
- BOG to revisit topic in January and April.

NCAA Strategic Plan Timeline

