



MAKE IT *YOURS*



Division II Chancellors and Presidents Oversight Summary

A resource to help chancellors and presidents 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.

As it was designed, 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

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."

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.

[NOTE: Division II has developed an "attestation" module for chancellors and presidents to view via Division II University, the new platform developed for educational materials and resources. It is required that all Division II chancellors and presidents complete the attestation module annually. Division II University can be accessed through the [NCAA My Apps hub](#).]



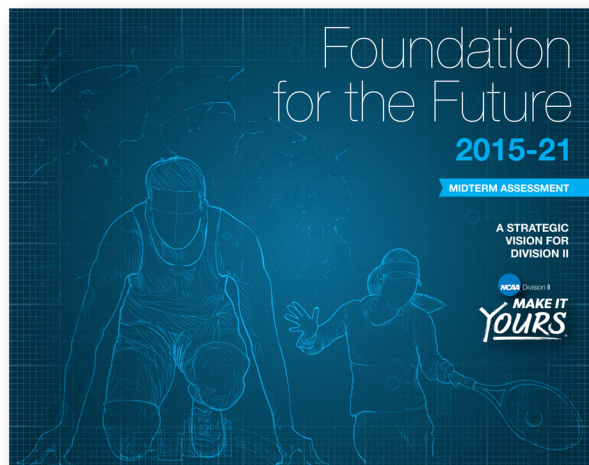
Following are suggested topics and associated questions for the chancellor/president to discuss when meeting with the director of athletics and other personnel associated with the athletics department, such as the senior woman administrator, the athletics communications director, coaches, the faculty 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 institution. Links to resources and additional information on 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 institution's mission and strategic plan, as well as with the [Division II Strategic Plan](#)?
- ✓ What were the major goals for the athletics program for the past year? Were those goals accomplished? If not, why?
- ✓ What are the major goals for the athletics program for the coming year and beyond?
- ✓ Discuss the governing board's expectations regarding the athletics program.
- ✓ Discuss the use of the NCAA Institutional Performance Program (IPP) to compare the institution/athletics department with conference/peer groups as goals for the athletics program are developed. [Click [here](#) to learn more about IPP and view Division II specific IPP resources.]





Budget

- ✓ Discuss how the athletics department operates in a fiscally responsible manner that aligns with the institution's budget philosophy. How does the budget properly support the goals and strategic plan of both the athletics program and the institution?
- ✓ How does the budget compare to other schools in the conference and within the division? [Click [here](#) for a slide deck on trends in Division II finances, or access the Institutional Performance Program (IPP) 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 deployed 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? How do your student-athlete rates compare with other student-athlete rates in the conference and nationally? [Access the Institutional Performance Program (IPP) 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?
- ✓ 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?
- ✓ 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?



Life Skills / Community Engagement

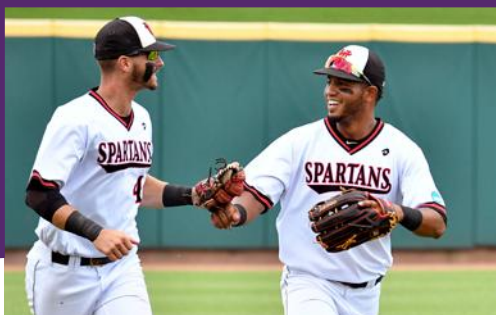
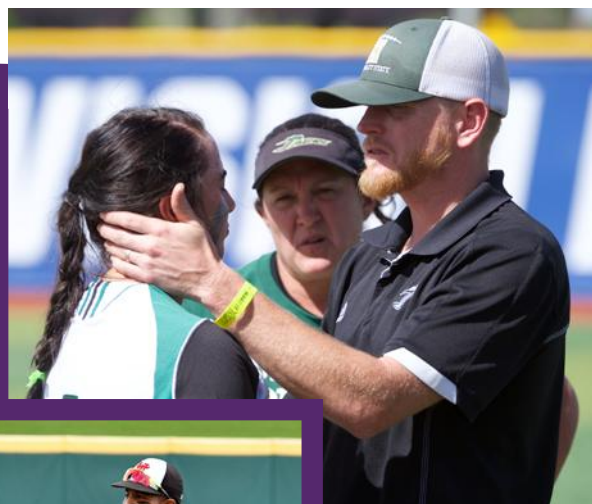
- ✓ Are student-athletes encouraged to participate in programs that foster leadership development and professional growth? Does athletics offer such programming?
- ✓ Are student-athletes encouraged to participate in athletics governance, such as being a member of the institution's Student-Athlete Advisory Committee?
- ✓ Are student-athletes encouraged to participate in nonathletics campus activities and organizations?
- ✓ Do student-athletes actively engage with the campus and local communities?
- ✓ 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.)





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 healthcare administrator, athletic trainer(s), team physician(s) and others. [Access the Institutional Performance Program (IPP) available within the **NCAA My Apps hub** to use the IPP for such comparisons.]
- ✓ Discuss similarities and differences between athletics healthcare and student health-care. Is there any discussion about whether athletics healthcare should be housed within the student healthcare structure rather than within the athletics department? What would be the advantages/disadvantages of doing so?





Compliance

- ✓ Division II adopted legislation in 2014 requiring institutions to appoint a full-time compliance administrator who does not have coaching duties (as a part-time coach, for example). Discuss whether this legislation is being followed.
- ✓ Does the compliance administrator have the technology they need to ensure an effective operation?
- ✓ 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?
- ✓ 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 and other groups (e.g., student-athletes, boosters, registrar, financial aid) about NCAA rules.
- ✓ What is the process for verifying student-athletes' continuing eligibility?
- ✓ How does the athletics department work with other entities on campus related to NCAA compliance (e.g., working with the registrar and financial aid office)?



Personnel

The Senior Woman Administrator

- ✓ Do the SWA'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 FAR 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.) in carrying out their functions?
- ✓ Does athletics regularly consult with the FAR regarding institutional policies and practices?
- ✓ Does the FAR regularly meet with student-athletes? Coaches?





Personnel (continued)

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 institutional 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 institution as a Division II member?
- ✓ 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 given 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? (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?



Diversity and Inclusion

- ✓ Does athletics have a written commitment to conduct **best practices that foster a diverse and inclusive environment**?
- ✓ 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?
- ✓ When was the institution's last Title IX compliance review? How would athletics fare if a Title IX review were scheduled today?



Hiring Practices

- ✓ Does the athletics department anticipate any coaching or administrative vacancies in the near future?
- ✓ Review the process for hiring coaches and athletics administrators to ensure that it aligns with institutional policy and procedures (particularly as they relate to HR and the campus diversity and inclusion office).
- ✓ 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 institutional policies and procedures.
- ✓ Is the search process best positioned to attract coaches and athletics administrators who understand and support the institution's mission and values, as well as the mission and values of Division II?
- ✓ Does the process support seeking a diverse candidate pool?





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 with young children (and potential 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 student-athletes?



Key Issues

- ✓ What are the key issues locally that present either an opportunity or a challenge for the athletics department? What about at the conference level or at the divisional level (current Division II legislative proposals, for example)?
- ✓ Discuss how Division II's unique **attributes and characteristics** can play to your advantage as you distinguish your institution from your competitors.



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