

# ***Division II Chancellors and Presidents Oversight Summary***

A resource to help presidents and chancellors align their athletics departments with the strategic position and philosophy of Division II.





# ***We're in It to Win It — the DII Way!***

An effective and balanced Division II intercollegiate athletics program requires presidential leadership and oversight. Ultimately, chancellors and presidents are responsible and accountable for ensuring that their athletics programs operate in accordance with Division II values and within prescribed rules as set forth by the Division II membership.

While the division overall exhibits presidential leadership in the way it operates its governance structure, true presidential leadership starts at the campus level.

Presidents have forged Division II's path from the beginning. The presidents who see the bigger picture of what the division is trying to accomplish and who really understand the student experience in higher education are those who exhibit the best leadership qualities. In the same way presidents want to provide an exemplary opportunity for all students on their campus, they look at their NCAA responsibilities from a student academic experience perspective rather than solely through an athletics lens — they are interested in what's best for the student.

That's what "presidential oversight of athletics" is all about.



## **Division II Philosophy**

"Division II members believe that a well-conducted intercollegiate athletics program, based on sound educational principles and practices, is a proper part of the educational mission of a university or college and that the educational well-being and academic success of the participating student-athlete is of primary concern."

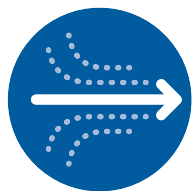


DIVISION II

**MAKE IT  
YOURS**

Following are suggested topics and associated questions for the chancellor/president to discuss when meeting with the director of athletics and other personnel associated with the athletics department, such as the senior woman administrator, the athletics communications director, coaches, the faculty athletics representative and the compliance administrator.

These questions aren't prescriptive; rather, they are meant to serve as examples of conversation starters to ensure that the athletics program is operating according to Division II values and standards. Hopefully, these will generate questions and topics that are specific to your own school. Links to resources and additional information on [ncaa.org](http://ncaa.org) are provided when relevant.



## Goals/Strategic Plan

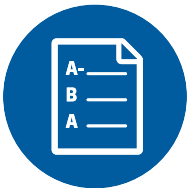
- ☐ Does the athletics department have a strategic plan to accomplish immediate and long-term goals? How does the plan align with the school's mission and strategic plan, as well as with the [Division II Operating Plan](#)?
- ☐ What were the major goals for the athletics program for the past year? Were those goals accomplished? If not, why?
- ☐ What are the three to five key focus areas for the athletics program for the coming year and beyond? (For example, facility enhancements, adding sports, managing expenses, strengthening recruiting, etc.)
- ☐ Discuss the school governing board's expectations regarding the athletics program.
- ☐ Discuss the use of the [NCAA Institutional Performance Program](#) to compare the institution/athletics department with conference/peer groups as goals for the athletics program are developed. *Note: The IPP data management system consolidates data currently being submitted to the NCAA by schools across all three divisions into a more user-friendly format with reporting functionality. Data categories include academics, demographics, finances, and health and safety. Click [here](#) to learn more about the IPP and view Division II-specific IPP resources.*





## Budget

- ☐ Discuss how the athletics department operates in a fiscally responsible manner that aligns with the school's budget philosophy. How does the budget properly support the goals and strategic plan of both the athletics program and the school?
- ☐ How does the budget compare to other schools in the conference and within the division? *Note: Click [here](#) for a slide deck on trends in Division II finances, or access the Institutional Performance Program located within the [NCAA My Apps hub](#) to use the IPP for such comparisons.*
- ☐ What were the major allocations for the year? Were there any deficits or fund balances?
- ☐ Talk about the athletics department's fundraising efforts as a way to supplement the budget.
- ☐ What best practices are being employed to manage expenses?



## Academic Performance

- ☐ Discuss graduation rates for student-athletes. [NCAA data](#) shows that Division II student-athletes graduate at rates several percentage points higher than the general student body. How do your student-athlete rates compare to your student body rates? How do your student-athlete rates compare with other student-athlete rates in the conference and nationally? (Access the Institutional Performance Program available within the [NCAA My Apps hub](#) to use the IPP for such comparisons.)
- ☐ Is the culture in athletics such that student-athletes have time (and are encouraged) to pursue their academic goals in their chosen fields/curricula?
- ☐ As much as you can control, are athletics practices and contests scheduled to ensure minimal missed class time? When student-athletes do miss class because of practice or competition, does athletics offer academic support for them while they are away?
- ☐ How are student-athletes able to balance their athletics experience with academics, community engagement and campus life?
- ☐ Does the athletics department survey student-athletes to ensure they are able to experience [the balanced approach the Division II philosophy suggests](#)? If so, who reviews the surveys, and what steps are taken to address potential problem areas that are identified?
- ☐ Do you track/monitor the reasons student-athletes transfer into or out of your athletics program? Do some sports see more transfer activity than others? If so, why?





## Compliance

- ☐ Does the compliance administrator have the technology needed to ensure an effective operation?
- ☐ Review the process for investigating and reporting rules violations. What is the process for notifying the chancellor/president of violations?
- ☐ Discuss how athletics is educating coaches about NCAA rules. What is the process for verifying student-athletes' continuing eligibility?
- ☐ Did athletics report any secondary violations within the last year? If so, what was the nature of the violations, and do they suggest problem areas that might need to be addressed?
- ☐ What are the specific areas of compliance that are particularly challenging for the school?



## Life Skills/Community Engagement

- ☐ Are student-athletes encouraged to participate in programs that foster leadership development and professional growth? Does athletics offer such programming?
- ☐ Are student-athletes encouraged to participate in governance, such as the campus Student-Athlete Advisory Committee or student government?
- ☐ Do student-athletes actively engage with the campus and local communities? Are these interactions as meaningful and rewarding to the student-athletes as they are to the community members with whom they engage?
- ☐ Does athletics take advantage of opportunities to engage with local military groups at athletics contests? (Click [here](#) for tips on conducting meaningful and rewarding community engagement initiatives.)
- ☐ Do your student-athletes believe they have an appropriately balanced college experience that allows them to pursue and achieve their goals in academics, athletics and professional/personal development?
- ☐ How are student-athletes assisted with their plans for after graduation? Does athletics offer such programming/resources?



## Health and Safety

- ☐ Does the athletics program have a written emergency medical plan? Discuss instances when the plan was deployed and whether it effectively addressed the situation. If it did not, discuss what changes are necessary for improvement and whether other campus groups should be consulted for input.
- ☐ Does the athletics program have a written **concussion management** plan? Review how baseline data regarding concussion is obtained. Do faculty understand and accept that student-athletes who have suffered a concussion must follow prescribed protocols before they return to class?
- ☐ Is athletics taking the steps necessary to **prevent sexual assault and interpersonal violence**?
- ☐ Is staffing adequate to meet student-athlete health and safety needs, including ensuring their **mental wellness**? Discuss the roles and duties of the athletics health care administrator, athletic trainer(s), team physician(s) and others. (Access the Institutional Performance Program available within the **NCAA My Apps hub** to use the IPP for such comparisons.) How are these individuals involved in creating practice and competition schedules and changes to these schedules?
- ☐ How is the athletics department implementing the legislative requirement to make mental health services and resources available to student-athletes consistent with the Mental Health Best Practices document?
- ☐ Discuss similarities and differences between athletics health care and student health care. Is there any discussion about whether athletics health care should be housed within the student health care structure or outside of the institution rather than within the athletics department? What would be the advantages/disadvantages of doing so?
- ☐ How do contracts, salary, benefits, etc., for athletic trainers benchmark with the athletic training industry and not just higher education and collegiate athletics?







## Personnel

### The Senior Woman Administrator

- ☐ Do the senior woman administrator's responsibilities and job description ensure that she plays an integral role in management, policy development and decision-making?
- ☐ Is the culture within the athletics department such that the SWA is welcomed and supported by all groups (coaches, staff, student-athletes, etc.) in carrying out her function?
- ☐ Is the SWA perceived as a role model for all student-athletes?
- ☐ How is the SWA engaged in leadership opportunities outside the athletics department (e.g., across campus, external community)?

### The Faculty Athletics Representative

- ☐ Discuss how the faculty athletics representative interacts with the athletics department. What procedures are in place to ensure a healthy and productive relationship?
- ☐ Is the culture within the athletics department such that the FAR is welcomed and supported by all groups (coaches, staff, student-athletes, etc.)?
- ☐ Does athletics regularly consult with the FAR regarding school policies and practices?
- ☐ Does the FAR regularly meet with student-athletes? Coaches?

### The Athletics Communications Director

- ☐ Is athletics communications adequately staffed to be able to promote your student-athletes' success in competition, academics and other areas?
- ☐ Does the athletics department partner with college/university relations to tell the institution's story (using student-athletes as ambassadors for that story)?
- ☐ Discuss strategies for marketing athletics as part of the school's story to local, regional and national audiences.

- ☐ Does the sports information director/ athletics communications director participate in overall campus communications planning?
- ☐ Is the sports information director/ athletics communications director tasked with providing social media training to student-athletes?
- ☐ Is the communications staff aware of [the tools the NCAA national office provides](#) to help promote your school as a Division II member?
- ☐ How does the sports information director/ athletics communications director use technology or artificial intelligence to help with work?
- ☐ How does athletics collaborate with other campus departments to manage communications during a crisis?

### Coaches

- ☐ Is the culture within the athletics department such that coaches are integrated and involved in decisions that affect more than just their own sport(s)?
- ☐ Do coaches regularly interact with the community? Do they advocate community engagement with their teams?
- ☐ Do coaches actively interact with student-athletes regarding their academic performance and their career and professional aspirations?
- ☐ Are your coaches prepared/trained to help student-athletes maintain mental wellness? Are they aware of resources on campus when a mental wellness need arises?
- ☐ Do your coaches use the training modules available through Division II University regarding recruiting and compliance? (Division II University is available within the [NCAA My Apps hub](#).)
- ☐ Are your coaches aware of the Division II Coaches Connection program as a way to stay informed about pertinent issues?



## The Student-Athlete Advisory Committee

- ☐ Does your campus Student-Athlete Advisory Committee fully understand its role and purpose within the athletics department? Does your SAAC have a voice in the athletics department's decision-making structure?
- ☐ Does your SAAC include at least one member from each sport you sponsor?
- ☐ How do you go about assigning an administrator to oversee/interact with your SAAC?
- ☐ Does the SAAC have any involvement with your campus governance structure?
- ☐ Does the SAAC meet regularly? What key initiatives are currently underway that enhance the SAAC's involvement with the athletics department and the campus?
- ☐ Does the athletics department invite guest speakers (e.g., alumni, community members, business professionals, motivational speakers) to help prepare SAAC members and/or other student-athletes for success in life after college?
- ☐ Does your SAAC engage with the conference SAAC?
- ☐ Is your SAAC aware of the [resources provided through the Division II SAAC](#), including the [campus SAAC guide](#), that help enhance campus SAAC operations?





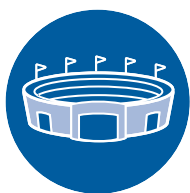
## Fairness

- ☐ Is the structure/culture within the athletics department such that all student-athletes have access to developmental resources and programs that will help them be successful in academics, athletics, and their chosen careers after college?
- ☐ When discussing policy and operations, are steps taken to ensure decisions are made in the best interests of all student-athletes?
- ☐ Are the athletics facilities accessible for all fans and participants?
- ☐ Is the culture in athletics such that student-athletes feel safe in discussing their needs, including issues affecting their mental wellness?
- ☐ Does the athletics department foster an environment that helps student-athletes develop holistically (i.e., physical, mental, social and personal well-being)?



## Hiring Practices

- ☐ Does the athletics department anticipate any coaching or administrative vacancies soon?
- ☐ Review the process for hiring coaches and athletics administrators to ensure that it aligns with school policy and procedures.
- ☐ Talk about unique circumstances facing athletics that can affect the hiring process (such as timeliness in filling coaching vacancies to maintain momentum in recruiting).
- ☐ Discuss best practices to ensure collaboration among relevant campus departments to meet these unique needs without undermining school policies and procedures.
- ☐ Is the search process best positioned to attract coaches and athletics administrators who understand and support the school's mission and values, as well as the mission and values of Division II?
- ☐ Does the process support seeking a candidate pool that reflects your student-athlete population?



## Game Environment

- ☐ Does athletics support and encourage a positive game environment? Is there a plan in place to monitor behavior and address issues when necessary?
- ☐ Is the game environment such that you would be proud for families, the community and future students to attend your events?
- ☐ Are facilities (concessions, restrooms, seating, access, parking, etc.) managed in a manner that is welcoming and hospitable for fans and participants?
- ☐ Does the athletics department work with student-athletes to make game environments more entertaining?
- ☐ Does athletics collaborate with other campus departments on ways to enhance the experience for the campus and local communities?
- ☐ What educational resources or best practices are being used to enhance your game environment (e.g., the [Division II Make Game Day Yours](#) modules)?



## Additional Discussion Topics

- ☐ What are the key issues locally that present either an opportunity or a challenge for the athletics department? What about at the conference, divisional or Association-wide level (e.g., current legislative proposals, litigation, federal or state law changes)?
- ☐ Discuss how Division II's attributes and characteristics can play to your advantage as you distinguish your school from your competitors.



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