



**DIVISION III**  
**DISCOVER | DEVELOP | DEDICATE**

**NEW DIRECTOR OF  
ATHLETICS WORKBOOK**

**2023-24**

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**Last Updated: November 2023**

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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 a 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 student-athletes 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 Strategic Positioning Platform

## NCAA Mission

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.

### Division III Positioning Statement

## Who We Are

The college experience is a time of learning and growth. For Division III student-athletes, this happens most importantly in the classroom and through earning an academic degree. The Division III experience provides for participation in a competitive athletics environment. Student-athletes push themselves to achieve excellence and build upon their academic success with new challenges and life skills within an environment that fosters health and wellness. Student-athletes are encouraged to pursue the full spectrum of opportunities available during their time in college. In this way, Division III provides an equitable and inclusive environment for student-athletes to take responsibility for their own paths, follow their passions and discover their potential through a comprehensive educational experience.

### Division III Attributes

## What We Stand For

#### Proportion

Appropriate balance of academics, athletics and additional collegiate opportunities.

#### Comprehensive Learning

Opportunity for broad-based education and success.

#### Passion

Playing for the love of the game, competition, enjoyment, self-improvement, and our teammates and communities.

#### Responsibility

Development of accountability through personal commitment and choice.

#### Sportsmanship

Fair and respectful conduct toward all participants and supporters.

#### Citizenship

Dedication to developing responsible leaders and global citizens.

### Division III Key Benefits

## The DIII Experience

- Participation in a highly competitive athletics program while retaining the full spectrum of college life.
- With a focus on academic achievement, student-athletes graduate with a comprehensive education that develops skills beyond the classroom.
- Ability for student-athletes to create their own path, discover their potential and pursue a variety of interests.
- Opportunities to be a multi-sport athlete.
- Reasonable practice and playing seasons and regional competition minimize time away from academics and keep student-athletes on a path to graduation.
- Student-athletes are integrated on campus and treated like all other members of the student body, allowing them to be students first.
- Participation in athletics provides valuable “life lessons” for student-athletes (teamwork, discipline, perseverance, leadership, health, wellness, etc.), which often translate into becoming a better student and more responsible citizen.

## Reasons to Believe

### Comprehensive educational experience.

Division III institutions develop student-athlete potential through a holistic educational approach that includes rigorous academics, competitive athletics, and opportunities to pursue other interests and passions.

### Competitive athletics programs.

Student-athletes participate in an intense, competitive athletics environment. They do not receive any monetary incentive (athletics scholarship) and play for a love of the game.

### Commitment to inclusive environments.

Division III prides itself on creating inclusive, diverse and equitable environments for its student-athletes.

- More than 80% of student-athletes report a sense of belonging and an inclusive team environment.
- More than three-quarters report that coaches and teammates are accepting of differing viewpoints and cultures and believe college athletics has positively impacted their racial and cultural understanding.

### Academic focus.

Student-athletes most often choose a Division III institution because of the excellent academic programs.

- More than 80% of student-athletes report a positive academic experience.
- Primary focus on learning and degree achievement, evidenced by an NCAA Academic Success Rate of nearly 90%.
- Balances academics and athletics via shorter season lengths, the number of contests, and a focus on regional in-season and conference play.

### 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 averages 17 sports per institution, more than any other division in the NCAA. It also emphasizes integrating competitive men's and women's sports into higher education so that the educational experience of the student-athlete is paramount.

### Integrated campus environment.

A quarter of all Division III students participate in athletics. These student-athletes are integrated into the campus culture and educational missions of their institutions:

- Adhere to the same academic standards as the student body.
- Provided the same housing, services and support as the student body.
- Encouraged to take full advantage of the many opportunities of campus life.
- More than two-thirds develop lifelong mentor relationships with faculty members.
- More than two-thirds participate in internships.
- One-quarter participate in study abroad programs.

### Available financial aid.

Eighty percent 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. 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.

### National championship opportunities.

Over 195,000 student-athletes compete annually in 37 different Division III national championships. These competitions provide an opportunity for student-athletes to compete at the highest level and fulfill their athletics potential.

# Division III Strategic Plan

2021-24 Budget Triennium **[Year 3: 2023-24]**

**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.



**DIVISION III**  
**DISCOVER | DEVELOP | DEDICATE**

## INTRODUCTION

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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 cycle 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 division's budget policies and 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:

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- (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. For Division III student-athletes, this happens most importantly in the classroom and through earning an academic degree. The Division III experience provides for participation in a competitive athletics environment. Student-athletes push themselves to achieve excellence and build upon their academic success with new challenges and life skills within an environment that fosters health and wellness. Student-athletes are encouraged to pursue the full spectrum of opportunities available during their time in college. In this way, Division III provides an equitable and inclusive environment for student-athletes to take responsibility for their own paths, follow their passions and discover their potential through a comprehensive educational experience.

## Division III Attributes

**Proportion:** appropriate balance of academics, athletics, and additional collegiate opportunities.

**Comprehensive Learning:** opportunity for broad-based education and success.

**Passion:** playing for the love of the game, competition, enjoyment, self-improvement, and our teammates and communities.

**Responsibility:** development of accountability through personal commitment and choice.

**Sportsmanship:** fair and respectful conduct toward all participants and supporters.

**Citizenship:** dedication to developing responsible leaders and global citizens.

## Reasons to Believe

**Comprehensive educational experience.** Division III institutions develop student-athlete potential through a holistic educational approach that includes rigorous academics, competitive athletics, and opportunities to pursue other interests and passions.

**Competitive athletic programs.** Student-athletes participate in an intense, competitive athletics environment. Student-athletes do not receive any monetary incentive (athletics scholarship) to play sports in college and play for a love of the game.

**Integrated campus environment.** A quarter of all Division III students participate in athletics. These student-athletes are integrated into the campus culture and educational missions of their institutions:

**Commitment to inclusive environments.** Division III prides itself on creating inclusive, diverse, and equitable environments for its student-athletes.

**Academic focus.** Student-athletes most often attend a Division III institution because of the excellent academic programs.

**Available financial aid.** 80% 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. 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.

**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 averages 17 sports per institution; more than any other division. It also emphasizes integrating competitive men's and women's sports into higher education so that the educational experience of the student-athlete is paramount.

**National championship opportunities.** Division III has over 195,000 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.



**NOTE:** Strategic initiatives are divided between championships and Enrichment Fund initiatives and programs. Most strategic initiatives support the Division III student-athlete experience. The strategic priorities are not listed in priority order; all are of equal value. **Text in red highlights key initiatives during year three of the 2021-24 triennium.**

## **DIVISION III STRATEGIC PRIORITIES FOR 2021-24 BUDGET TRIENNIUM [YEAR 3: 2023-24]**

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**Maintain Fiscal Integrity.** All programs and budget priorities shall be managed in a manner that ensures they are fiscally responsible, sustainable and reflect the division's priorities. Further:

- Maintain and annually evaluate the divisional operating budget for the current budget cycle (2023-2024).
  - Continue to monitor the division's current mandated reserve policy and adjust accordingly, including preparation for revenue generated by the Association's 2024-2032 broadcast agreement extension. **Prepare for the new 2024-26 budget biennium and identify budget priorities via financial analysis and membership feedback. Areas of focus include championships enhancements such as bracket, per diem, flights and travel party increases and a new selection criteria database (e.g., Pairwise).**
1. **Provide Quality Division III Championships. FY24 budget equals \$29.9 million.** The Division III experience provides for participation in a competitive athletics environment, and Division III is committed to conducting quality championships with fair selection processes and appropriate access. Strategic priorities support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by supporting institutions as they provide all teams with adequate facilities, competent coaching and appropriate competitive opportunities. (Division III Philosophy Statement – section r). The Division III Championships Committee is responsible for continual assessment of policies and NCAA legislation related to the championships program including the appropriateness of bracket sizes, regional alignment and select criteria processes. Championship funding enhancements will start at the sport committee level with recommendations to the Championships Committee, endorsement to the Strategic Planning and Finance Committee and ultimate approval by the Management and Presidents Councils.
  2. **Provide Division III Conference Office Support. FY23 budget equals \$4.3 million.** These funds support the Strategic Initiatives Conference Grant Program and annual commissioner meetings with NCAA staff.
    - The Strategic Initiatives Conference Grant Program is divided into five tiers.
      - Tier One: Professional Development and Student-Athlete Advisory Committee support. All institutions may annually access conference grant dollars to support campus and conference SAAC meetings, programs and initiatives as well as professional opportunities for key constituent groups (e.g., senior woman administrators, BIPOC staff and administrators, sports information directors, athletic trainers). Funding also is available to offset conference office travel. All conferences will optimally use the full allocation of funds each year.

- Tier Two: Student-Athlete Well Being Initiatives. Funds are available for a wide-variety of student-athlete well-being initiatives with an emphasis on programming related to diversity, equity and inclusion, academic experiences, identity and integration and sportsmanship initiatives.
- Tier Three: Technology and Officiating Improvement. Funding is available for conference offices to improve technology and support of officiating improvements.
- Tier Four: Funding is available to support the division's strategic priority of diversity, equity and inclusion at the conference and/or institutional level.
- Tier Five: Third-Party Review. Provide assistance for conference offices to provide documentation of a third-party external review of grant fund usage to the national office annually.
- Continue to monitor divisional challenges with officiating, including the quality and pipeline of officials. Maintain funding, via the conference grant program, to enhance officiating and evaluate additional funding opportunities.
- 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 Initiatives Conference Grant Program to supplement a portion the conference's travel costs.

### 3. Effectively Advance Diversity, Equity and Inclusion. FY24 budget equals \$2.4 million.

- Create partnerships and 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.
  - Continue professional development and networking opportunities for women and Black, Indigenous, People of Color (BIPOC) (e.g., SWA Program, Institute for Administrative Advancement, Student Immersion Program).
  - Continue to fund the Division III diversity grants – ethnic minority and women, strategic alliance matching and coaching enhancement.
  - Support the office of inclusion in promoting resources for the newly established athletics diversity and inclusion designee.
  - Support the LGBTQ Working Group by maintaining the LGBTQ OneTeam program that provides education to the membership on ways to create a safe and inclusive environment for LGBTQ individuals and allies. Maintain the annual LGBTQ of the Year awards. Continue to promote the LGBTQ non-discrimination policy guide.
  - Support the Diversity and Inclusion Working Group in the creation of a train the trainer program to support institutions in the recruitment and retention of students who identify as BIPOC.
- Establish strategies to increase and diversify the pool of candidates for Division III committee service and membership job searches.
  - Maintain the division's database of all women and BIPOC that have participated in an NCAA program. Continue to distribute and promote Continue to send out a quarterly Diversity and Inclusion newsletter.

- Maintain the Diversity and Inclusion Working Group to evaluate the current diversity and inclusion landscape within Division III.
- Monitor NCAA emerging sports (e.g., women's wrestling, esports, Stunt, acrobatics and tumbling).
  - Monitor with the office of inclusion and the membership new emerging sports for women (e.g., bowling and women's wrestling) and specifically, vote on Stunt at the 2024 Convention.
- Review the recommendations from the NCAA's gender equity report – Phase II and continue to ensure a gender equitable experience for all student-athletes.

**4. Ensure Student-Athlete Support. FY23 budget equals \$699K.**

- Maintain the promotion and use of the Injury Surveillance Program, SSI's data collection system, by the Division III membership.
- 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 solutions and best practices to address graduation rates of teams and demographic groups that are lower than their counterparts who do not participate in intercollegiate athletics. Maintain the annual student-athlete graduation rate submission.
- Maintain and enhance the partnership with the College Sports Communicators (formerly CoSIDA) by providing professional development funding and opportunities (e.g., Division III Day at the CSC Convention and CSC Student Program), overseeing a recognition system awarded three times per year, and providing funds to support the Division III-specific Academic All-America program.
- Amplify the student-athlete voice. Collaborate with Division III SAAC to provide opportunities for effective student-athlete engagement and leadership.
- Student-athlete leadership forums and campus-based leadership programming. Fund student-athletes to attend the annual NCAA Student-Athlete Leadership Forum. The Forum is an opportunity for college athletes, coaches and administrators to collectively learn about themselves and grow as the next generation of leaders. Fund DISC assessments that are an important resource that institutions and conference offices use to help student-athletes, coaches and administrators learn more about their behavioral styles and how their individual styles come together in a team environment.
- Continue discussions with the Sport Science Institute regarding the potential transition of 360 Proof, a web-based, evidence-informed, and free alcohol and other drug resource to SSI. 360 Proof is currently for Division III and NASPA small college institutions, and SSI oversight would allow Association-wide access.

- Support Gameday the DIII Way, the Division III sportsmanship and game environment initiative. Promote existing tools and resources (e.g., facilitator training and on-line educational modules). Promote that championship handbooks include Gameday language and encourage all Regional Advisory Committee (RAC) members receive the training.
- Monitor and promote institutional commitment to BOG pledge on sexual assault violence prevention education and annual requirements.
- Provide funding for national Student-Athlete Advisory Committee associate members to attend an in-person national SAAC meeting at the NCAA Convention and during the summer.
- Continue to create specific programming for student-athletes attending the annual Convention to help better engage and educate on the Division III philosophy.

5. **Maintain the Value of Division III Athletics. FY23 budget equals \$375K.** 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 includes communicating the Division III philosophy, attributes, and strategic positioning platform to high school prospective student-athletes, parents and high school admissions counselors, and collaborating with the NCAA Eligibility Center.

- **Emphasize, promote, and steward the Division III brand, identity, and unique philosophy as articulated in the division's Strategic Positioning Platform. Support conferences and institutions to better tell the Division III story to a variety of internal and external target audiences with the following identity activation initiatives:** Division III week, national and customizable videos. Maintain a recognition award for athletics communication directors to recognize outstanding work that tells the Division III story. **Celebrate the division's 50<sup>th</sup> anniversary with the amplification of our legacy.**
- Communicate the distinct Division III philosophy as articulated in the Philosophy Statement and supported by the Strategic Positioning Platform. **Provide a 2024 legislative proposal to revise the division's Philosophy Statement to better align with today's student-athlete experience and provide legislative guidance for the foreseeable future.**
- 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.
- Emphasize the values of Division III to effectively manage its membership growth. Maintain a cross-divisional governance staff and Membership Committee liaison group to monitor divisional membership issues.

- Maintain a Financial and Risk Management Working Group to periodically review the division's financial standing within the current landscape of intercollegiate athletics and examine threats, risks, and opportunities to enhance the division.
- Monitor the new process for Division III playing rules. Ensure communication between playing and sport rule committees and inform the membership of key rule changes to encourage feedback.
- Support an Athletic Trainer Working Group to identify the factors impacting Division III's efforts to hire and retain athletic trainers and to create recommendations to help institutions address those identified factors.
- Continue the strategic partnership with Special Olympics. Maintain the Monthly Spotlight Poll and activity reporting program to better tell the partnership's story from a division-wide perspective.
- 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. Properly engage and educate the membership on legislative proposals.

**6. Provide Professional Development for Division III Constituents. FY23 budget equals \$316K.**

- In partnership with the NCAA Executive Staff and divisional Association-wide governance staffs, enhance Division III specific presidential programming to educate and engage all Division III chancellors and presidents. Continue to selectively forward issues of presidential importance to the division's presidents and chancellors.
- Maintain in-person, full-day orientation programs for new athletics directors and commissioners to assist these individuals in understanding and promoting the division.
- Strengthen the advocacy of Division III faculty for the values of the athletics experience by offering annual professional development training and networking opportunities to FARs. Maintain the Faculty Advisory Group to provide quarterly updates to the Division III Management Council.
- Partnership with National Association of Division III Athletics Administrators. The governance structure will provide financial support to NADIII AA for its professional development offerings.
- The division will fund professional development opportunities for female athletics administrators in a manner most accommodating to applicant individuals (e.g., Women Leaders in College Sports Institutes, SWA Program).
- Continue to maintain and enhance Division III University – an on-line learning management system. **Create and add new division-specific educational modules.**
- Division III Day. Support a day-long professional development program for the division's athletics communication and sports information directors in conjunction with the annual College Sports Communicators (CSC) Convention.

- Provide funding for the DIIICA and NADIIIAA executive leadership groups to come to Indianapolis in Aug./Sept. to discuss current hot topics in Division III and plan communication strategies for the upcoming year. **Emphasize communication, shared accountability, and collaboration in leading the division.**

**7. Enhance Formal Accountability of the Governance Structure and National Office Support. FY23 budget equals \$73K.**

- Continue to distribute the annual performance scorecard to committee members for regular accountability of key Division III programs and committee staff liaisons. **Highlight the value of committee service through improved education efforts and upgrading the nomination process technology.**
- **Monitor, and address as needed, the enrollment and related financial challenges within higher education, and the related challenges affecting the Division III membership. Monitor the impact on conference office stability.**
- Continue to make membership communication a priority. Provide clear, concise, and consistent communication. Strengthen relationships with the leadership of the DIIICA and NADIIIAA. Provide effective transparency and opportunities for input in the work of governing bodies. **Conduct a comprehensive review of communication initiatives and platforms to better identify and reach target audiences as well as streamline and improve efficiencies.**
- Address relevant issues identified through the Association's Business Review.

**8. Support Association-wide initiatives.**

- **Support the Association in its efforts to engage Congress to introduce federal legislation to address threats (e.g., Name, Image and Likeness, revenue sharing, select litigation).**
- **Implement recommendations from the NCAA State of Business Review.**
- Continue to partner with the Sport Science Institute regarding priority health and safety issues, including mental and physical health. Provide Division III representatives for on-going summits. Provide timely and consistent communication to the membership regarding new SSI interassociation guidelines and best practices.
- **Collaborate with the Office of Inclusion to update "The Diverse Workforce", a resource to assist institutions and conference offices to diversify its athletics searches.**

**Appendix A**

**Division III Budget Justification**

Projected NCAA Division III 2023-24 Budget Breakdown		Division III Philosophy Statement and Constitutional Principles Justifying Funded Programs	
<b>Revenue:</b>		<i>Division III Institutions....</i>	
Division III 3.18% Revenue	\$36,940,183		
Allocation (ESTIMATE)			
Additional Revenue	42,250		
Membership Dues	526,350		
<b>Championships Expenses:</b>			
Total Championships Expense	\$ 32,625,045	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)	
<b>Conference Office Expenses:</b>			
Strategic Initiatives Conference Grant Program	\$4,250,703	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))	
Conference Commissioners/SID Meeting	\$40,000	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)	
<b>Diversity, Equity and Inclusion Expenses:</b>			
Women & Minority Intern Program	\$1,600,000	Support ethnic and gender diversity for all constituents; (Bylaw 20.11-(p))	
Strategic Alliance Matching Grant	\$708,600	Support ethnic and gender diversity for all constituents; (Bylaw 20.11-(p))	
Diversity. Equity and Inclusion Programs	\$250,000	Support ethnic and gender diversity for all constituents; (Bylaw 20.11-(l))	
Coaching Enhancement Grant	\$100,000	New grant program for female and ethnic minority asst. coaches. The two-year matching grant provides \$7,500 in salary and benefits and \$1,500 annually in professional development. Partner with Leadership Development.	
LGBTQ Programming	\$30,000	Funding for the annual LGBTQ of the Year recognition and OneTeam Program. Partner with office of inclusion.	
<b>Student-Athlete Support Expenses:</b>			
Student-Athlete Leadership Forum	\$400,000	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)	
Gameday Sportsmanship Initiative	\$100,000	Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators; (Bylaw 20.11-(e))	
Convention Programming including specific student-athlete programs	\$80,000	Continue to create specific programming for student-athletes attending the annual Convention to help better engage and educate on the Division III philosophy.	
Campus Based Student-Athlete Leadership Programming	\$40,000	The purpose is to provide behavioral assessments to student-athletes, coaches and administrators. The 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.	
SAAC Associate Members	\$45,000	Provide funds to pay expenses for conference partner liaison to attend NCAA Convention and the July national SAAC meeting.	
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).	
360 Proof	\$20,000	Intercollegiate athletics programs shall be conducted in a manner designed to protect and enhance the physical and educational well-being of student-athletes.	



Projected NCAA Division III 2023-24 Budget Breakdown		
<b>Expenses, continued:</b>		
<b>Value of Division III Expenses:</b>		
Branding and Identity Initiatives	\$300,000	These initiatives provide branding and promotion support in the form of PSA videos, championships webcasting enhancements and resources.
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).
<b>Professional Development Expenses:</b>		
FAR Fellows Institute/Orientation	\$75,000	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)
NADIII AA 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)
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.
Women Leaders Enhancement Grant	\$30,000	Support ethnic and gender diversity for all constituents; (Bylaw 20.11-(p))
Division III University	\$20,000	Funding to create new modules for Division III University.
New Commissioner Orientation	\$15,000	Create in-person, orientation programs for new commissioners to assist with the knowledge, resources and philosophy of the division.
CoSIDA DIII Day	\$12,000	This initiative supports sports information directors to receive professional development.
NADIII AA and D3CA leadership meeting	\$10,000	The executive leadership groups from NADIII AA and D3CA come to Indianapolis in Aug./Sept. to discuss current hot topics in Division III and plan communication strategies for the upcoming year.
Misc. Division III Initiatives	\$9,328	This includes contracting costs, as well as money earmarked to support future initiatives.
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.
<b>Division III National Office Expenses:</b>		
Division III Cancellation Insurance	\$61,000	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.
NCAA staff professional development	\$7,000	Allows annual professional development for NCAA Division III staff.
Working Groups	\$5,000	This initiative exists to provide opportunities for working groups/task forces in the future.
Total Division III Expenses	\$37,564,436	

\* 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.

\*\* Intentionally overspending the operating budget by approximately \$2.2 million to reduce the excess above and beyond the mandated reserve.

\*\*\* Spending an additional \$2.1 million in supplemental spend (local ground transportation and no first round conference opponent) to reduce the excess above and beyond the mandated reserve.

## **Appendix B**

### **History of the Division III Strategic Plan and Budget Policies**

## 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](http://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.

After the 2012-15 budget cycle, the plan returned to a two-year budget cycle and emphasizes budget accountability and management.

With the start of the budget cycle in 2021, the Councils approved a one-time, three-year budget cycle (2021-24) to align with the current CBS/Turner broadcast agreement that ends in 2023-24. In FY25, the division will return to its two-year budget cycle as well as adjust its mandated reserve policy from 50% of the annual revenue to a flat 15 million annually in addition to a five million event cancellation insurance policy.

In 2022, the Strategic Planning and Finance Committee recommended a new format for the strategic plan that better reflects the division's commitment to the student-athlete experience.

### **Division III Budget Policies**

The Division will maintain the following budget policies. SPFC must recommend, with final approval from the Management and Presidents Councils, to change the policies.

- The division will have a two-year budget cycle unless a specific request by SPFC to alter.
- The budget will reflect the annual spend on championships and the Enrichment Fund with a priority on enhancing the student-athlete experience (approximately 80% of the budget annually will fund the division's 28 national championships).
- Only consider new budget enhancements in the last year of a current budget cycle unless SPFC determines there is extenuating circumstances.
- Annual mandated reserve that is 50% of the annual revenue through FY24. In FY25, the mandated reserve will be a flat \$15 million.
- Annually evaluate the need to purchase \$5 million in event cancellation insurance.

# Division III 2023-24 Facts and Figures

## MEMBERSHIP

Division III is the NCAA's largest division (approximately 40% of total membership).



**80%**

(343) of active Division III institutions are private.

**20%**

(87) of institutions are public.

Source: 2023-24 Sports Sponsorship and Demographics Forms

## STUDENT-ATHLETE COMPOSITION

On average, student-athletes comprise **31%** of the student body at Division III institutions. (This percentage ranges from 2% to more than 72%.)



**309**

median number of student-athletes at schools that don't sponsor football.

**588**

median number of student-athletes at schools that sponsor football.

Source: 2023-24 Sports Sponsorship and Demographic Forms

## DIVISION III STUDENT-ATHLETES

- Former Division III student-athletes report thriving at greater rates on measures of purpose, social, community, and physical well-being than their nonathlete peers.
- Former Division III student-athletes earned a postgraduate degree (41%) at a higher rate than their nonathlete peers (37%).
- 87% of former Division III student-athletes agreed or strongly agreed that they were challenged academically in college, as compared to 83% of nonathletes.
- 63% of former Division III student-athletes held a leadership position in a club or organization, as compared to 38% of nonathletes.
- 87% of Division III student-athletes agree or strongly agree that being an athlete has helped them fit in socially at their college, and 82% report a sense of belonging there.
- Most Division III student-athletes agree or strongly agree that their coaches and teammates create an inclusive environment for all team members (78%).
- Over 90% of Division III student-athletes report that their college athletics experience had a positive or very positive effect on personal competencies such as work ethic, responsibility, teamwork, and goal setting.

Source: Division III Gallup Study (2020) and Division III Growth, Opportunities, Aspirations and Learning of Students in college (GOALS) Study (2019)

## UNDERGRADUATE ENROLLMENT

Lowest **288**

Average **2,450**

Highest **27,642**

Source: Fall 2021-22 enrollment for full-time undergraduate students from the federal Integrated Postsecondary Education Data System

## SPORTS SPONSORED PER INSTITUTION

**19** average number of sports that Division III schools sponsor.

Source: 2023-24 Sports Sponsorship and Demographics Forms

## ATHLETICS PARTICIPATION

(Including emerging sports)

Approximately **38.6%** of NCAA student-athletes compete at Division III institutions.

	Division III	NCAA Overall
Men	119,379 (59%)	297,571 (56%)
Women	84,101 (41%)	229,397 (44%)
Total	203,480	526,968

\*Numbers include student-athletes that may participate in more than one sport

Source: 2023-24 Sports Sponsorship and Demographics Forms

## PRIORITY INITIATIVES

- Maintain the values of Division III athletics.
- Provide quality Division III Championships.
- Ensure the division is effectively managing diversity and inclusion issues.
- Enhance the well-being of prospects, student-athletes and staff.
- Provide professional development and funding support for the Division III membership.
- Enhance formal accountability of the governance structure.
- Maintain fiscal integrity.

Source: 2022-23 NCAA Division III Strategic Plan

## DIHI-SPONSORED CHAMPIONSHIPS

### Men's Championship Sports (14)

Baseball, Basketball, Cross Country, Football, Golf, Ice Hockey, Lacrosse, Soccer, Swimming and Diving, Tennis, Indoor Track and Field, Outdoor Track and Field, Volleyball, Wrestling

### Women's Championship Sports (14)

Basketball, Cross Country, Field Hockey, Golf, Ice Hockey, Lacrosse, Rowing, Soccer, Softball, Swimming and Diving, Tennis, Indoor Track and Field, Outdoor Track and Field, Volleyball

### National Collegiate Championships (9)

Men - Gymnastics, Water Polo; Women - Beach Volleyball, Bowling, Gymnastics, Water Polo; Men and Women - Fencing, Rifle, Skiing



**DIVISION III**  
DISCOVER | DEVELOP | DEDICATE

# Division III 2023-24 Budget Overview

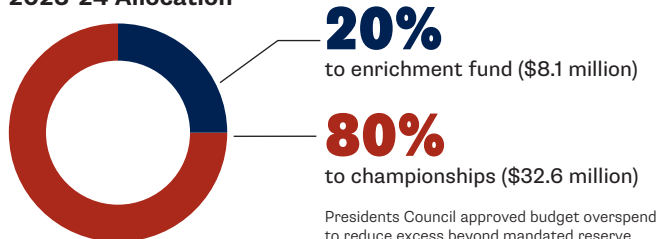
## REVENUE



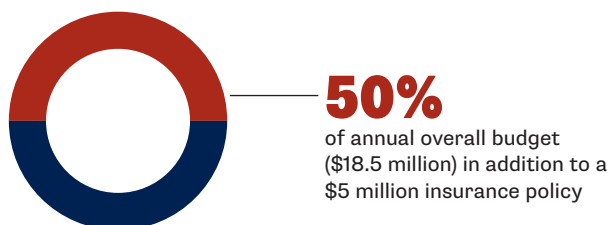
Source: 3.18% of NCAA operating revenue allocation

## BUDGET ALLOCATION

### 2023-24 Allocation



### Mandated Annual Reserve



## VALUE OF MEMBERSHIP

With an annual budget of **\$37.5 million** and annual membership dues of **\$2,000 or less**, the estimated annual per institution value of Division III membership is **\$77,538**.

## ASSOCIATION-WIDE BENEFITS

Division III members also benefit from Association-wide services and support. The NCAA funds these services with more than \$250 million dollars annually.

Legal Services, Communication	\$152 M
Insurance programs, drug testing, student-athlete leadership	\$57 M
Technology and National Office Support	\$43 M
Membership Support ((e.g., Committees and Interpretations)	\$24 M
Educational Programs	\$4 M

## CHAMPIONSHIPS

(28 Division III specific)

	Men's Budget	Women's Budget
Baseball	\$3,020,228	NA
Basketball	\$1,630,937	\$1,882,652
Cross Country	\$756,387	\$778,789
Field Hockey	NA	\$674,476
Football	\$2,567,406	NA
Golf	\$776,195	\$581,555
Ice Hockey	\$576,034	\$477,024
Lacrosse	\$1,114,121	\$1,244,523
Rowing	NA	\$509,379
Soccer	\$1,596,985	\$1,602,958
Softball	NA	\$2,052,638
Swimming and Diving	\$792,285	\$831,879
Tennis	\$877,641	\$931,360
Indoor Track and Field	\$977,756	\$906,473
Outdoor Track and Field	\$1,207,221	\$1,136,831
Volleyball	\$440,855	\$1,452,441
Wrestling	\$705,354	NA
<b>Overall Totals</b>	<b>\$17,039,405</b>	<b>\$15,062,978</b>

Source: NCAA Financial Statements

## ENRICHMENT FUND

### 2023-24 Budget

#### Conference Office Support

Strategic Initiative Conference Grants	\$4,250,703
Conference Commissioners Meeting	\$40,000

#### Diversity, Equity and Inclusion

Women and Minority Intern Program	\$1,600,000
Strategic Alliance Matching Grant	\$708,600
DIII Diversity Initiatives	\$250,000
Coaching Enhancement Grant	\$100,000
LGBTQ Inclusion Program	\$30,000

#### Student-Athlete Support

Student-Athlete Leadership Conference	\$400,000
Annual Convention	\$75,000
SAAC Associate Member Travel	\$45,000
CSC Academic All-America Program	\$44,000
Campus-Based Student-Athlete Leadership Programs	\$40,000
360 Proof	\$20,000

#### Value of Division III

Branding and Promotion	\$300,000
Special Olympics Partnership	\$35,000

#### Professional Development

New AD and Commissioner Orientations	\$85,000
ADR Institute	\$75,000
FAR Institute/Orientation	\$75,000
NADIIIAA Partnership	\$75,000
SWA Enhancement Grant Program	\$30,000
Membership Learning Management System	\$20,000
College Sports Communicators DIII Day	\$12,000
Administrator and Commissioner Meeting (NADIIIAA and DIIICA)	\$10,000

#### Division III National Office Support













Division III Event Cancellation Insurance	\$61,000
Additional Working Groups	\$40,000
NCAA Staff Professional Development	\$7,000

**Total Enrichment Fund Expenses \$8,428,303**

Source: NCAA Financial Statements

# Our Three Divisions

The NCAA's three divisions were created in 1973 to align like-minded campuses in the areas of fairness, competition and opportunity.

DIVISION	 DIVISION I	 DIVISION II <i>MAKE IT YOURS</i>	 DIVISION III <i>DISCOVER   DEVELOP   DEDICATE</i>
NUMBER OF SCHOOLS*	351 (33%)	296 (27%)	433 (40%)
MEDIAN UNDERGRADUATE ENROLLMENT	8,449	2,300	1,655
STUDENTS WHO ARE ATHLETES	1 in 22 	1 in 9 	1 in 6 
AVERAGE NUMBER OF TEAMS PER SCHOOL	19	16	19
PERCENTAGE OF NCAA STUDENT-ATHLETES IN EACH DIVISION	 36%	 25%	 39%
ATHLETICS SCHOLARSHIPS	Multiyear, cost-of-attendance athletics scholarships available 58% of athletes receive athletics aid	Partial athletics scholarship model 67% of athletes receive athletics aid	No athletics scholarships 80% of athletes receive nonathletics aid
DID YOU KNOW?	 Division I student-athletes graduate at a higher rate than the general student body.	 Division II is the only division with schools in Alaska, Puerto Rico and Canada.	 Division III's largest school has <b>27,642</b> undergraduates. The smallest? <b>228</b> .

\*The number of schools for each division is current as of the 2022-23 academic year. This does not include reclassifying, provisional or exploratory schools. Student-athlete participation numbers include NCAA championship sports only and are current as of the 2021-22 academic year.

## How is each division governed?

NCAA schools develop and approve legislation for their own divisions. Groups of presidents and chancellors lead each division in the form of committees with regularly scheduled meetings.

## What are the eligibility requirements in each division?

If you want to compete at an NCAA school, you must meet academic and/or amateurism standards set by NCAA members. **Academic** and **amateurism standards** can be found on each division's page on [ncaa.org](http://ncaa.org).



HOW THE NCAA WORKS:

Division III

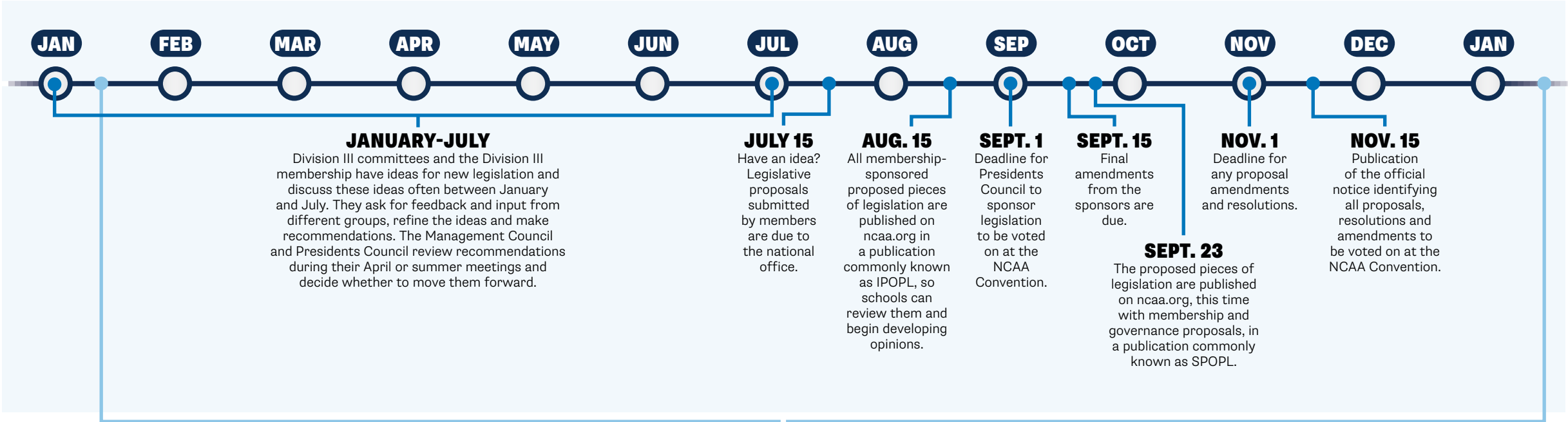
The Division III philosophy maintains that a student-athlete’s athletics are an integral part of a well-rounded college experience. The athletic experience is designed to complement time spent in the classroom and pursuing other activities – some related to coursework, others extracurricular.

While Division III doesn’t permit athletics scholarships, roughly 80% of Division III student-athletes receive some form of academic grant or need-based scholarship.

Access to competing in national championships is important to Division III, where one of every 6.5 teams competes in the NCAA postseason. Division III is home to more than 190,000 student-athletes – the most in any division – who can earn the opportunity to compete in 28 Division III national championships. The division’s philosophy and the rules that implement it are set by members hailing from approximately 430 schools and more than 40 conferences.

DIII Legislative Calendar and Convention Process

Legislative Calendar



Convention

The NCAA Convention, held each year in January, is the finish line for all sponsored proposals in Division III. Delegates from every school and conference gather during a Convention business session to cast their votes on each proposal.

Since the division was established in 1973, it has operated under a “one institution, one vote” model. Beginning with the 2024 NCAA Convention, the Division III Student-Athlete Advisory Committee will have one vote at the business session.



Proposed Legislation

New rules in Division III begin in one of two ways. Proposals can start in Division III committees and be sponsored by the governance structure. Proposals can also be sponsored by the Division III membership if 20 active member schools or two conferences sign on as a sponsor.



Membership Votes

In most cases, Division III legislation requires only a simple majority vote of members present. Sometimes – such as in 2015, when the NCAA added beach volleyball as a championship sport – legislation applies to the entire Association, and each division must reach its own majority vote to pass.

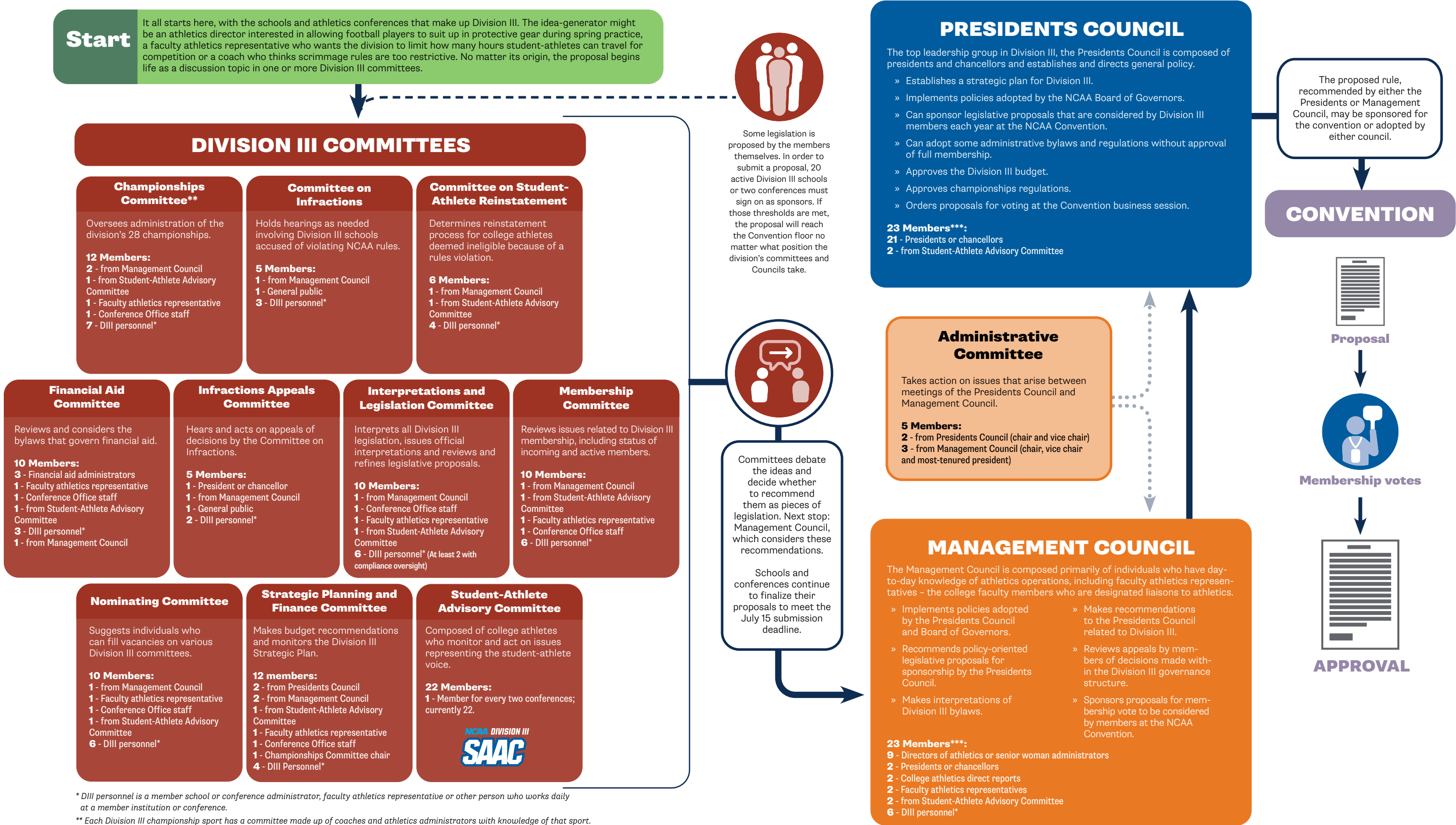


Legislation Approved

Approved proposal takes effect on the date specified in the legislation, usually Aug. 1 of that year.



# NCAA Division III Legislative Process



\* DIII personnel is a member school or conference administrator, faculty athletics representative or other person who works daily at a member institution or conference.

\*\* Each Division III championship sport has a committee made up of coaches and athletics administrators with knowledge of that sport. These committees rank and select teams and individuals for championships competition, plus recommend sites and dates.

\*\*\* Effective Aug. 1, 2024, all multisport conferences will be represented on councils. The number of non-student-athlete council members will depend on the number of active multisport Division III conferences.

NCAA

STUDENT-ATHLETES

DIVISION I

DIVISION II

DIVISION III

MEDIA CENTER

DIVISION III

About UsOur PrioritiesOur MembersOur StudentsAcademicsChampionshipsOutreachAdditional Links

Membership - Division III

Division III Resources

- [Division III Homepage](#)
- [2022-23 Division III Facts and Figures \(PDF\)](#)
- [Contact DIII Staff](#)
- [Division III Master Calendar](#)
- [Monthly Update \(October 2022\)](#)
- [NCAA Online Directory](#)
- [Who We Are](#)
- [Division III YouTube Channel](#)
- [Archived Document Request Form](#)

Division III Links

- [2021-22 Division III Convention Resources](#)
- [Archived Publications](#)
- [Division III Branding and Promotion](#)
- [Division III Diversity and Inclusion](#)
- [Division III Grants, Programs and Scholarships](#)
- [Division III Partners](#)
- [Division III Sportsmanship](#)
- [Division III Webinars](#)
- [Division III Week](#)
- [Special Olympics Partnership](#)

Division III Best Practices

- [360 Proof](#)
- [ADR Best Practices \(PDF\)](#)
- [Building Toward a Career in Collegiate Athletics \(PDF\)](#)
- [Division III Commissioners Handbook \(PDF\)](#)
- [Division III Conference Office Business Management Resource \(PDF\)](#)
- [Division III FAR Information and Resources](#)
- [Division III Institutional Performance Program \(IPP\)](#)
- [Division III New Athletics Director Workbook \(PDF\)](#)
- [Guide to Strategic Athletics Communication on Campus \(PDF\)](#)
- [Mental Health Social Media Campaign](#)
- [Presidents and Chancellors Best Practices \(PDF\)](#)
- [Presidents and Chancellors Communication Best Practices with Conferences \(PDF\)](#)

Division III Academics

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- [Search DIII Student-Body Federal Graduation Rates](#)

Division III Championships

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- [Logo Library](#)
- [NCAA.com](#)
- [Playing Rules](#)
- [Statistics](#)

Division III Committees

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- [Division III Sport Committees](#)

Division III Communications

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- [Division III Pronunciation Guide \(PDF\)](#)
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- [Video and Resources](#)

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- [Division III Rules Test](#)
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- [Regional Rules Seminars](#)
- [Requests/Self-Reports Online \(RSRO\)](#)
- [Student-Athlete Reinstatement](#)

Division III Finances

- [Division III Finances Home](#)
- [NCAA Finances](#)
- [NCAA Membership Financial Reporting System](#)

Division III Governance

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- [2021-24 Division III Strategic Plan \(PDF\)](#)
- [2021-22 Division III Convention Resources](#)
- [Division III Philosophy Statement](#)
- [How Division III Works](#)
- [Strategic Positioning Platform \(PDF\)](#)
- [Summer 2022 Governance Updates \(PDF\)](#)

Division III Infractions Process


- [Division III Committee on Infractions](#)
- [Division III Enforcement](#)
- [Division III Enforcement Operating Procedures \(PDF\)](#)
- [Major Infractions Case Search - LSD@](#)





Division III Membership


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- [Becoming a Division III Member](#)
- [Completing Institutional Self-Study Guide \(PDF\)](#)
- [Division III Annual List of Required Forms and Actions \(PDF\)](#)
- [Filing a Division III Sports Sponsorship Waiver \(PDF\)](#)
- [Model Division III Athletics Program \(PDF\)](#)
- [NCAA Schools and Conferences](#)
- [New Member FAQs \(PDF\)](#)

Division III Recruiting

- [Division III Recruiting Home](#)
- [Bylaw Article 13 \(DIII\)](#)
- [Celebratory Signing Form](#)
- [Division III Permission to Contact Self-Release Form \(PDF\)](#)
- [Recruiting Fact Sheet \(PDF\)](#)







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# NCAA Recruiting Facts

College sports create a pathway to opportunity for student-athletes.

## Division I

Division I schools, on average, enroll the most students, manage the largest athletics budgets, offer a wide array of academic programs and provide the most athletics scholarships and additional financial support.

### PARTICIPATION

**188,710**

student-athletes

**351**

colleges and universities

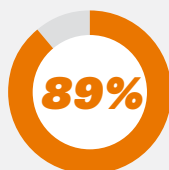
### ATHLETICS SCHOLARSHIPS

**58%**

of all student-athletes receive some level of athletics aid.

### ACADEMICS

2021 Graduation Success Rate:



### OTHER STATS

**8,449**

Median Undergraduate Enrollment

**19**

Average Number of Teams per School

**5%**

Percentage of Student Body Participating in Sports

**26**

Division I National Championships

## Division II

Division II provides growth opportunities through academic achievement, high-level athletics competition and community engagement. Many participants are first-generation college students.

### PARTICIPATION

**130,373**

student-athletes

**296**

colleges and universities

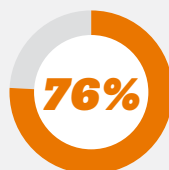
### ATHLETICS SCHOLARSHIPS

**67%**

of all student-athletes receive some level of athletics aid.

### ACADEMICS

2021 Academic Success Rate:



### OTHER STATS

**2,300**

Median Undergraduate Enrollment

**16**

Average Number of Teams per School

**11%**

Percentage of Student Body Participating in Sports

**25**

Division II National Championships

## Division III

The Division III experience provides an integrated environment that focuses on academic success while offering competitive athletics and meaningful nonathletics opportunities.

### PARTICIPATION

**201,387**

student-athletes

**433**

colleges and universities

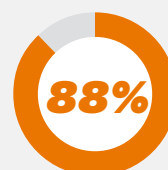
### FINANCIAL AID

**80%**

of all student-athletes receive some form of academic scholarship or need-based grant; institutional gift aid totals \$17,000 on average.

### ACADEMICS

2021 Academic Success Rate:



### OTHER STATS

**1,655**

Median Undergraduate Enrollment

**19**

Average Number of Teams per School

**17%**

Percentage of Student Body Participating in Sports

**28**

Division III National Championships



**Want to play NCAA sports?**

Visit [ncaa.org/playcollegesports](https://ncaa.org/playcollegesports)

\*Graduation rate for student-athletes, including those who transfer from one school to another. Revised Fall 2022: The number of schools for each division is current as of the 2022-23 academic year. This does not include reclassifying, provisional or exploratory schools. Student-athlete participation numbers include NCAA championship sports only and are current as of the 2021-22 academic year.

# Facts About NCAA Sports

## Does the NCAA award athletics scholarships?

Individual schools award athletics scholarships. Division I and II schools provide more than \$3.7 billion in athletics scholarships annually to nearly 190,000 student-athletes. Division III schools, with more than 183,000 student-athletes, do not offer athletically related financial aid, but most student-athletes receive some form of academic scholarship or need-based grant.

## Do many high school athletes earn athletics scholarships?

Very few, in fact. About 2% of high school athletes are awarded some form of athletics scholarship to compete in college.

## Do NCAA student-athletes have difficulty meeting graduation requirements with the time demands of their sport?

While competing in college does require strong time-management skills and some thoughtful planning with academic advisors, on average NCAA student-athletes graduate at a higher rate than the general student body.

## Do many NCAA student-athletes go on to play professionally?

Fewer than 2% of NCAA student-athletes go on to be professional athletes. In reality, most student-athletes depend on academics to prepare them for life after college. Education is important. There are nearly half a million NCAA student-athletes, and most of them will go pro in something other than sports.

### ESTIMATED PROBABILITY OF COMPETING IN NCAA ATHLETICS BEYOND HIGH SCHOOL

Student-Athletes	All Sports	Men's Basketball	Women's Basketball	Football	Baseball	Men's Ice Hockey
High School Student-Athletes	7,200,000	540,800	399,100	1,006,000	482,700	35,300
NCAA Student-Athletes	499,000	18,800	16,500	73,700	36,000	4,300
Percentage Moving from High School to NCAA	7%	3.5%	4.1%	7.3%	7.5%	12.3%
Percentage Moving from NCAA to Major Professional*	2%	1.2%	0.8%	1.6%	9.9%	7.4%

\*Percent NCAA to Major Professional figures are based on the number of draft picks made in the NBA, WNBA, NFL, MLB and NHL drafts.

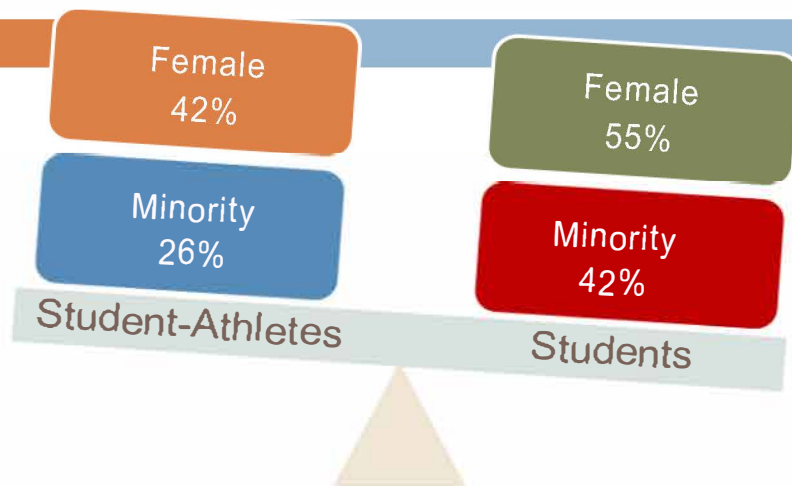
**Note:** The number of student-athletes in this table is current as of the 2018-19 academic year. NFHS statement to media (August 2021): Due to challenges presented by the COVID-19 pandemic, the NFHS and its state associations were not able to obtain participation information for the 2019-20 and 2020-21 school years.



**Over 500,000 Student-athletes**  
**20,000 Teams**  
**3 Divisions**  
**1 Association**

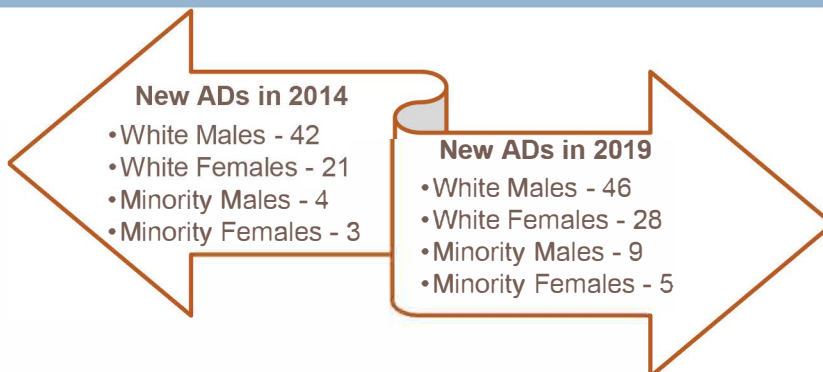
# NCAA Division III Diversity and Inclusion Fast Facts

Differences Among Student and Student-Athlete Populations



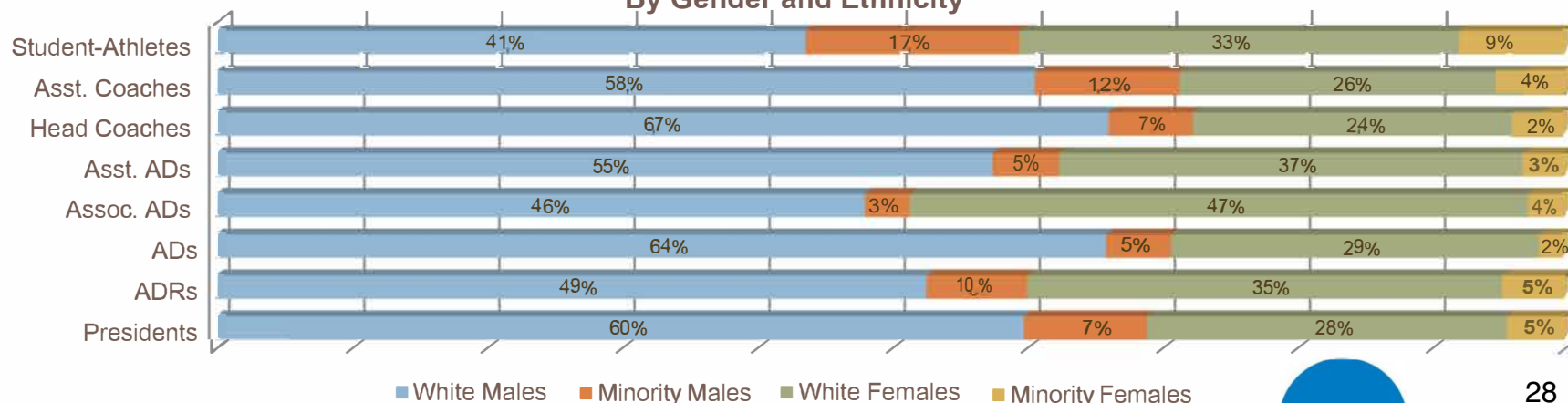
Note: Data reflect comparisons of the 2018-19 NCAA Sports Sponsorship and Demographic Form and 2019 IPEDS.

Change in Director of Athletics Positions By Gender and Ethnicity



Note: These figures are derived from membership requested changes to the membership database during the 12-month period between Sept. 2013 to Sept. 2014 (70 positions) and Sept. 2018 to Sept. 2019 (88 positions).

Current Population Figures for Select Division III Positions By Gender and Ethnicity



Note: These figures represent the 2018-19 populations and were derived from the data reported in the NCAA annual sport sponsorship and demographic forms.



# 50TH ANNIVERSARY OF DIVISION III



CELEBRATING THE PAST. HONORING THE PRESENT.  
LOOKING FORWARD TO THE FUTURE.

DIII launched a campaign to celebrate its 50th anniversary on August 6, 2023. Fifty years ago on that date, the NCAA membership voted to reorganize into three divisions.

"The longevity and success of Division III is due to the commitment of our members and the student-athletes," said Louise McCleary, vice president of Division III. "Over five decades, Division III schools and conferences have remained focused on ensuring athletics are a critical component of a student-athlete's well-rounded college experience. It's resulted in five decades of success, which we can't wait to celebrate with members across the country."

The 50th anniversary campaign will mark significant moments in the division's past, such as first national champions. It also will celebrate both current and former student-athletes and recognize the relationship the division shares with Special Olympics. In addition, members can celebrate a division-wide week of service from Nov. 27 to Dec. 3.

Division III started Aug. 6, 1973, with 240 member schools and conferences. On Nov. 10, 1973, Ashland became the first Division III national champion by winning the inaugural men's cross country championship hosted by Wheaton (Illinois).

Today, Division III is the NCAA's largest division, with 430 active schools and 42 voting conferences. Of 472 total members, more than 180 have been part of the division since its creation 50 years ago.

Members can visit [ncaa.org/diii50](https://ncaa.org/diii50) for more information on the 50th anniversary campaign.

## Gameday the DIII Way

Gameday the DIII Way is an innovative and unique approach designed to achieve better fan decorum at athletics events around the country. The program was created by the Division III Sportsmanship and Game Environment Working Group, in conjunction with the Disney Institute, with the goal of improving the behavior of parents and fans and ensuring that all Division III student-athletes have a rewarding experience. Through the program, Division III institutions will be assisted in providing exceptional levels of guest service and event expectations that are consistent throughout the membership.

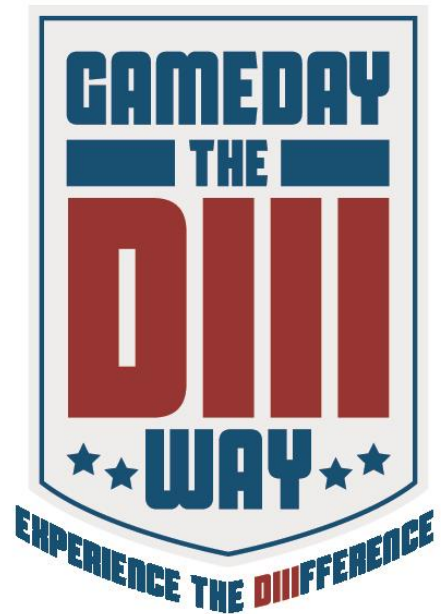
The training is built around four key service standards and behaviors:

**Safety:** Ensuring the game environment accounts for the health and well-being of all in attendance. Administrators should understand relevant safety procedures, correct any safety concerns and address situations that could cause harm.

**Responsiveness:** Anticipating and addressing situations as they arise by initiating interventions in a welcoming, informative and timely manner. Formulating plans to ensure event staff are prepared for any incidents.

**Dignity:** Demonstrating respect and value for others, even those who may be causing problems. Listening actively while keeping conversations positive and remaining confident when addressing any situation. Taking immediate action to eliminate inappropriate fan behavior.

**Experience:** Ensuring the game environment is hospitable by delivering a clean and presentable appearance and proactively addressing fan behavior. Ensuring communications are practiced, well-organized and accurate.



## Sportsmanship and Officiating

The NCAA Committee on Sportsmanship and Ethical Conduct is working to increase awareness of and commitment to sportsmanship across the Association. Through this initiative, the committee's goal is to advance sportsmanship commitment by providing best practices and resources that campus leaders can use as they implement sportsmanship programs.

The NCAA offers many resources for schools to use as part of their sportsmanship program:

### **RESPECT Campaign Booklet**

This booklet, which was printed and mailed to all member schools and conferences, provides best practices, case studies and information on how to download available RESPECT campaign resources for use on campus.

[Download >](#)

### **Guide for Planning and Implementing a Sportsmanship Program**

The guide includes ideas for who could serve as committee members, an example of a sportsmanship policy, target audiences and channels for reaching them, and items to include in a launch plan - all designed to engage athletes, coaches and fans.

[Download >](#)

### **Game Program Ads**

The ads feature the NCAA Respect campaign logo and the tagline, "It's the name of the game," to remind fans to engage in sportsmanlike behavior.

Each of the downloadable folders includes a print-ready PDF, as well as InDesign and Illustrator (.eps) files if you would like to customize the ad with your school and/or conference logo.

[Full-page ad >](#) (8.375" x 10.875", available with and without a bleed)

[Half-page ad >](#) (7.25" x 4.75")

[Quarter-page ad >](#) (3.375" x 4.75")

### **In-Venue Signage**

The ads – available in multiple sizes – feature the NCAA Respect campaign logo and the tagline, "It's the name of the game," to remind fans to engage in sportsmanlike behavior.

All three of the downloadable folders include a print-ready PDF, as well as Illustrator (.eps) files if you would like to customize the banner with your school and/or conference logo.

- [Banner >](#) (5' x 2')
- [Banner >](#) (2' x 5')
- [Banner >](#) (10' x 3')



**RESPECT.**  
It's the name of the game.

For more information: [NCAA RESPECT Campaign - NCAA.org](https://www.ncaa.org/respect)





# IPP DATA MANAGEMENT SYSTEM

## What is the IPP data management system?

- The IPP data management system consolidates data currently being submitted by Division III institutions into a more user-friendly format with reporting functionality.
- IPP provides leaders better visibility into their institutional data.
- The goal: to facilitate better informed decisions and strategic planning on campus.

## How can IPP help me?



**ACADEMICS:** Review graduation rates data, including trends by gender, race / ethnicity and sport.



**STUDENTS:** View the data of your student-athletes and compare their characteristics with those at peer institutions; view how your student-athletes compare with your entire undergraduate population in regard to gender and reported ethnicity/racial groups; compare sports sponsorship with peer institutions.



**LEADERSHIP:** See breakdown of assistant and head coaches and administrators by gender, sport and race/ethnicity and compare their characteristics with peer groups and your conference.



**FINANCIAL:** View how expenses are trending; research compensation data for head and assistant coaches and administrators to compare against peer groups; and better understand the expense implications of adding a sport(s) to your athletics program.

## Why should I use IPP?

- No extra work on your end. The data you annually submit to the NCAA is already in the system.
- Secured, powerful platform provides information you can rely on.
- Peer comparison feature lets you compare your school, privately, in all data categories to existing peers (for example, conference and all Division III) and to other peer groups of your own choosing.

## Division III Commissioners Association



The Division III Commissioners Association (DIIIICA) works proactively to serve the best interest of the student-athlete and the greater good of Division III. The organization has taken an active leadership role in Division III on critical issues that have widespread impact. The DIIIICA membership also works closely together to share ideas, unite in joint efforts, and nurture the growth of impactful initiatives.

### D3CA Executive Committee

Name	Position	Conference
Jennifer Dubow	President	Southern California Intercollegiate Athletic Conference
Keri Alexander Luchowski	Vice President	North Coast Athletic Conference
Patrick Summers	Past-President	New England Women's and Men's Athletic Conference
Dick Rasmussen	Secretary/ Treasurer	University Athletic Association
Brad Bankston	Member	Old Dominion Athletic Conference
Danielle Harris	Member	Wisconsin Intercollegiate Athletic Conference
Sarah Otey	Member	Ohio Athletic Conference
Andrea Savage	Member	New England Small College Athletic Conference

In order to maximize its impact and productivity, the DIIIICA has several active sub-committees including Awards, Assessment, Championships, Conference Grant, Governance and Officiating. Conference assistant directors and athletics communications directors have also become very active and meet every other year with the DIIIICA. The organization also works very closely with the NCAA leadership in addition to several other affiliated organizations such as NACDA, NADIIIAA, Women Leaders in College Sports and the Division III Independents. This broad-based approach allows all memberships to work in concert to improve communications and ultimately enhance the service to student-athletes in their journey to "Discover, Develop, and Dedicate."

#### ***DIIIICA Dennis Collins Award:***

The Dennis M. Collins Lifetime Achievement Award was created in 2019 to honor the legacy of Collins who served as president of the DIIIICA, who he helped form in 1989. He was the first Executive Director of the North Coast Athletic Conference and served from 1984 until his passing in 2009. There has been no recipient announced since 2021.

#### ***DIIIICA Daniel T. Dutcher Meritorious Service Award:***

The, newly renamed, 2021 Daniel T. Dutcher Meritorious Service Award is bestowed annually to an individual, who, over time, has made significant and substantial contributions to Division III athletics consistent with the purposes of the D3CA. In 2022, that honor was given to Carey Harvey Cutter, Salem, Virginia Director of Tourism.

## National Association of Division III Athletic Administrators

The National Association of Division III Athletics Administrators (NADIII AA) is an association composed of more than 700 athletics administrators from over 350 institutions and 44 conferences competing at the NCAA Division III level. The partnership between the NCAA and the NADIII AA supports professional development programming for Division III athletics administrators by funding grants and program expenses for the NADIII AA Summer Forum held in conjunction with the Annual NACDA Convention.



The NADIII AA website provides members with useful information and resources regarding the Association and the administration of intercollegiate athletics consistent with philosophy and practices of Division III of the NCAA. The NADIII AA also provides a listserv and digital community for its members to exchange information on best practices, job openings, scheduling opportunities, and other topics of interest.

**NADIII AA/Jostens Community Service Award:** Each of the selected institutions and conferences are recognized for the impressive community service projects performed by its student-athletes during the year. The awards program, established in 2001, is sponsored by NADIII AA and is intended to recognize the many contributions Division III student-athletes regularly make to their campuses and local communities. Recognition is given for projects in three categories: One-Time Activity, An Array of Projects, and Special Olympics Activity. In addition to presenting commemorative trophies to the four winning institutions, NADIII AA will make a \$1,000 contribution to the general scholarship fund at each of these institutions. The awards are presented during the NADIII AA Reception held in conjunction with the NCAA Convention annually. The 2021-2022 Community Service Award Recipients were: East Texas Baptist University (One-Time Project), Oberlin College (Array of Projects), and Lake Forest College (Special Olympics Activity).

**Emerging and Transitioning Administrator Awards:** Each year NADIII AA presents an Emerging Administrator Award and a Transitioning Administrator Award. The awards are presented annually to a new athletic administrator and to an administrator who has transitioned from another role in athletics with seven or fewer years of service as an administrator who has demonstrated achievement and leadership in intercollegiate athletics within their institution or conference. The award includes a \$1,000 professional development grant. The 2022-2023 Transitioning Athletic Administrator was awarded to Lindsey Kellar from Illinois Wesleyan and the 2022-2023 Emerging Athletic Administrator was awarded to Amber Thomas from Centennial Conference.

## National Association of Division III Athletic Administrators

***Lifetime Achievement Award:*** The NADIII AA Executive Committee presents the Richard A. Rasmussen Lifetime Achievement Award to someone who has had a significant impact on Division III during the course of his or her career. **Gary Karner**, former commissioner of the Wisconsin Intercollegiate Athletic Conference (WIAC), was named as the recipient of the 2023 Richard A. Rasmussen Lifetime Achievement Award.



***NADIII AA Professional Development:*** Each year NADIII AA sponsors professional development workshops in conjunction with the NCAA Convention and the Annual NACDA Convention.





# WOMEN LEADERS IN COLLEGE SPORTS

Women Leaders in College Sports is the premier leadership organization that **develops, connects, and advances** women working in college sports and beyond. We are re-shaping the leadership landscape by elevating the women leaders of today and cultivating the women leaders of tomorrow.

**JOIN OUR INSPIRED COMMUNITY OF MORE THAN 4,500 WOMEN AND MEN, AND YOU CAN IMMEDIATELY TAKE ADVANTAGE OF OUR MEMBER BENEFITS!**

## TRANSFORMATIONAL LEADERSHIP OFFERINGS:

Women Leaders offers year-round leadership programs and experiences that will elevate your performance and position you for growth and advancement. Our [Transformational Leadership Experiences](#) include:

- [Leadership Institutes](#) for women at every stage of their career
- [Mentorship Program](#)
- [National Convention](#)
- [Performance Catalyst series](#), and more.

Plus, take advantage of our [Leadership Hub](#) - a dynamic and expansive resource center with content, tools, inspiration, and more!

## ACCESS TO A POWERFUL NETWORK:

Meet fellow women leaders through:

- 18 [Member Circles - virtual communities](#) where you can connect with other women leaders, share resources and learn from one another.
- Member-led [Happy Hours](#), a perfect opportunity to grow your professional community in your region
- Our best-in-class, three-day [National Convention](#), attended every year by more than 1,000 strong and passionate leaders from across the country!

## RESOURCES TO ADVANCE:

- Access the Career Connect platform – an exclusive career platform to assist you with your job searches and/or hiring of the top talent in sports. Browse open positions, and stay on top of job opportunities at every level by creating and updating your [Career Connect](#) profile.
- Executive-level members can join our [Executive Circle](#), where you can connect with more women at the senior level.

Plus, so many  
more benefits for  
every career level!

# JOIN TODAY!

[womenleadersincollegesports.org/join](https://womenleadersincollegesports.org/join)





# WOMEN LEADERS IN COLLEGE SPORTS

## CAREER ROAD MAP

No career path is ever the same—nor is it straight or clear.

But this Career Road Map will be your guide to take advantage of the benefits you receive as a Women Leaders member—the best career and leadership training, access to a powerful network, and the resources to advance women at every stage of their careers.

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### Entry Level: Get Involved!

For student-athletes, grad students, interns, and entry-level staffers:

- Become a Women Leaders in College Sports [member](#)!
- Apply to attend the NCAA/Women Leaders [Women's Leadership Symposium](#)
- Follow [@WomenLeadersCS](#) on [Facebook](#), [Twitter](#), and [Instagram](#)
- Subscribe to the [Women Leaders Podcast](#)
- Join our [Rising Stars program](#)
- Join a [Member Circle](#) to connect with other members
- Attend a [regional Happy Hour](#)
- Find a mentor through our [mentorship program](#)
- Attend the [Women Leaders National Convention](#) (do this at every phase of your career!)
- Create your [Career Connect](#) Profile and search/apply for jobs
- Attend a [New Member Accelerator Call](#)

### Mid Level: Be Visibly the Best at Your Current Job

For women working in intercollegiate athletics approximately three to six years:

- Apply to attend the NCAA/Women Leaders [Institute for Advancement](#)
- Apply and serve on a Women Leaders [committee](#)
- Host a [regional Happy Hour](#)
- Become a mentor through our [mentorship program](#)
- Become a Circle Lead for one of our 18 [member circles](#)
- Continue to update your [Career Connect](#) Profile
- Browse our [Leadership Hub](#) for resources to help push you career forward

### Senior Level: Raise Your Game and Establish Your “It” Factor

For women working in intercollegiate athletics approximately seven to 10 years:

- Attend the Women Leaders in College Sports [Leadership Enhancement Institute](#)
- Identify your areas of expertise, and submit your name to speak at Women Leaders programming
- Serve as a leader of one of our [committees](#) or [Member Circles](#)
- Apply to serve on an NCAA or other national committee
- Serve as faculty for our leadership programming
- Continue to update your [Career Connect](#) Profile

### Executive Level: Your Path to be an Athletic Director or Commissioner

For women working in intercollegiate athletics approximately 10-plus years:

- Attend the Women Leaders in College Sports [Executive Institute](#)
- Apply for NCAA Pathways program
- Master the AD areas of competency, including fundraising, facilities, and executive presence
- Serve as faculty for our leadership programming
- Update your [Career Connect](#) profile to “Executive” level
- Inquire about our [Executive Circle](#)

### Sitting Leaders: Lift as you Rise

For women in the top seats of intercollegiate athletics:

- Serve on the Women Leaders [Board of Directors](#) and [national committees](#)
- Attend Women Leaders NEXT for your division
- Shine your light, share your talent, and be an agent of change
- Give back to the profession—lift as you rise, guiding younger administrators

NCAA® Division III and NASPA are excited to offer an important new program.



**A free, evidence-based high-risk alcohol use prevention program for all students at small colleges.**



The three-pronged comprehensive program offers the following:

**1 Self Study Instrument**

An instrument to take stock of what campus alcohol information is already being collected and could be collected, and to inventory existing prevention efforts

**2 NIAAA Recommended Strategies**

A resource on National Institute on Alcohol Abuse and Alcoholism recommended strategies to facilitate the selection of evidence-based strategies most appropriate for your campus

**3 Personalized Feedback Index**

A candid online instrument designed for students to consider the personal impact of alcohol use and the strategies to reduce alcohol-related harms

**+ Supplemental Materials**

Additional materials including learning modules for both campus program implementers and coaches, a technical assistance program, and marketing materials to drive student use of the Personalized Feedback Index

**Visit [360proof.org](http://360proof.org) to learn more.**

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**While Division III has a diverse membership of varying sizes and institutional missions, most of the following guidelines represent attributes that are found in successful Division III athletics programs and reflect real goals that, if achieved, should enhance an institution's operations.**

**Guiding Principles for the Model Athletics Program**

1. Integration and Institutional Control. A model Division III athletics program is integral to the educational mission of the institution, is fully integrated as an athletics department in the institution's budget and management operations, and is committed to the principle of institutional control. 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 education mission, and strive to incorporate the core attributes of the Division III mission and philosophy.
2. Chancellor or President Oversight. A model Division III member institution's chancellor or president sets forth a vision for the institution's intercollegiate athletics program, ensures that adequate resources exist for the athletics department to carry out this vision, emphasizes the importance of the institution's compliance system and the roles of various departments (e.g., financial aid office) in this system, and ensures that the 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.
3. Athletics Direct Report. At many Division III member institutions, the president or chancellor has designated oversight of intercollegiate athletics to another individual (e.g., vice president). Within a model Division III member institution that has this structure, the athletics direct report should be consulted for input on key institutional and conference operational and strategic issues facing the athletics program.
4. Director of Athletics. A model Division III athletics program shall feature a full-time administrator that takes responsibility for the academic and athletics success of the athletics department. As the department's manager, the Director of Athletics shall implement the institution's vision for intercollegiate athletics consistent with the institution's mission and philosophy. The Director of Athletics is also responsible for creating an environment that prioritizes sportsmanship and civility. The Director of Athletics should provide its staff members with professional development opportunities. Although not a requirement, as a best practice it is recommended that the Director of Athletics should serve as a primary athletics administrator and should not have other major responsibilities (e.g., should not also serve as a coach). [Attachment A]



5. Associate/Assistant Director of Athletics. A model Division III athletics program should have at least one associate or assistant director of athletics. This individual could have a variety of responsibilities ranging from compliance, budget management, scheduling and/or facility oversight.
6. Senior Woman Administrator (SWA). A model Division III athletics program shall include the active involvement of the senior woman administrator in decision making regarding key issues and in the general operations and management of the athletics department. The SWA is a senior level administrator who has the appropriate title (e.g., assistant, associate athletics director). [Attachment B]
7. Faculty Athletics Representative (FAR). A model Division III athletics program shall include the active involvement of the faculty athletics representative as the key institutional liaison to the athletics department and should be supported and funded by the institution to perform these functions. The involvement of the FAR should include eligibility or academic related duties. The FAR should also serve as a key contact for student-athletes. [Attachment C]
8. Coach's Role. A model Division III athletics program shall feature an environment where head coaches understand their responsibility in establishing a culture of compliance with conference and NCAA rules. The actions of coaches should exhibit fairness, openness, honesty in their relationships with student-athletes. A model athletics program also features, a coaches policies and procedures manual.
9. Athletic Trainers. A model Division III athletics program shall feature an adequate number of certified athletic trainers who are able to provide for the safety and well-being of the student-athletes. A model athletics program also features athletic trainers who are integral to compliance with CPR, first aid and AED certification requirements. Best practices, procedures and policies should adhere to the NCAA Sports Medicine Handbook.
10. Athletics Communication Director. A model Division III athletics program shall feature an individual responsible for promoting the institution's intercollegiate athletics program and for building key relationships with the media and the community. This individual should work with the department in establishing web communication and social media strategic planning.
11. Student-Athlete Advisory Committee (SAAC) Involvement. A model Division III athletics program shall feature an active institutional SAAC that represents the concerns and ideas of the institution's student-athletes in all sports and is committed to the overall well-being of the student-athlete. Every team should have at least one representative on the campus SAAC, and the institution should have at least one student-athlete representative on the conference SAAC. A model athletics program also should have a student-athlete handbook.

12. Continuing Education and Professional Development. A model Division III athletics program shall be committed to sending its key personnel to educational events (e.g., NACDA, NACWAA, NCAA Regional Rules Seminar) and to the annual NCAA Convention to enhance the success of the institution and to further the professional development of coaches and administrators. In addition, the athletics department should look for regional and national seminars to send coaches and student-athletes for enhanced leadership skills.
13. Academic Success. A model Division III athletics program shall be committed to the academic success of its student-athletes and ensures the academic performance of student-athletes is, at a minimum, consistent with that of the general student-body. A model program has regularly scheduled meetings with the director of athletics, admissions and financial aid directors.
14. Admissions. A model Division III athletics program ensures that athletics recruitment complies with established institutional policies and procedures applicable to the admission process. The institution should also ensure that admission policies for student-athletes comply with policies and procedures applicable to the general student-body.
15. Financial Aid. A model Division III athletics program ensures that athletics ability, participation, or leadership are not considered in the formation of institutional financial aid packages and that athletic department personnel are not involved in the arrangement or modification of student-athlete financial aid packages. A model program has regularly scheduled meetings with the director of athletics, admissions and financial aid directors.
16. Diversity. A model Division III athletics program shall be committed to the principle of diversity. The athletics department shall promote an atmosphere of respect for and sensitivity to the dignity of every person. The department shall also value the opinions of all, initiate a leadership role on campus in this area, and, through diverse hiring pools, strive for gender and ethnic diversity in the institution's administrative and coaching positions.
17. Compliance. A model Division III athletics program shall feature a designated compliance coordinator whose primary responsibility is the oversight of the institution's compliance system, the coordination of the institution's rules education and the monitoring of rules compliance. Although not a requirement, as a best practice it is recommended that the individual with compliance responsibilities should not be a coach. The department should commit to a regular self-analysis or a regular external assessment to evaluate the strengths and weaknesses of the institution's compliance systems. A model Division III athletics program that has multidivisional classification should have policies and procedures in place to monitor compliance and education regarding NCAA Division I legislative requirements.

18. Citizenship/Leadership/Sportsmanship. A model Division III athletics program shall encourage all student-athletes, coaches and spectators to respect each other, practice civility, encourage teamwork and understand citizenship responsibilities during the conduct of intercollegiate practice and competitions. An athletics department should develop a policy on sportsmanship and fan behavior for home events. A model program will emphasize that a “family friendly” environment should exist at all athletics department events.
19. Game Management. A model Division III athletics program shall have game-day operations or event management procedures. A designated person should have oversight responsibilities related to game management to create a positive atmosphere and ensure that individuals who violate the code must be held accountable.
20. Finances and Sports Sponsorship. A model Division III athletics program shall be administered with prudent management and fiscal practices to ensure financial stability. Sufficient operating and travel budgets should be maintained to allow for the effective operation of the athletics department. The median total expenses for a Division III athletics department budget is \$3 million (with football) or \$1.45 million (without football). The model program should also feature participation opportunities that are consistent with the institution’s mission and the interests of the institution’s student-athletes. The current Division III sports-sponsorship averages are 18 varsity sports .
21. Fundraising. A model Division III athletics program provides for an individual with responsibilities in athletics fundraising and development. If that individual is the athletics director, an additional assistant athletics director may be necessary for the day-to-day operations of the department. If the function is handled outside the athletics department, the institution’s development office should provide for an individual for athletics fundraising and development.
22. Communication/Campus Relationships. A model Division III athletics program shall feature a communication strategy to keep other key campus departments (e.g. registrar, financial aid) up to date regarding athletics department issues.
23. Strategic Plan for Intercollegiate Athletics. A model Division III athletics program shall feature a strategic vision for an integrated athletics model that specifies the goals and objectives for the intercollegiate athletics experience and identifies how athletics enhances the mission of the campus.
24. Assessment. A model Division III athletics program shall feature an instrument (e.g., student-athlete exit interview) that is used as an assessment each year to measure the student-athletes’ experience. In addition, the athletics department should feature annual performance evaluations for coaches and administrators.

25. Institutional Self-Study Guide. Each Division III institution shall conduct a comprehensive self-study and evaluation of its intercollegiate athletics program at least once every five years, using the NCAA's Institutional Self-Study Guide (ISSG). Note that the five-year cycle should be accelerated when there are personnel or administrative changes on campus.

## **DIRECTOR OF ATHLETICS**

### **Role of the Director of Athletics.**

1. Report directly to the chancellor or president (or have access to the chancellor or president if reporting directly to an athletics direct report) and have the primary responsibility for the day-to-day operations of the department and the supervision of the athletics department staff.
2. Oversee the organization and management of all athletics department personnel, policies and procedures.
3. Be the champion and primary caretaker for the institution's athletics department's strategic plan and compliance with Title IX.
4. Promote effective communication among all institutional constituents (e.g., chancellor or president, staff, administrators, faculty, student-athletes, media public).
5. Take an active role in conference and national affairs.
6. Maintain communication with outside organizations that are vital to the athletics department's operations, such as the NCAA, NACDA, NACWAA, CoSIDA, etc.
7. Provide professional growth opportunities for athletics department staff.
8. Coordinate fundraising and development activities for the department or communicate with other units on campus that have this responsibility.
9. Be accountable for the compliance and fiscal stability of the athletics department.
10. Oversee the annual assessment policies and procedures.

## **SENIOR WOMAN ADMINISTRATOR (SWA)**

*The highest-ranking female administrator involved in the management of an institution's intercollegiate athletics program. [NCAA Constitution 4.02.4] The following should not be used to create a job position or list of responsibilities for the individual who fills this role; rather this document is merely intended to encourage the involvement of female administrators in meaningful ways in the decision-making process in intercollegiate athletics. The designation of the SWA is intended to enhance representation of women's interests, experience and perspective at the institutional, conference and national levels.*

### **The Role of the SWA.**

A model athletics department may find it valuable to use the SWA in the following ways:

1. As a key decision-maker instrumentally involved with the athletics department.
2. As a participant on the senior management team.
3. As a team member working within the group structure to accomplish goals.
4. As a strategizer of ways to support and manage gender equity and Title IX plans and issues.
5. As an advocate of issues important to female and male student-athletes, coaches and staff.
6. As an educator on issues concerning both men and women.
7. As a role model and resource for students, coaches, administrators and others.
8. As an administrator leading student-athletes in successfully balancing academics and athletics by providing leadership.
9. As a reviewer of the Equity in Athletics Disclosure Act (EADA) Report.

### **Institutional Benefits.**

The SWA aids senior management with a broad-based, well versed, wide range of experiences in sport and in the world of intercollegiate athletics. The institution also obtains an experienced, female voice and perspective, and a role model who is conscious about equity and gender matters.

Examples of responsibilities model athletics departments have assigned to their SWAs:

1. Sport program supervision.
2. Budget management.
3. Fundraising.
4. Administration and governance of the athletics program.
5. Recruitment and hiring of key department and/or institutional personnel.
6. Monitoring implementation of gender-equity plan.
7. Spokesperson for the needs and interests of women within the intercollegiate athletics department.
8. Role model for student-athletes, educating them on issues affecting intercollegiate athletics.
9. Serving as an active member in appropriate professional organizations (e.g., NACWAA, NACDA).

## **FACULTY ATHLETICS REPRESENTATIVE (FAR)**

*Each member institution is required to appoint a faculty athletic representative (FAR). [Constitution 6.1.3]*

### **Role on Campus.**

Faculty athletics representatives can be only as effective as their institutional circumstances permit. Circumstances that would tend to support a meaningful role for the faculty athletics representative include:

1. A position description, which clearly specifies both authority and responsibility;
2. A commitment of institutional resources so that the FAR has sufficient time, clerical assistance, discretionary travel privileges and similar support; and
3. Recognition by both the chancellor or president and the faculty governance structure of the importance of a significant faculty athletics representative role in the institutional governance and oversight of the intercollegiate athletics program.

### **Faculty Athletics Representative Credentials and Duties.**

1. The working relationship between the chancellor or president and the faculty athletics representative is a critically important determinant of the effectiveness of the faculty athletics representative in contributing to the local control of the intercollegiate athletics program.
2. The basis of this relationship should be a model of institutional control in which significant responsibilities for administration and oversight are assigned to the faculty athletics representative, as well as to the director of athletics.
3. It is important that the chancellor or president recognize that the range of activities and the scope of the responsibilities of the FAR elevate this position above the level of the typical faculty service appointment, and it is recommended that those who hold this position have permanent tenure.

### **Essential Faculty Athletics Representative Responsibilities.**

1. The FAR should ensure, either directly or indirectly, that student-athletes meet all NCAA, conference and institutional requirements for eligibility 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.



2. The FAR should be involved in institutional compliance activities or responsibilities, along with campus entities outside the athletics department. Such entities include, but are not limited to, the following:
  - a. Office of student financial aid,
  - b. Office of undergraduate admissions,
  - c. Office of the registrar; and
  - d. Offices of the academic vice president and the deans of several colleges.
3. The FAR should work in concert with the director of athletics to ensure a comprehensive and effective rules education and compliance program on the campus.
4. The FAR should be knowledgeable about the NCAA and conference rules related to academic eligibility, transfer requirements, and restrictions and enforcement procedures. He or she should participate, or otherwise be fully informed about, institutional investigations of allegations of rules violations. No infractions report to either the NCAA or a conference should leave the campus until it has been reviewed by the FAR.
5. The FAR should have direct contact with student-athletes on a systematic and periodic basis. He or she should participate in new student-athlete orientation activities and should interact frequently with the student-athlete advisory committee.
6. Student-athletes should recognize the FAR as a source of information and an advocate for student-athlete well-being
7. The FAR should be a senior advisor outside of the athletics department to the CEO on matters related to intercollegiate athletics. Together, with the director of athletics, the FAR should formulate and recommend institutional positions on NCAA legislation and other matters affecting, or related to, intercollegiate athletics on the campus.
8. The FAR should be an active member of the campus intercollegiate athletics board or committee.



# Communication Best Practices

A GUIDE FOR CHANCELLORS,  
PRESIDENTS AND COMMISSIONERS



# CONFERENCE ONBOARDING

- Commissioners** should schedule a meeting to onboard new chancellors and presidents, highlighting the following topics:
- Conference history.
  - Philosophy and mission statement.
  - Conference governance and reporting structures.
  - Budget overview and presidential role.
    - Conference dues.
    - NCAA conference grant funding.
  - Strategic plan.
  - Meeting dates and expectations.
  - Conference membership requirements.
  - Roles of and interactions with **athletics department and key campus stakeholders**.
  - Conference-sponsored sports and championships.
  - NCAA, Division III and conference topics, including:
    - Academics.
    - Championships.
    - Compliance and bylaws.
    - Diversity and inclusion.
    - Health and safety.
    - Sportsmanship.

Data from a recent survey shows that, on average, Division III conference commissioners meet with their presidents twice in-person and once via teleconference on an annual basis.

- In preparation for the onboarding meeting, **chancellors and presidents** may want to familiarize themselves with the following areas of their athletics program:
- Philosophy and mission statement.
  - Budget.
  - Strategic plan.
  - Role of athletics in enrollment management.
  - Roles and effectiveness of **athletics department and key campus stakeholders**.
  - Recruiting strategies.
  - Staffing.
- And, also be familiar with key campus initiatives:
- Academics.
  - Diversity and inclusion.
  - Financial aid policies.
  - Health, safety and overall student-athlete well-being.
  - Performance expectations for student-athletes.

# COMMUNICATIONS

Correspondence regarding key campus, conference, Division III and NCAA topics should be sent from commissioners to chancellors and presidents on a regular basis. To ensure nothing of importance is missed, the following best practices may prove beneficial.

- Commissioners** should highlight issues of the utmost importance on a quarterly basis and provide direction on what to do with the information. This communication could include:
- Summarizing and emphasizing key information and action items.
  - Discussing different types of NCAA communications chancellors and presidents can expect. For example:
    - NCAA updates:
      - Division III monthly newsletter.
      - Presidents Council quarterly update.
    - Reports:
      - Annual Division III report.
      - Committee meetings reports.
      - Meeting summaries.
    - Event information:
      - NCAA Convention.
      - National and conference events.
    - Division III manual.
    - Guides and best practices.
  - Regularly communicate with and engage **athletics department and key campus stakeholders**.

**Chancellors and presidents** are encouraged to share information, resources and best practices learned in NCAA committee meetings or working groups with peer chancellors and presidents from their conference.

- Key campus stakeholders to consider in all conversations include:**
- Athletics direct report.
  - Directors of athletics.
  - Faculty athletics representatives.
  - Senior woman administrators.
  - Coaches.
  - Student-Athlete Advisory Committee.
  - Athletic trainers.
  - Directors of athletics communications.

# CONFERENCE INVOLVEMENT

- To evaluate communications and foster engagement, the **commissioner and chancellors and presidents** should frequently discuss the following:
- Conference budget.
  - NCAA conference grant funding requirements and expectations.
  - Strategic plan.
  - Governance and reporting structures.
  - Roles and expectations for **athletics department and key campus stakeholders**.
  - NCAA, Division III and conference issues, including:
    - Academics.
    - Championships.
    - Compliance and bylaws.
    - Diversity and inclusion.
    - Health and safety.
    - Sponsored sports.
    - Sportsmanship.

At least 30 Division III chancellors and presidents serve on committees at the national level annually.

- In addition to engaging with the commissioner on a regular basis, **chancellors and presidents** should also:
- Discuss key athletics topics with their athletics direct report, director of athletics and faculty athletics representative.
  - Be an active voice in conference substructures.



# NCAA INVOLVEMENT

The NCAA national office administers rules; organizes national championships; provides educational services; manages financial systems for the membership; gives direction on health and safety; and conducts research into the experiences of those involved in college sports.

Serving on national committees is an important role for **chancellors and presidents** in representing both their school and conference.

Every Division III conference has a representative on either the NCAA Presidents Council, Management Council, or the Presidents Advisory Group.

- Commissioners** should make chancellors and presidents aware of committee openings and encourage involvement on the following NCAA legislative governance committees:
- Association-wide.
    - Committee on Women’s Athletics (CWA).
    - Honors Committee.
    - Minority Opportunities and Interests Committee (MOIC).
  - Division III.
    - Presidents Council.
    - Presidents Advisory Group.
    - Management Council.
    - Financial Aid Committee.
    - Infractions Appeals Committee.
    - Membership Committee.
    - Nominating Committee.
    - Strategic Planning and Finance Committee.

Other nonlegislative opportunities available for **chancellors and presidents** include topical working groups.

Because Division III operates under a “one institution, one vote” legislative model, all **chancellors and presidents** are encouraged to attend the annual NCAA Convention, where legislation is discussed and voted on.



The Division III philosophy states an expectation 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.”

**Directed at conference commissioners and chancellors/presidents, this guide aims to:**

- Enhance communication between those two groups.
- Encourage informed decision-making at the national, conference and institutional levels of Division III.
- Define the role each group plays within their conference and the NCAA governance structure.

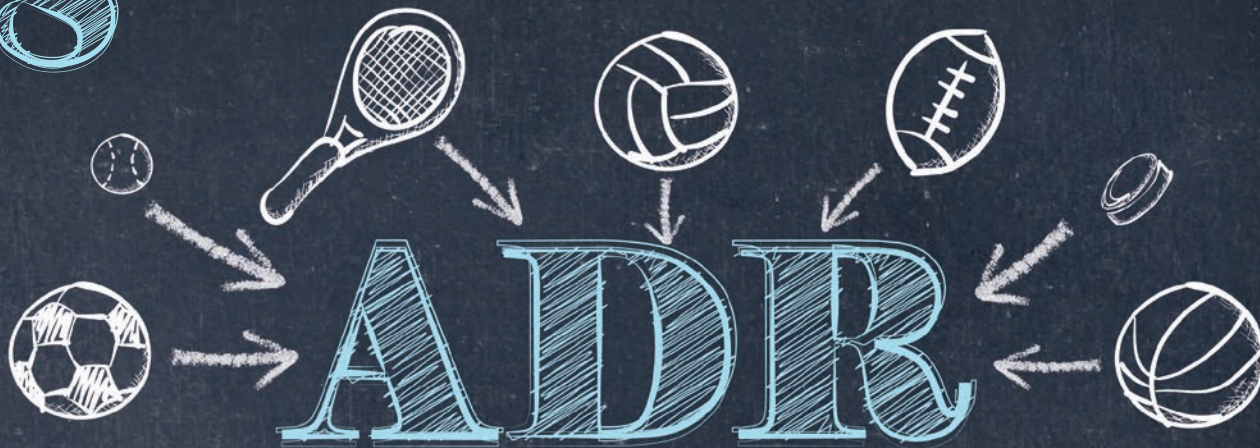
**Through our united commitment to academics, fairness and well-being, we can create a pathway that leads to a lifetime of opportunity for student-athletes.**

NCAA is a trademark of the National Collegiate Athletic Association.



# Enhancing the Athletics Direct Report's Role with Athletics

## 8 Tips to improve effectiveness



Since ADRs are such an important component in the athletics organizational chain at Division III institutions – and because the prevalence of these reporting lines is unique to Division III – it is imperative that ADRs are equipped with the tools and resources they need to be effective at the campus, conference and national levels.

These recommendations come from the Athletics Direct Report Working Group, which was established to help ADRs be more effective in their oversight roles and to be more engaged with their athletics directors in the Division III governance process.

The Division III philosophy states an expectation “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.” The working group embraces this concept and believes that enhancing the ADR role will support presidential leadership.

The recommendations are based on three surveys conducted in 2014-15 – two garnering feedback from ADRs themselves and another from athletics directors at Division III institutions. The surveys, with average response rates of 50 percent, indicated that athletics directors and ADRs alike would appreciate development opportunities to enhance their relationships, and to be provided ideas that work in that regard.

PRESIDENT





## **1 ADRs should report directly to the president.**

A recent survey showed that 87 percent of athletics direct reports (ADRs) responding report directly to the president. This is an effective reporting line, as it improves communication, allows for greater presidential leadership and facilitates integrating athletics on campus. No change is being recommended for institutions whose athletics director reports directly to the chancellor/president; rather, the goal is to provide strategies and resources for institutions that use an ADR reporting structure.

## **2 Ongoing communication.**

More than three-quarters of ADRs and athletics directors surveyed said they meet with each other weekly or biweekly, which is a good approach. Meeting agendas should include athletics budgets, personnel issues, enrollment management, student-athlete conduct, compliance, facilities, sportsmanship, diversity and inclusion, Title IX compliance, student-athlete well-being, and strategic planning as standing items (in addition to the more contemporary issues that need to be addressed at a given time, such as conference office updates).

## **3 Presidential communication.**

A triad of communication should be developed among the ADR, the athletics director and the president (some schools also include the faculty athletics representative). Surveys show that a little more than a quarter of Division III colleges and universities already schedule such meetings. Since presidents are ultimately accountable for athletics, and because presidents rarely have the time necessary to fully engage in conference and national athletics governance issues, it is critical for ADRs and athletics directors to inform presidents in person about these matters at regularly scheduled times throughout the year. Such communications will provide an opportunity for these decision-makers to collaborate and strategize in regard to the role athletics plays related to enrollment, retention, graduation, branding and campus-life perspectives.

## **4 Engage at the campus level.**

Most athletics directors attend as many athletics events on campus as they can, and many also engage regularly with their campus Student-Athlete Advisory Committees (SAACs) by attending meetings and supporting SAAC-led initiatives on campus. ADRs should adopt a similar approach as their schedules permit. Such engagement not only leads to a better understanding of athletics operations, but also increases visibility for the ADR and positions him or her as an advocate for student-athlete interests.

## **5 Engage faculty athletics representatives.**

Active involvement of the faculty athletics representative (FAR) as a key institutional liaison to the athletics department and the student-athlete is important. FARs may be involved with student-athlete eligibility requirements, compliance and rules education, and collaboration efforts with faculty, admissions, financial aid and the registrar, as well

as interactions with student-athlete leaders (such as SAAC). Regular engagement with the ADR allows the FAR to share, discuss and collaborate on many topics, including eligibility, and academic and faculty-related issues. Similar to item No. 3, a triad of communication should be established among the ADR, the athletics director and the FAR.

## **6 Engage at the conference level.**

Involvement in athletics conference business typically has been the purview of the athletics director, but ADRs would benefit from being more engaged at the conference level. Currently, just slightly more than half of ADRs surveyed (55 percent) participate in conference office business, but almost 90 percent said they discuss conference business with their presidents. As such, staying informed is critical. Regular conference communication (such as emails and newsletters) and conference best practices boost engagement with conference business. At the very least, conference-member ADRs should meet annually with each other to discuss pertinent issues, develop stronger networks, and ultimately improve the overall athletics and academic experiences for student-athletes.

## **7 Engage at the national level.**

In addition to participating in the Division III governance structure (ADRs have two seats on the Division III Management Council) or via the newly created ADR Institute (see item No. 8), ADRs should stay informed with national and athletics issues through newsletters and monthly updates provided by the NCAA national office. ADRs should be sure they are on the mailing list to receive these periodic updates and check NCAA.org regularly for news pertaining to Division III. ADRs wanting to attend the NCAA Convention should discuss funding opportunities with their conference commissioner/executive director, as funding is available for ADR professional development.

## **8 Shared practices and networking.**

Survey responses indicate that three-quarters of ADRs do not have any formal, or even informal, relationships with their counterparts, but 86 percent said they would attend a professional development conference to discuss issues and create networks. Topics that ADRs would be most interested in discussing include budgeting, personnel management, conference matters and enrollment management. To help in this regard, the Division III Strategic Planning and Finance Committee agreed to fund an annual professional development program called the "Athletics Direct Report Institute," which would convene select ADRs to discuss these and other topics. Current ADRs, along with NCAA staff and outside consultants, will serve as faculty for the ADR Institute. Based on feedback, the ADR Institute will be held in conjunction with the annual NCAA Convention. The nomination process to determine participants will be announced in the summer of 2015. While the NCAA will fully fund ADR Institute participants, every Division III conference office also has funding available for ADR professional development.

## **DIII Athletics Direct Report Professional Development Program**

The purpose of the Athletic Direct Report (ADR) professional development program is to engage Division III ADRs in best practices to oversee and manage athletics programs and improve the relationship between ADRs and their presidents, athletics directors, and conference commissioners. The program will focus on enhancing the effectiveness and involvement of the ADR at the campus, conference, and national levels. The program includes both networking opportunities and interactive discussions with ADR peers and other expert presenters.

The objectives of the ADR Professional Development Program are:

- Create and support a network of ADRs.
- Provide on-going professional development.
- Provide an orientation for ADRs.

The program includes in-person programming conducted during the NCAA Convention and virtual sessions conducted during the academic year for the following groups.

New ADRs. Each fall up to 15 ADRs who are new to their role or who have never attended the ADR Institute will be selected to attend programming at the NCAA Convention that provides an overview of the NCAA, best practices, and the role of the ADR. Participants in this program will receive funding to cover their costs to attend this professional development and Convention (travel, lodging and convention registration).

Experienced ADRs. For up to 60 ADRs that have been in their role for more than two years or who have previously attended the ADR Institute, programming will be provided for one day at the NCAA Convention. The programming will focus on current issues the ADRs are facing on campus, such as athletics budgeting, managing athletics personnel, student-athlete health and safety, current issues, role of athletics in enrollment and retention, etc. Participants in the program will receive a Convention registration fee waiver and an honorarium to help offset other costs to attend the Convention.





## SENIOR WOMAN ADMINISTRATOR 101

# The SWA Designation

## What is the SWA?

The senior woman administrator (SWA) is the highest-ranking female involved in the management of an institution's intercollegiate athletics program. The intent of the SWA designation is to promote meaningful representation of women in the leadership and management of college sports.

### ✓ YES

- Senior **Woman** Administrator
- Highest-ranking woman\*
- Provides leadership to men's and women's sports and issues
- Designation — A leadership role

### ✗ NO

- Senior **Women's** Administrator
- Longest-serving or oldest woman\*\*
- Leads only women's sports and gender equity
- Position — A job with specific responsibilities

*This resource was written about institutional SWAs. Some information may be applicable to conference SWAs.*

\* A school with a female director of athletics may designate a different woman as SWA.

\*\* The longest-serving or oldest woman may be designated the SWA if she is the highest-ranking woman, but not solely because of her length of service.



### Why is the SWA Designation Important?

Including the unique perspectives of women in senior management has many benefits:



- Enhanced decision-making across the athletics program.
- Increased visibility of female role models in athletics leadership.
- Diverse point of contact for student-athletes and staff to bring concerns.
- Affirmation for involvement and contribution of women in intercollegiate athletics.
- Training opportunities for women to advance to more senior roles, ultimately creating leadership demographics more consistent with the student-athlete population.

### Are You Maximizing the SWA's Impact?

Open communication is critical to clarify expectations and optimize the SWA's role. Athletics directors, SWAs, and conference office personnel should discuss maximizing the SWA's impact with each other, and include presidents/chancellors or athletics direct reports as appropriate.

A document that will help you start the conversation and define success in your efforts — “Are You Maximizing the SWA's Impact?” — can be found at:

[ncaa.org/about/resources/inclusion/senior-woman-administrators](https://ncaa.org/about/resources/inclusion/senior-woman-administrators)



SENIOR WOMAN ADMINISTRATOR 101

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### 1 Capitalize on Diverse Leadership Perspectives

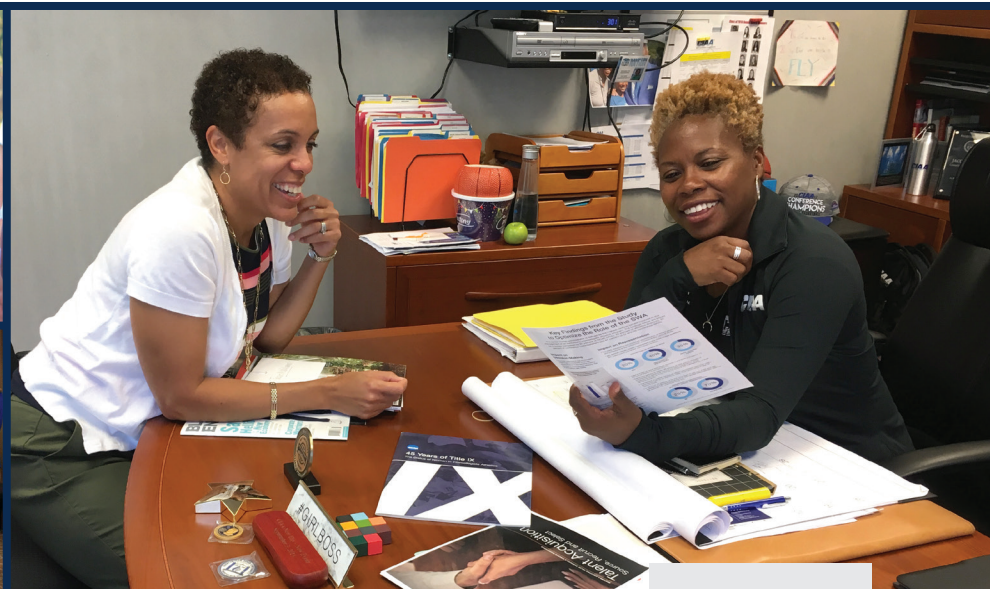
**DISCUSSION POINTS:**

- What are the most significant priorities for athletics and how is the SWA engaged in leading related initiatives?
- How are the SWA's strengths and interests leveraged to provide leadership in the department?
- How is the SWA engaged in senior-level discussions and decision-making?
- How is the SWA engaged in leadership opportunities outside the athletics department (e.g., across campus, external community)?

**WHAT SUCCESS LOOKS LIKE:**

- The AD and SWA collaborate to define the SWA's leadership role and to manage critical departmental issues impacting men and women.
- The SWA makes meaningful decisions on the senior management team (e.g., budget oversight, sport supervision of men's and women's sports, external relations, key personnel decisions and strategic planning).
- The SWA has time and access to information and resources to fulfill the leadership role accompanying the designation.
- The SWA's job title reflects her administrative and leadership responsibilities.
- The SWA's leadership impact and visibility extend beyond the athletics department.

This resource was written about institutional SWAs. Some information may be applicable to conference SWAs.



## SENIOR WOMAN ADMINISTRATOR 101

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## 1

### Capitalize on Diverse Leadership Perspectives

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- What are the most significant priorities for athletics and how is the SWA engaged in leading related initiatives?
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- The SWA has time and access to information and resources to fulfill the leadership role accompanying the designation.
- The SWA's job title reflects her administrative and leadership responsibilities.
- The SWA's leadership impact and visibility extend beyond the athletics department.

### 2

## Share Commitment to Equity and Well-Being

### DISCUSSION POINTS:

- Which athletics department employees have specific responsibilities for gender equity, diversity and other advocacy work? Is this team appropriately diverse and inclusive?
- Which athletics department employees have specific responsibilities for student-athlete or staff well-being? Is this team appropriately diverse and inclusive?

### WHAT SUCCESS LOOKS LIKE:

- The responsibility for gender equity and diversity oversight is shared across the athletics department, including senior management.
- The responsibility for student-athlete and staff well-being is shared across the athletics department, including senior management.
- The AD and president/chancellor support SWA engagement with issues and initiatives important to male and female student-athletes, coaches and staff.

### 3

## Support Training and Mentoring Opportunities

### DISCUSSION POINTS:

- What professional development resources and opportunities are available to the SWA?
- How will the professional development advance the SWA's impact in her administrative position?
- How is the SWA exposed to potential mentors and encouraged to mentor others?

### WHAT SUCCESS LOOKS LIKE:

- The SWA receives training specific to this leadership designation (e.g., navigating NCAA and conference committee service, grant opportunities, SWA networking, etc.).
- The SWA engages in professional development opportunities specific to her professional position.
- Athletics department and conference leadership support opportunities for SWAs to receive and provide mentoring.

### 4

## Involve SWAs in Conference Governance

### DISCUSSION POINTS:

- Do SWAs in the conference meet regularly? Does this group have a formal role in the conference governance structure?
- Do the SWA meeting agendas reflect the range of expertise of the SWAs in the conference?
- How else are SWAs engaged in conference committee service (e.g., sport committees, championships committee)?

### WHAT SUCCESS LOOKS LIKE:

- Conference commissioners, ADs and SWAs collaborate to ensure that SWAs have clear and significant responsibilities in conference governance.
- Agendas for SWA meetings reflect the varied job responsibilities held by each SWA and address a wide range of conference issues.
- SWAs participate on a variety of conference committees.

### 5

## Engage SWAs in National Issues

### DISCUSSION POINTS:

- In what ways does senior leadership (AD, athletics direct report, president/chancellor) empower the SWA to pursue national leadership opportunities or exposure?
- How is the SWA engaged in institutional discussions about legislative issues or other national hot topics?

### WHAT SUCCESS LOOKS LIKE:

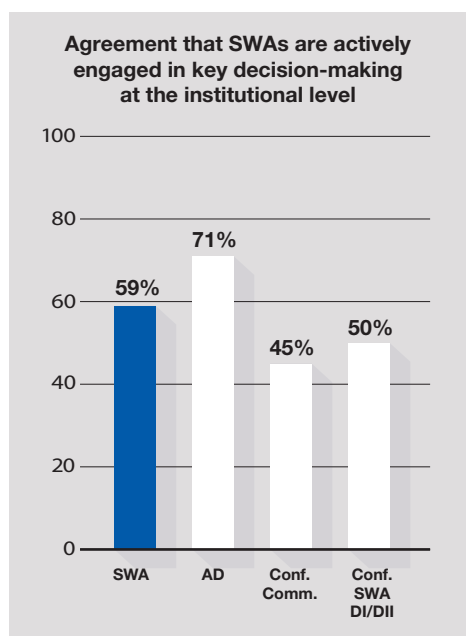
- The SWA receives information and stays up to date on NCAA communications and important national issues.
- The AD and president/chancellor support SWA participation on national committees and attendance at national conferences.
- The institution considers the perspective of the SWA in its position or vote on national issues.

# Key Findings from the Study to Optimize the Role of the SWA

The senior woman administrator is defined as the highest-ranking female involved in the management of an institution's intercollegiate athletics program. The findings below are based on a survey completed by 61 percent of NCAA SWAs, 42 percent of athletics directors, 67 percent of conference commissioners and 64 percent of DI and DII conference SWAs.

## Impact on Decision-Making

- The SWA designation has encouraged meaningful involvement of female administrators in the decision-making process in intercollegiate athletics, **but a perception gap exists.**

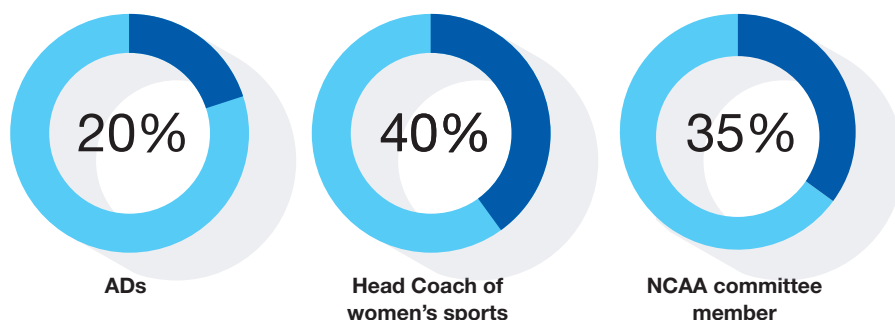


- Meaningful involvement varies by division.
- Seventy-five percent of SWAs report being actively engaged in the hiring process for senior-level positions, but only 46 percent are involved in major financial decisions.
- Sixty-six percent of SWAs have sport oversight responsibilities, but only 13 percent oversee football or men's basketball.

## Impact on Representation

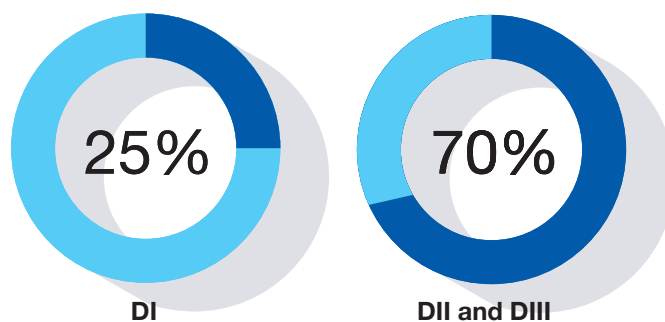
- The SWA designation has enhanced representation of female experience and perspective at the institutional, conference and national levels.
- Yet, women remain under-represented in the most visible positions** (AD, head coach and NCAA committee member).

PERCENTAGE OF WOMEN BY ROLE



- There is a lack of racial and ethnic diversity in the SWA population; 15 percent of SWAs are women of color.
- Eighty-four percent of SWAs, 56 percent of ADs and 61 percent of commissioners agree that without the SWA designation, some institutions would have no women involved in the management of their athletics program.
- The percent of women serving on NCAA committees went from nearly zero before 1981 to 35 percent in 1985. That figure remains near 35 percent today.
- In 2015-16, 25 percent of DI and more than 70 percent of **DII and DIII institutions reported having zero or one female administrator** (defined as assistant AD, associate AD or AD).

PERCENTAGE OF INSTITUTIONS WITH 0 TO 1 FEMALE ADMINISTRATORS\*



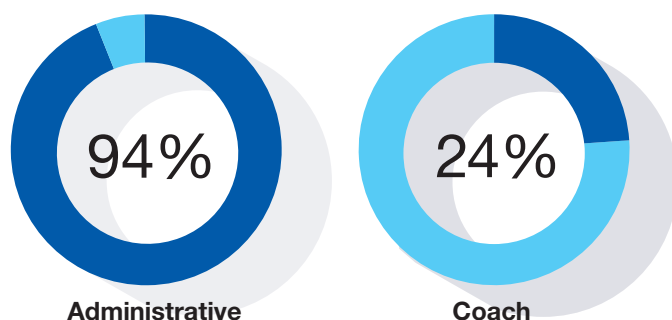
\* Assistant athletics directors, associate athletics directors and athletics directors.



## Experience of SWAs

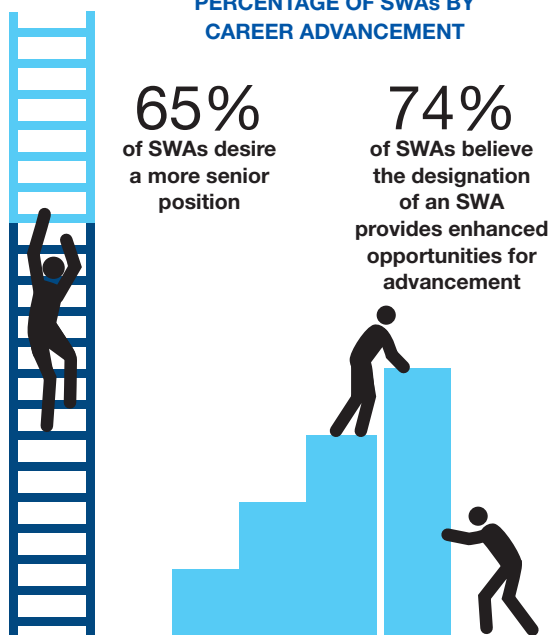
- The experiences of SWAs vary greatly by division.
- While there are perceptual challenges related to the role, **most SWAs find the designation to be desirable, and that it helps to advance their career.**

PERCENTAGE OF SWAs BY POSITION\*



\*Some SWAs have dual roles.

PERCENTAGE OF SWAs BY CAREER ADVANCEMENT



## SWA Common Misperceptions

- The SWA is NOT the senior women's administrator; it is the senior **woman** administrator. The purpose of the role is not to oversee women's sports or to focus only on gender equity compliance.
- The SWA designation is not a position.
- "Senior" refers to the highest-ranking female in the athletics department, and not the longest serving or oldest.
- The SWA designation is not a requirement. The NCAA Constitution defines the term, and does not technically require an institution to have an SWA.

## Opportunities to Optimize the SWA Designation

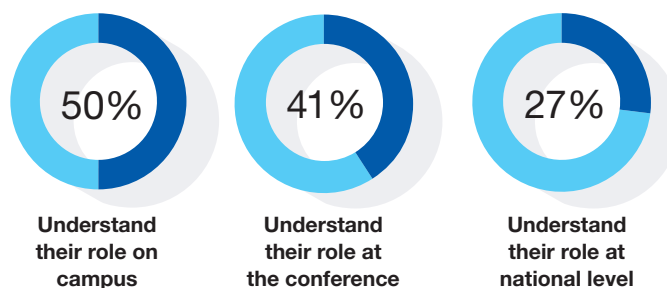
*A subcommittee of the Committee on Women's Athletics is currently creating action plans for these opportunities and will be engaging other NCAA membership committees in these efforts.*

1. Clarify the purpose of the designation.
2. Communicate the purpose of the designation.
3. Measure the experiences of women holding the designation.
4. Address low representation of ethnic minority women within the SWA population.
5. Acknowledge and accommodate divisional differences.
6. Offer professional development programming to train SWAs.

## Role Clarity

- There is a **significant lack of understanding of the SWA role by the women who hold it**, as well as all other key constituent groups in intercollegiate athletics.
- **Ninety-two percent of ADs report understanding the SWA designation while 45 percent of SWAs report having an AD who understands the SWA role on campus.**
- Few SWAs receive training specific to the role.

PERCENTAGE OF SWAs UNDERSTANDING OF ROLE



# The Highly Engaged FAR

Recommendations for the Campus,  
the Conference and the FAR



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# 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.

# 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.
- 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 towards 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 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.
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 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).

# 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?

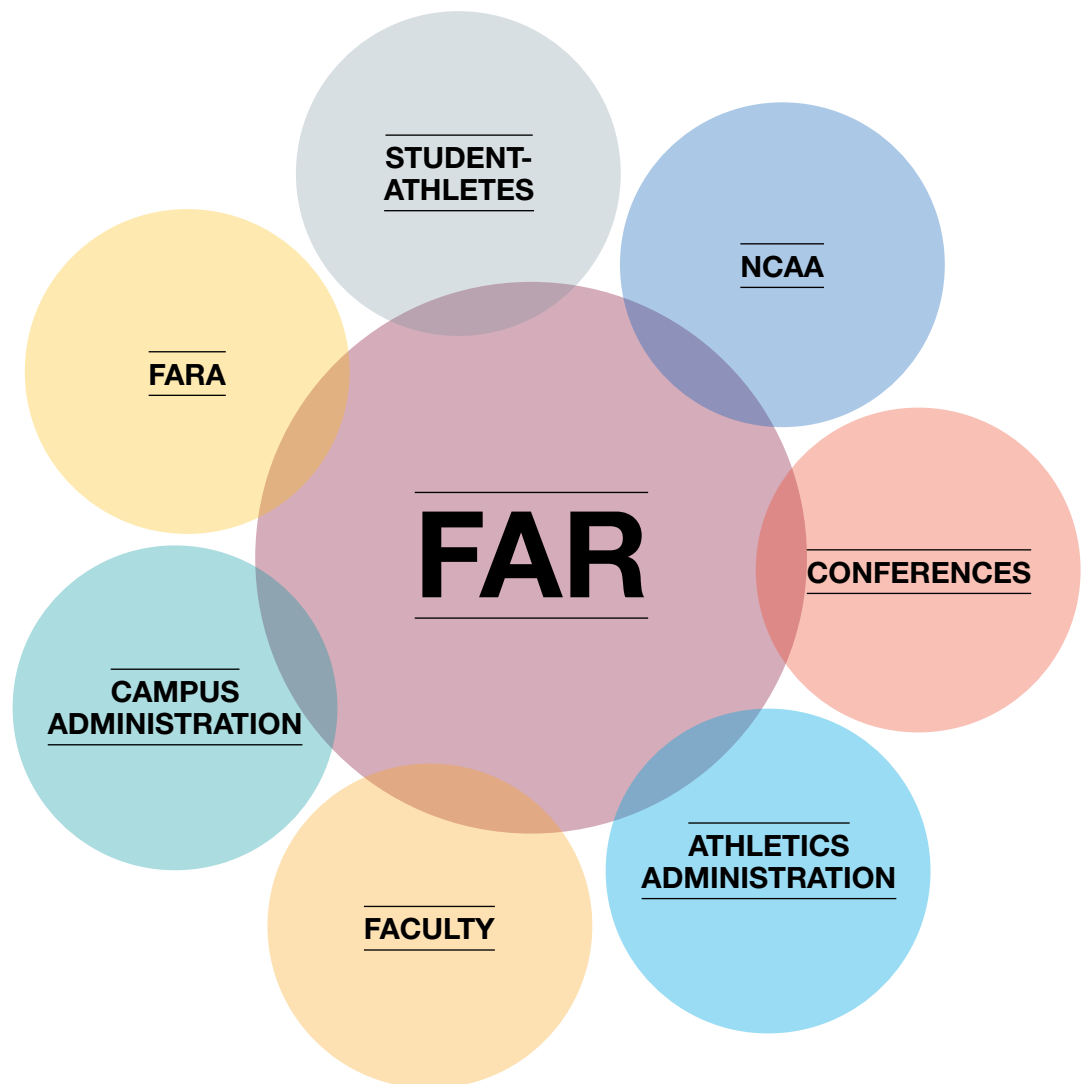
- An estimated two-thirds of Division III conferences identify FARs as a key constituent per the conference constitution or bylaws. All Division III conferences should identify FARs as a key constituent.
- Sixty percent (60%) of conferences identify a specific role for the FARs in the governance of the 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.
- 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.

# 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](http://farawebsite.org)

## **NCAA Division III Homepage**

[ncaa.org/d3](http://ncaa.org/d3)

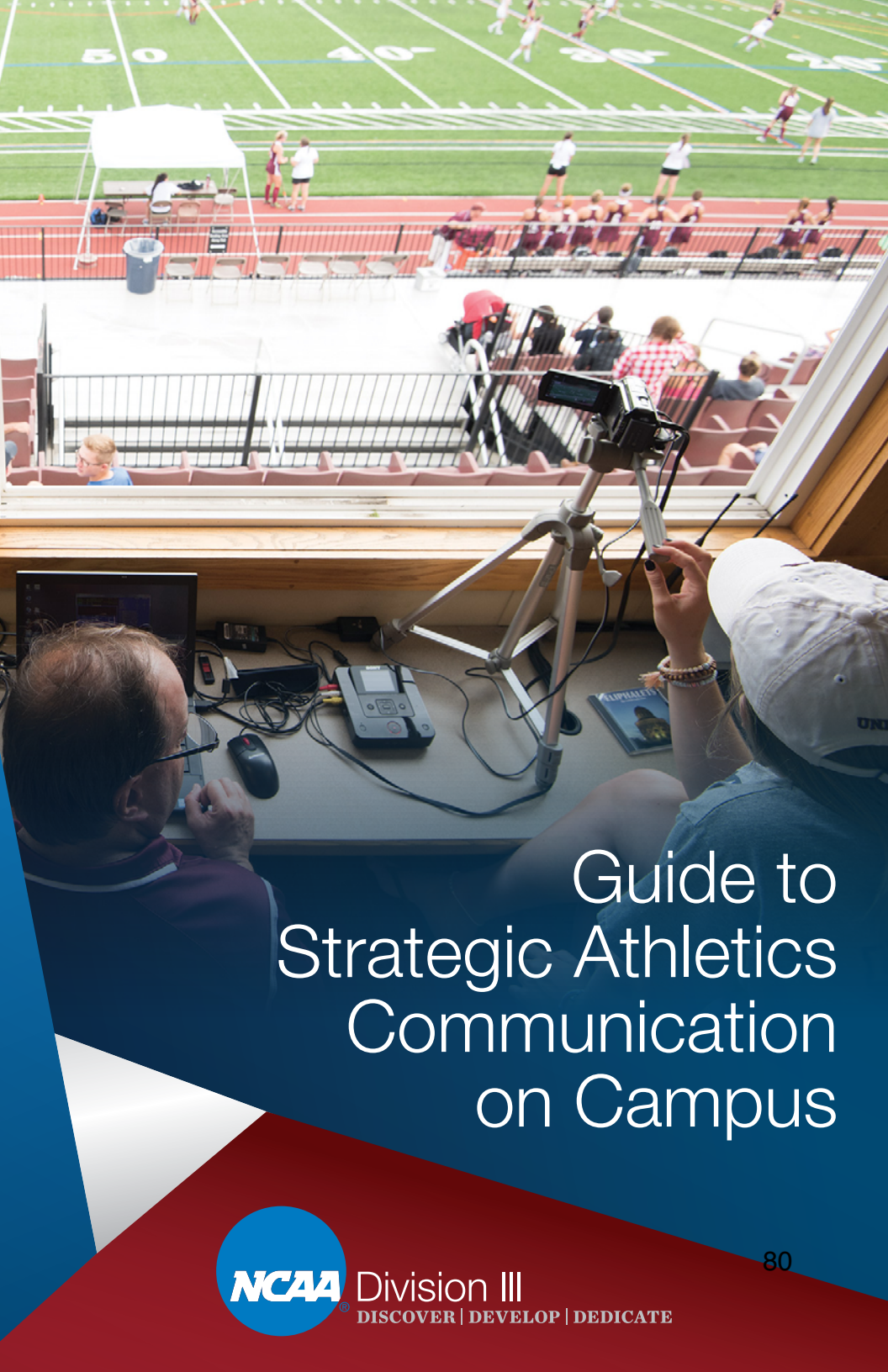
## **Division III FAR Fellows Institute**

[ncaa.org/division-iii-far-fellows-institute](http://ncaa.org/division-iii-far-fellows-institute)

## **Division III New FAR Orientation**

[ncaa.org/governance/division-iii-new-far-orientation](http://ncaa.org/governance/division-iii-new-far-orientation)





# Guide to Strategic Athletics Communication on Campus



Division III  
DISCOVER | DEVELOP | DEDICATE

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## INTRODUCTION

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# THE POWER OF STRATEGIC COMMUNICATION

The competition in Division III athletics is fierce. Student-athletes give their all every day to excel in the classroom and win championships. The competition on campuses is just as intense. Presidents and chancellors compete to attract the best and brightest students and faculty to keep their institutions thriving in an ever-challenging higher education landscape.

These two competitions are indelibly linked. As athletics is integral to the higher education experience for students, so is it integral to promoting the institution, bolstering enrollment and staying ahead of competitors.

Ask college and university presidents about their priorities for communication, and they'll likely say, "To better tell our story." Ask those same presidents whether the institution's athletics program has a place in that story, and the response invariably is, "Absolutely." People don't refer to the athletics program as "the front porch" of the institution just because it sounds catchy. They do so because it's true. What component of a college or university interacts most with the community? What galvanizes campus constituents and alumni? What shapes public opinion regarding the institution's reputation? In many cases, the answer is athletics. And who contributes



most to telling the athletics story, and in turn the college's or university's story? The president? The provost? The athletics director? While all play a role, there is someone else who is vital to telling this story.

Thousands of talented, dedicated communications professionals tell those stories and advocate for their institutions. Their titles may differ — directors of sports information, media relations or athletics communications — but their mission is the same: to promote and protect the institutional brand by telling the student-athlete story and extolling the value that athletics brings to the campus and community. That's not just an athletics mission, but an institutional one that any college or university president would consider a priority.

The NCAA Division III Strategic Communications Working Group provides this resource as a way to emphasize why athletics communicators in Division III are so valuable and to show how colleges and universities can better understand and equip their staffs to obtain optimal results. In a world that constantly seeks better, faster, brighter and bolder, it makes sense for colleges and universities to invest in their greatest resource — the people who tell their stories.



## THE EVOLVING CHALLENGES

While the title “sports information director” remains widely used, the duties it connotes are often underestimated and underappreciated. The roles of historian, record-keeper, statistician and media contact are still very much present, but evolving responsibilities such as media producer, strategic communicator and multiplatform social media content manager are as important in today’s more aptly titled athletics communication director’s daily work.

While there is no denying that technology impacts every aspect of the athletics department, athletics communication directors are asked to flex their muscles regularly. Social media has revolutionized information dissemination, and new products and services are ever-changing and expanding. Athletics venues now routinely serve as broadcast studios producing livestreaming video of a multitude of events.



NCAA Division III institutions are particularly stretched by fast-paced technology growth because nearly half of the athletics communication offices are staffed with just one full-time professional who is challenged with everyday responsibilities while keeping up with the latest technological demands. The offices with assistants are facing the challenge of athletics departments adding sports programs and packing an already busy schedule. Also, the number of student workers, interns and graduate assistants varies widely, and those individuals are in constant need of training.

But these inherent limitations do not reduce demands upon institutions or expectations by a public that wants immediate information.

In short, the myriad challenges facing today’s athletics communication offices include the following:

- **Staffing and Resources.** Demands on time, technology knowledge and breadth of experience have increased, but the allocation of resources has lagged. Results from a 2018 survey of Division III athletics communication





and sports information directors highlight staffing challenges in the face of increased expectations and demands.

- **Strategic Integration.** The athletics communication director at both the departmental and institutional level continues to be a key piece in promoting institutions, including serving on the athletics senior administrative team, collaborating with the game scheduler, regularly engaging with the campus Student-Athlete Advisory Committee and serving on the institution's campus-wide communications team.
- **Technology.** The ever-changing, fast-paced growth of social media and website content, coupled with the instantaneous demands of students, prospects, spectators, parents, alumni, etc., have multiplied the expectations of athletics communication departments.
- **Workload.** All of the above have added to workload, often without a commensurate increase in resources and staffing. Survey results indicate 78% of athletics communications directors work an average of 50 or more hours weekly.



## STUDENT-ATHLETE PERSPECTIVE

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### THE EXISTING OPPORTUNITIES AND STUDENT-ATHLETE ENGAGEMENT

Given those challenges, athletics communications personnel are nonetheless blessed with a significant advantage: They are able to tout a broadly accomplished demographic, Division III student-athletes, to support their cause.

Regardless of the category used to rank a student body — be it academic achievement, community engagement, campus leadership or university ambassadorship — student-athletes traditionally populate the top tier. Athletics communication directors who interact with student-athletes know this firsthand and are able to celebrate and advocate the positive influence student-athletes have not only on athletics but also on the university as a whole.

Division III student-athletes are committed to academic achievements, community outreach and athletics success — three values that are fundamental to Division III institutions. Athletics communication directors help student-athletes share their stories as the institution and its athletics program seek to align with the Division III philosophy.

In turn, the relationships between directors and student-athletes not only support the Division III strategic platform of portraying the division's mission, but they also allow student-athletes to form a professional connection that may lead to a mentor, increased internship opportunities and/or a future career path. That collaboration ultimately benefits both the student-athletes and the directors, and it builds the foundation of an affirmative and comprehensive communications strategy for the institution and the community it serves.





## DATA

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# SURVEY RESULTS

In 2018, the NCAA surveyed athletics communication/sports information directors from the 494 Division III members (institutions and conference offices) about their athletics communication operations. The survey garnered a 57% completion rate (283 responses), and, compared with results from a 2012 Division III Sports Information Directors of America survey, it confirmed that Division III athletics communication/sports information directors have assumed greater responsibility for institutional and conference outreach through the years beyond the traditional tasks of writing news releases and keeping statistics.

## Demographics

Approximately **83%** of respondents reported that their institutions **sponsor 16 or more varsity sports**, up from 70% in 2012.

**70%**  
2012

**83%**  
2018

Approximately **91%** of directors are **employed full time for 12 months**, up from 80% in 2012.

**80%**  
2012

**91%**  
2018

A recent review of the Division III institutions' directory of athletics communication directors indicates that more than **82% are men**, down from more than 85% in 2012.

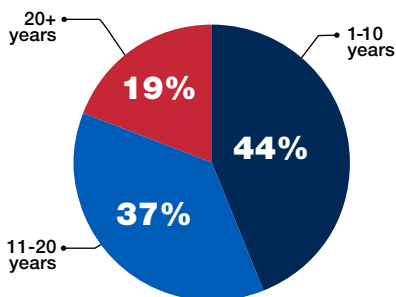
**85%**  
2012

**82%**  
2018

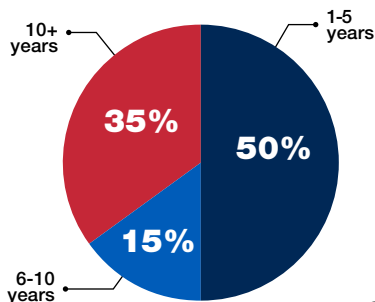
Nearly **43%** of Division III athletics communication directors hold the traditional title of **director of sports information**, and **24%** use the primary title of **athletics communication director**. A significant number (approaching **44%**) perform secondary duties as an **associate or assistant administrator**, while 12% hold a secondary title/role as coach/assistant coach.

Almost **60%** have an **advanced degree**.

As for experience in the profession, the percentages are as follows:



As for experience at their current institution, the percentages are as follows:





## Job Responsibilities and Workload

In all, **66% percent of respondents** from the 2018 survey said they are part of the **senior management team**, with **79% reporting to the director of athletics**. Sixty-one percent said they meet regularly with the AD (either weekly or biweekly), and **89% said they feel their opinion is valued**.

Respondents rated **these four areas, in priority order**, as most needed to be a successful sports information or athletics communication director:



**Statistics  
Inputting**



**Social  
Media**



**Writing**



**Photoshop  
Experience**

Regardless of title, a slight majority of **51% said they have an assistant** in some capacity, and of those, **63% are in a full-time role**. The assistant role has surpassed a graduate assistant option, as only 23% have a graduate assistant.

Student help continues to be imperative, as **46% responded their office employs 10 or more student workers**, who primarily handle game-management duties.

Work-life balance continues to remain challenging, as **78% said they work an average of 50 or more hours a week**, and only **45% said they felt like they had an adequate work-life balance**. Social media continues as a primary factor, as 46% said they spend six to 10 hours a week on this platform and 18% reported spending more hours than that on social media.



**Social media, media relations, video content, livestreaming and website management are now the top job responsibilities**, morphing from the traditional responsibilities of media guides, game programs, statistics and press releases as indicated in the 2012 survey. Despite the influence of advanced technology, 80% print media guides or game programs for home competition events. However, 49% use print only for select sports.

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**Up to 30% of directors also perform duties such as selling advertising or venue sponsorships**, serving as radio or television broadcasters for games, overseeing taping of games for coaches and hiring game officials. Forty-eight percent said they also perform other duties not related to sports information, such as event manager and compliance officer.

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For game-day management, **39% of respondents said they use a combination of announcers to operate the public address system**, whether it be themselves or their assistants. Twenty-nine percent use students to assist, 26% hire professionals, and 5% use institutional staff. As for inputting statistics, 46% said they are responsible for doing so, 30% said they use student workers, and 13% said they hire freelancers.



**78%**

said they work an average of **50 or more hours a week**

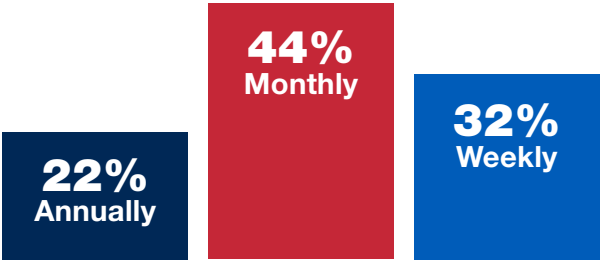




## Campus Collaboration

**Sixty-eight percent of the respondents said they are not consulted when master schedules for contests are made**, and an even higher percentage (93%) said they are expected to cover multiple games/events at the same time.

**Just under half are part of the campus communications team.** Meetings range from annually (22%) to monthly (44%) to weekly (32%).



Just **less than a quarter** meet with their campus Student-Athlete Advisory Committee.

Almost **60%** conduct an annual review of athletics communication trends and reassess best practices.

## Impact of Technology

With the emergence of new technologies, directors indicated they spend approximately **20% of their time on website maintenance**. In all, 51% spend 10-20 hours per week on the website, and 31% spend 20-30 hours per week. The 2012 survey indicated 50% spent at least 16 hours per week on the website.

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**Ninety-nine percent of Division III athletics communication directors oversee a social media platform.** A similar percentage manage multiple accounts, with equal emphasis on Twitter, Facebook, YouTube and Instagram. Sixty-four percent of athletics communication directors devote six or more hours to social media functions weekly. **This task is one of the top five duties GAs and student workers perform.**

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**Ninety-six percent of Division III athletics communication directors report producing athletics video content for online use and live web-based streaming of competition.** Excluding livestreaming, 66% said they produce their own video content for their website, and 86% are responsible for their own content. **The leading types of videos, aside from livestreaming, include athlete/coach interviews (29%), highlights with music (22%) and season highlights (16%).**

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With 96% of Division III institutions livestreaming events, 66% of those institutions livestream for more than 10 sports. **Sixty-three percent stream more than 75 events per academic calendar year.** Sixty-seven percent of athletics communication and sports information directors said they are responsible for managing livestreaming events.



**99%**  
of Division III  
athletics  
communication  
directors  
**oversee a  
social media  
platform.**





**92%**  
CoSIDA  
Members

**86%**  
Attend  
CoSIDA  
Conventions

## CoSIDA Involvement

Ninety-two percent of respondents said they are a **member of the College Sports Information Directors of America**, with a similar percentage saying that their institutions pay the annual membership dues.

Eighty-six percent have **attended the CoSIDA convention within the past five years**. Eighty percent indicated convention costs were covered between institutional support and grants/self-funded.

Fifty-eight percent said their **institutions paid the full cost/partial cost** of attending the CoSIDA convention, up from 45% in 2012.

## Conclusions

Results from these surveys and from other sources point to the following conclusions:

- **The desired work-life balance continues to be a moving target.**

Most directors have workloads of 50-60 hours weekly, while only 2% work fewer than 40 hours per week. Due to the large number of sports sponsored at Division III institutions (in comparison to Divisions I and II institutions), about 30% of directors work 60 or more hours weekly. Social media continues as a primary factor, as 46% said they spend 6-10 hours a week on this platform. The long work hours coupled with minimal time off results in an undesirable work-life balance. This problem is partially due to a lack of staff and resources to assist in their duties.

- **Increased job expectations, combined with stagnant or reduced staffing, create challenges.** Fifty-one percent of Division III institutions employ only one athletics communication professional, and this individual has a wide array of responsibilities — from management of athletics websites, social media and video to noncommunications duties including hiring of game management personnel and oversight. Approximately half have either a full-time or part-time assistant who is not a graduate assistant.

- **Increased involvement in strategic decision-making.** Despite devoting many hours per week to communications duties, two-thirds of athletics communication directors believe they are also involved in strategic decision-making within the institution's athletics department. Forty-four percent now hold a secondary title of assistant or associate athletics director.

- **More emphasis on professional development.** More than half have been at their institution for five years or less. Due to time required for learning and using new technologies, as well as strategic planning and supervision, they cite professional development opportunities as critical to being more proficient in their responsibilities. More than 90% are a member of CoSIDA, and nearly as many have attended the annual CoSIDA convention, including Division III Day, in the past five years. The lack of funding for professional development activities no longer appears to be a barrier, as only one-third said that's why they didn't attend professional development programming.

## BEST PRACTICES

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# SUCCESSFUL COMMUNICATION

Based on feedback and survey results, the NCAA Division III Strategic Communications Working Group provides the following best practices that will positively impact not only the athletics communication/sports information director but also the athletics department overall.

- 1. Be a part of the athletics department senior staff.** As the keeper of the front porch (e.g., the athletics website, statistics, social media, marketing, communication, etc.), it is important for the athletics communication director to be involved in athletics department meetings and strategic planning. (Sixty-six percent of the 2018 survey respondents said they are part of the senior management team, with 79% reporting to the director of athletics.)
- 2. Ask to be involved with master game scheduling.** Sixty-eight percent of the 2018 survey respondents said they are not consulted when athletics departments make master schedules for contests. Consequently, multiple events are scheduled on the same day, causing 93% of directors to indicate that they are trying to cover multiple games/events at the same time. Because nearly 90% of directors from the 2018 survey said they feel their opinion is valued by the athletics director, it makes sense to voice opinions and suggestions related to the scheduling of game-day events. Additionally, make the effort to be involved on conference scheduling committees.
- 3. Evaluate staffing needs in relation to sponsored sports.** Based on the 2018 survey, institutions are at an all-time high of sponsoring varsity sports. Half of Division III institutions have an assistant sports information director, full or part time. While sports offerings and media coverage responsibilities have increased, sports information staffs have not grown at the same pace. This trend results in an excessive amount of responsibilities and a lack of staff support to execute daily tasks. Survey results indicate that workloads average 50 to 60 hours per week, and fewer than 50% of the respondents felt like they had an adequate work-life balance.







#### **4. Encourage collaboration with campus, local community and conference counterparts.**

Initiate cross-departmental communication and collaboration with a variety of campus constituents, including the following:

- Academic departments (journalism, marketing communications, public relations, etc.).
- Alumni relations.
- Communications office.
- Development office.
- Information technology office.
- Marketing department.
- Multimedia services.
- Student affairs.
- University relations.

Build and maintain relationships with local media — television, newspaper and radio — and social media outlets. Cultivating relationships with media professionals is a key component. Build relationships with local community groups (for example, Lions Club, Chamber of Commerce, etc.) to elevate the institution's athletics events, engage with a potential fan base, build a better understanding of opportunities for collaboration among community members and create community service opportunities for student-athletes.

Develop a professional relationship with respective conference colleagues, including the conference communication director. Recommend an annual meeting with the conference communication director and all of the member schools' communication and sports information directors.

**5. Ensure that athletics communication and sports information directors are members of the campus communications cadre that discusses strategic campus public relations and media issues.**

This ensures consistent institutional branding, garners insights and input on athletics initiatives, and promotes the sharing of communication best practices. This group could include representatives from university relations, development, alumni relations, student affairs, faculty, administration, etc. A little more than half of the 2018 survey respondents said they are part of the campus communications team.

**6. Use social media to your advantage.** Survey results indicate that all Division III athletics communication and sports information directors oversee a social media platform, up from 50% in 2012. With the emergence of new technologies, directors said they devote approximately 20% of their overall time to social media — primarily Facebook, Twitter, Instagram and YouTube — to promote athletics. Continue to use these trending platforms to promote the athletics department and create new relationships. Using social media for athletics program promotion not only provides an alternate base for marketing, but also a platform for directors to monitor and protect the athletics program's reputation/brand.

**7. Regularly engage with the Student-Athlete Advisory Committee.** The student-athletes are the story. The recent survey indicates that more than three-quarters of athletics communication and sports information directors do not meet with their campus SAACs. It is beneficial to interact frequently with the student-athletes to learn about possible feature stories and special events. These stories also will foster connections with other campus constituents. Consistent communication and engagement provide an opportunity for student-athletes to learn more about the athletics communication role, which can often lead to future assistance.







## 8. Partner with campus-wide and academic departments to enlist graduate assistants, interns and student workers.

Athletics communication offices provide a wide array of intern opportunities including feature story and press release writing and editing, compilation of statistics, game announcing, social media maintenance, and marketing. If partnered with academic departments, interns could receive academic credit, exposure to the entire student body, resume building, and real-world experiences. Forty-two percent of survey respondents said they have at least two or more student workers, on average, providing 6-10 hours of work in the office a week. Nearly half of the directors employ more than 10 student workers to handle game-day management duties. Graduate assistants can be solicited internally or from neighboring institutions. (Results from the 2018 survey indicate that fewer than 25% of Division III sports information offices have a graduate assistant.) Directors also are encouraged to emphasize a commitment to diversity and inclusion in hiring practices when building a staff of student workers, graduate assistants and/or interns.

## 9. Attend the CoSIDA convention, including Division III Day, at least once every three years.

More than 90 percent of survey respondents said they are a member of CoSIDA. Conference offices, with the assistance of the NCAA conference grant program, have funding to support professional development opportunities. For events such as the annual CoSIDA convention, including Division III Day, 58% of survey respondents said their institutions pay full cost/partial cost for directors to attend.



# RESOURCES

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## Technology

- Personal computer(s) – laptop(s), tablet(s)
- Smartphone(s)
- Remote internet access - wireless air card(s)/hot spot
- Professional camera/video camera
- Flip camera(s)
- Video-editing software
- Design software (InDesign, Adobe Illustrator)
- Statistics software
- Web-streaming equipment for indoor/outdoor events
- Web hosting company (rather than an in-house website)

## CSC Resources

- collegesportscommunicators.com  
[[www.collegesportscommunicators.com](http://www.collegesportscommunicators.com)]
- CSC Twitter (@CoSIDAnews) [[twitter.com/CollSportsComm](https://twitter.com/CollSportsComm)]
- CSC Youtube (@CollegeSportsCommunicators)
- D3SIDA Facebook [[facebook.com/pages/CollegeSportsCommunicators](https://facebook.com/pages/CollegeSportsCommunicators)]

## NCAA Division III Resources

- Division III Strategic Positioning Platform
- NCAA.org (public) [[www.ncaa.org](http://www.ncaa.org)] (@InsidetheNCAA)
- NCAA.org/D3SpecialOlympics [[www.ncaa.org/D3SpecialOlympics](http://www.ncaa.org/D3SpecialOlympics)]
- NCAA.com [[www.ncaa.com](http://www.ncaa.com)]
- NCAA Division III Videos and Resources  
[<http://www.ncaa.org/governance/videos-and-resources>]  
Download customizable Division III Week resources (communications kit, logos, videos, splash page, etc.) and Identity Initiative videos.
- NCAA Division III Facebook [[www.facebook.com/NCAADivisionIII](https://www.facebook.com/NCAADivisionIII)]
- NCAA Division III Instagram [[www.instagram.com/ncaadiviii/](https://www.instagram.com/ncaadiviii/)]
- NCAA Division III Twitter [[twitter.com/NCAADivIII](https://twitter.com/NCAADivIII)] (@NCAADivIII) #whyd3
- NCAA Division III YouTube [[www.youtube.com/ncaadivisioniii](https://www.youtube.com/ncaadivisioniii)]
- NCAA News archives  
[<http://ncaanewsarchive.s3.amazonaws.com/index.html>]



# PROFESSIONAL DEVELOPMENT RESOURCES

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## Memberships/Affiliations

- Membership in CSC
- Membership in NACDA
- Membership in ECAC-SIDA
- Membership in public relations/communications/marketing organizations

## Workshops

- Attendance at annual CoSIDA convention
- Attendance at NCAA Division III Day at CoSIDA convention
- Attendance at ECAC-SIDA workshops and professional development activities
- Attendance at communications-related seminars, workshops and webinars

## Online

- Public Relations Society of America [[www.prsa.org](http://www.prsa.org)] (@PRSAatactics)
- Ragan Communications [[www.ragan.com](http://www.ragan.com)] (@MarkRaganCEO)
- Institute for Public Relations [[www.instituteforpr.org](http://www.instituteforpr.org)]
- International Association of Business Communicators [[www.iabc.com](http://www.iabc.com)]
- International Public Relations Association [[www.ipra.org](http://www.ipra.org)]
- Mashable [[mashable.com](http://mashable.com)] (@mashable)
- LinkedIn Groups (CoSIDA, PRSA, PR and Communications professionals, and Sports Information and Statistics)



## Other

- ECAC-SIDA [[www.ecac-sida.org](http://www.ecac-sida.org)]
- NCAA Division III Sports Information Directors Email Address Listing [[moraviansports.com/information/links/D3emails](http://moraviansports.com/information/links/D3emails)]
- NCAA Division III College Athletics Website Addresses (Alphabetical) [[moraviansports.com/information/links/AlphaWebsites](http://moraviansports.com/information/links/AlphaWebsites)]
- NCAA Division III College Athletics Website Addresses (By Conference) [[moraviansports.com/information/links/D3websites](http://moraviansports.com/information/links/D3websites)]
- AP Style Guide [[www.apstylebook.com](http://www.apstylebook.com)] (@APStylebook)

## On-Campus

- Communications/Journalism departments (professors, class projects, internships, etc.)
- Campus-wide communication group/team
- Student-athletes. Their stories are the greatest resource.

## Budget

- Independent budget operations for communications
- Work-study budget and/or stipends to hire graduate assistants and student interns

To provide feedback on this guide or for more information on the NCAA Division III Strategic Communications Working Group, please contact [d3identity@NCAA.org](mailto:d3identity@NCAA.org).





# Time Management

## What student-athletes should expect

Time management is a key component of any college student's success, but it is especially important for students who play sports. From classes to competition and everything in between, the student-athlete schedule stays busy year-round. Know what awaits before you step foot on the field.

## Hours spent on activities per week (168 hours total)

### Division I

85 Other (e.g., sleep, job, extracurriculars)	14.5 Socializing	35.5 Academics	33 Athletics
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### Division II

84.5 Other (e.g., sleep, job, extracurriculars)	15.5 Socializing	37 Academics	31 Athletics
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### Division III

84.5 Other (e.g., sleep, job, extracurriculars)	15.5 Socializing	40 Academics	28 Athletics
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\*Medians collected from the 2019 NCAA GOALS study.

## What takes up a Division I and II student-athlete's time?

These are considered countable athletically related activities (CARA). NCAA rules limit the time student-athletes can spend on these activities each week. Check with the compliance office at the NCAA school you may attend for more information.



Supplemental workouts



Competition



Film review



Practice



Strength and conditioning



Percentage of student-athletes who said they spend as much or more time on athletics during the offseason as during their competitive season.

**67%**  
of Division I student-athletes

**63%**  
of Division II student-athletes

**47%**  
of Division III student-athletes

\*Based on the 2019 NCAA GOALS study.



## Division I

The activities listed below do not count toward a team or student-athlete's countable athletically related activities limit.

- » Academic meetings.
- » Nutritionist sessions.
- » Media activities.
- » Injury treatment/prevention.
- » College-bound student-athlete host duties.
- » Community service.
- » Sports psychologist sessions.
- » Team fundraising.
- » Compliance meetings.



### Game Day

During a typical day of competition, **Division I** student-athletes report spending anywhere from four to nine hours on their sport.

\*Based on a 2015 survey of Division I student-athletes.



## Division II

The activities listed below do not count toward a team or student-athlete's countable athletically related activities limit.

- » Academic meetings.
- » Injury treatment/prevention.
- » College-bound student-athlete host duties.
- » Team fundraising.
- » Community engagement.
- » Compliance meetings.
- » Study hall.
- » Social activities.
- » Professional development.

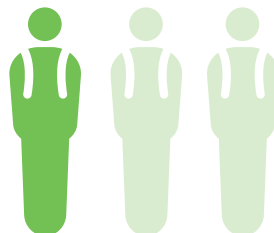
### Participation

**1 in every 7.8 Division II** student-athletes will participate in an NCAA championship during their college experience.



**1/3 of Division II** student-athletes work nine hours per week on average during the academic year.

\*Based on the 2019 NCAA GOALS study.



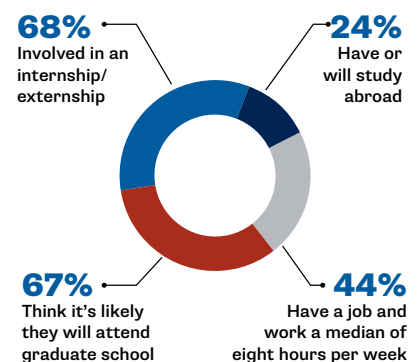
## Division III

NCAA rules allow athletically related activities to occur only during your sport's declared playing season. Check with the compliance office at the NCAA school you may attend for more information. The Division III experience includes:

- » Academics.
- » Competition.
- » Compliance meetings.
- » Film review.
- » Injury treatment and prevention.
- » Internship/externship.
- » Leadership.
- » Practice.
- » Strength and conditioning.
- » Team fundraising.
- » Teamwork.
- » Time management.
- » Work.



**Division III** student-athletes note their athletics experience did not hinder their academic and co-curricular pursuits. In fact, it had a positive effect on their collegiate experience.



\*Based on the 2019 NCAA GOALS study.

# The Diverse Workforce



**Recruitment and Retention Basics  
for Division III Athletics Departments**



# The Diverse Workforce

Recruitment and Retention Basics  
for Division III Athletics Departments

January 2017

NCAA is a trademark of the National Collegiate Athletic Association.

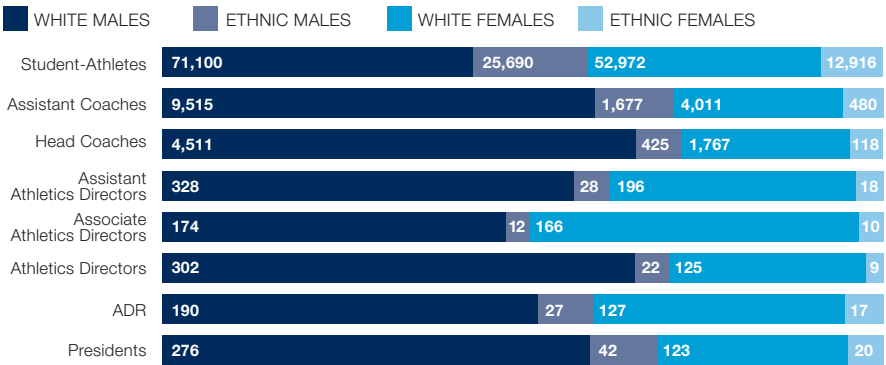
# Introduction

Institutions and departments that make an ongoing commitment to diversity, equity and inclusion typically do so because they believe in its inherent value. Creating a diverse, equitable and inclusive culture is an important part of the Division III experience, and it requires an intentional and sustained commitment.

Whether you are a hiring manager, a member of a selection committee, or an athletics administrator, this guide is designed to help you fulfill your role in recruiting, selecting and retaining a diverse workforce. This resource, a product of the Division III Diversity and Inclusion Working Group, offers best practices and other suggestions to help Division III institutions make diversity a priority in seeking, selecting and retaining high-performing athletics administrators and coaches.

Ethnic minorities and women are significantly underrepresented in all athletics constituent groups on Division III campuses. About 70 percent of the current directors

## CURRENT POPULATION FIGURES FOR SELECT DIVISION III POSITIONS BY GENDER AND DIVERSITY



*Note: These figures represent the 2015-16 populations and were derived from the data reported in the annual sport sponsorship and demographic forms. Additionally, head coach, assistant coach and student-athlete totals include only outdoor track figures, to reduce the incidence of potential triple counting.*

of athletics in Division III are white males, as are more than 75 percent of the head coaches in almost all sports (more than 90 percent in several sports).

As the demographics at our institutions evolve, our hiring practices must adjust accordingly. While Division III has established programs and initiatives to populate the pipeline of qualified ethnic minority and female candidates in recent years, it remains incumbent upon our colleges and universities to implement policies and practices to ensure that diversity is a priority during the athletics hiring process.

For example, NCAA data show missed opportunities for demographic change in the Division III athletics director position. The data indicate 167 recent openings, but minimal gains in diversifying the position.

Institutions and conferences must be proactive and intentional to ensure meaningful progress. The following pages offer guidance covering the entire hiring process, from before an opening occurs to well after the hire is announced. Even if you believe your institution has adequate processes in place when it comes to hiring, you'll likely find some new perspectives and ideas by reading through this resource.

Our goal as a division is to provide opportunities to persons of all backgrounds, and this hiring resource is a great place to start.

ATHLETICS DIRECTOR OPENINGS			
	NUMBER OF OPENINGS (167)	NUMBER FILLED	NET CHANGE
White Male	114	101	-13
White Female	38	47	+9
Minority Male	9	9	—
Minority Female	6	10	+4

*The NCAA believes in and is committed to diversity, inclusion and gender equity among its student-athletes, coaches and administrators. We seek to establish and maintain an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds. Diversity and inclusion improve the learning environment for all student-athletes and enhance excellence within the Association.*



**BEFORE AN  
OPENING OCCURS**

**WHEN AN  
OPENING OCCURS**

**THE  
SEARCH**

**SELECTION AND  
RETENTION**

**RESOURCES**



# Before an Opening Occurs

## ALWAYS BE PREPARED

When it comes to the hiring process, take steps in advance to ensure diversity is a priority. Keep these recommended steps in mind so your athletics department is ready to identify, recruit, select, and ultimately retain diverse talent when an opening occurs.

### *Institutional and Departmental Policies*

Hiring managers should regularly develop and review institutional and departmental policies. These policies should articulate the institution's position on creating a diverse workplace/community. They should be consulted each time an opening occurs and be readily available as part of the recruitment process.

### *Campus and Department Assessments*

Know your school and department demographics. Familiarize yourself with campus resources and programming that support an inclusive environment and celebrate

#### TIPS FOR SUPERVISORS

- Internships are an excellent way of field-testing quality candidates. They provide an opportunity to watch candidates in action in the position.
- Encourage student-athletes and student-support personnel to consider athletics administration and coaching as a profession.
- Encourage early-career administrators and coaches to develop management and administrative skills.
- Request that current staff always be on the lookout for quality people who would make great candidates.

diversity. Seriously consider and identify what your institution and community have to offer candidates of varied cultural heritage, veteran's status, disability, gender diversity, sexual orientation, age, race and ethnicity.

### ***Establish Relationships***

Build and maintain relationships with individuals who would be strong candidates for future openings at your institution. Begin conversations with them about what makes your institution a desirable employer and start to better understand what top candidates might seek in a position and institution. If your institution or department has gaps, work to fill the gaps and offer evidence of progress.

### ***Develop Internal Candidates***

If you've already hired quality women and ethnic minorities at the entry level, develop and nurture their preparation for leadership positions by using resources the NCAA and its affiliated groups provide.

### ***Websites and Written Materials***

Review your institution and department websites to ensure they properly reflect your institution, athletics department and community. Incorporate images, descriptions and text that display examples of desired diverse makeup of your workforce. Be sure that institution and department policies and mission statements are accurate and prominently posted. Ensure all key job descriptions are up to date and reflect the roles and responsibilities inherent in each position.

## **TIPS FOR HIRING MANAGERS**

- Network and create ongoing conversations with women and minorities in the industry.
- Build relationships with professional organizations.
- Identify students who may be interested in a career in intercollegiate athletics.



# When an Opening Occurs

Hiring managers in Division III athletics departments are responsible for developing and maintaining a diverse workforce. When an opening occurs, consider the following important factors.

## **ANNOUNCE THE OPPORTUNITY**

Create position-opening announcements that will attract diverse applicants. The job announcement is a critical and effective tool in recruiting the quality of diverse applicants. Consider including “experience working with multicultural and diverse groups of people” as a required qualification.

## **PREPARE JOB DESCRIPTIONS**

An accurate, detailed job description leads to a full understanding of job requirements, qualifications and performance expectations. Ensure the job description is also easily understood by those seeking a position in a diverse workplace. The job description provides an opportunity for the institution and athletics department to tell potential applicants how they will be supported throughout the job search and their employment.

### ***Develop Clear Criteria***

A good job description should include:

- Organizational structure.
- Required skills, abilities and core competencies.
- Performance expectations and outcomes.
- Education and experience requirements (including experience working with, coaching and teaching diverse groups/diverse students).



When creating education and experience requirements, consider what qualifications are the most important for success in the position versus skills and experiences that could indicate the potential for development. Be flexible enough to accommodate those from underrepresented groups and nontraditional backgrounds who may not have been given an opportunity previously to advance their careers. For example, “requiring” five years of experience in a leadership capacity rather than “preferring” it may shut out a number of candidates who might excel in the position.

### ***Include Additional Information***

The job description should contain additional information to gain the attention of candidates who may, or may not, be actively searching for a new job. This may include:

- A brief history and the current state of the institution.
- An overview of the athletics department, its values and vision for success.
- A statement and explanation of Division III's values.

### ***Include a Statement of Nondiscrimination***

Include a written compliance statement on the campus-wide policy of nondiscrimination that encourages diversity, developed either by the campus or the department. For example, “[Institution] is committed to providing a diverse and inclusive culture to best support our student-athletes. Diverse candidates are encouraged to apply.”

***When creating education and experience requirements, consider what qualifications are the most important for success in the position versus skills and experiences that could indicate the potential for development.***

## **QUESTIONS TO CONSIDER WHEN DEVELOPING A JOB DESCRIPTION**

- Does the description explain how the individual would be supported once they arrive on campus?
- Does the description unnecessarily prevent or lessen employment opportunities for any protected class of applicants or potential applicants?
- Have you consulted with the Human Resources department regarding the job description?
- Does the job description accurately reflect the responsibilities of the position?
- Do advertisements for full- and part-time positions accurately reflect the job responsibilities?
- Would an interested candidate clearly understand the required knowledge and experience needed to execute the job responsibilities?

## QUESTIONS TO CONSIDER WHEN ADVERTISING AN OPENING

- Have you purposefully expanded your contacts by networking with diverse candidates in the industry?
- Have you built relationships with professional organizations?
- Have you identified students who may be interested in a career in intercollegiate athletics?
- Have you considered posting the job description on specific websites that would encourage a more diverse candidate pool?

### ***Advertising the Opportunity***

Advertising the open position as you conduct a search for qualified diverse candidates is essential to filling the position. Athletics departments that creatively target as many diverse sources as possible stand a better chance of developing a diverse pool of qualified candidates from which to choose.

### ***Use Traditional Advertisements***

Be sure to post job advertisements on various websites, especially those that encourage diversity and target individuals who may be interested in a career in intercollegiate athletics. *(See the Resources section for a list of websites that hiring managers may consider when posting a job.)* Also place advertisements in appropriate print publications and trade journals.

### ***Seek Nontraditional Talent Recruitment Channels***

Recruit beyond the job posting by recruiting “beyond paper.” Network consistently and continuously to develop and maintain candidate lists to aid in searches. Leverage social media and professional network groups online to spread the word and generate interest and inquiry from diverse candidates.

For example, athletics administrators can engage in these ways:

- Network with people who may know of qualified diverse applicants.
- Maintain contact with diverse graduates interested in athletics careers. They may be future candidates themselves, or they may be able to refer others who are qualified candidates.
- Request nominations from professional organizations and associations with known diversity in their membership.
- Post and/or comment on LinkedIn and other professional networking sites about the opening, the workforce culture, and the opportunity at hand.
- Request the NCAA Division III diversity database that includes names of women and ethnic minorities who have participated in an NCAA program over the past decade.

### ***Leverage Campus and Community Resources***

- Familiarize yourself with campus resources and programming that support an inclusive environment and celebrate diversity.
- Know your institution and departmental demographics.
- Take a serious look at what your institution and community have to offer diverse candidates.
- Identify colleagues from diverse backgrounds to contact personally regarding openings or to solicit nominations.
- When planning to attend a conference – particularly ones that attract large numbers of diverse attendees – combine visits with recruitment efforts for current and future openings.



# The Search

Depending on the responsibility and visibility of the open position, the institution's policy may be to form a committee to aid in the search for qualified candidates. If the position warrants, a search committee can help ensure a diverse pool of qualified candidates is identified and screened for consideration by the hiring manager.

## THE SEARCH COMMITTEE

It is important that the search committee reflect the institution's goals for diversity. As such, diversity should be represented on the committee. The broader the perspective, the more likely it is that you will identify and select the best fit for the position you are seeking to fill.

Ideas to consider when assembling a search committee:

- Identify and invite members to join the search committee – members who reflect the institution's goals for diversity; members who represent the entire campus – inside and outside the department for which the search will be conducted, and beyond the athletics department.
- Choose members for their skills and strengths, including their subject matter expertise, understanding of the position and its dynamics, and current partnership with the athletics department.
- The institution may consider a standard format for search committee membership (e.g., the number of faculty members, coaches, staff, students, student-athletes, athletics administrators, campus administrators, boosters and alumni).

### QUESTIONS TO CONSIDER WHEN DEVELOPING A SEARCH COMMITTEE

- Who should be represented on the search committee?
- What is the diversity of the search committee?
- Is there campus-wide representation beyond the athletics department?
- How is Human Resources represented?
- Is there a committee member who can communicate campus history and philosophy?



- Consider including at least one senior member of the faculty and/or staff. Senior members can communicate campus history and philosophy and the importance of athletics to the institution.
- Include a Human Resources official on the committee. This official will ensure that best practices in diversity, gender equity and equal opportunity hiring are followed during the search (e.g., Title IX/Equal Employment Opportunity officer).
- Institutions or athletics departments that are lacking in diversity are cautioned not to ask the same faculty or staff members to be on multiple search committees. Instead, seek diversity in other areas (e.g., age, background, position, etc.).

## SEARCH COMMITTEE ROLES AND RESPONSIBILITIES

Clarifying the roles and responsibilities of search committee members will make the hiring process more effective and efficient. All members should clearly understand and embrace the role they play in encouraging diversity and inclusion throughout the search.

### *The Chair*

Always identify a committee chair. The chair is responsible for the overall conduct of the search, including emphasizing the importance of recruiting and considering individuals from diverse backgrounds for the position. Selecting the ideal chair will benefit the search process, as the chair's relationships with on-campus partners will help identify committee members who will bring a diverse perspective to the committee. Keep in mind, however, that the chair may not be the final hiring manager/official.

### *Search Committee Members*

Search committee members serve in an advisory capacity for the identification and selection of candidates. They perform a variety of tasks under the direction of the search chair and should make every attempt to assure that the pool of applicants includes

### SEARCH COMMITTEE CHAIR RESPONSIBILITIES

- Organize the committee's work.
- Serve as the liaison between the committee and the hiring official/Human Resources.
- Assure appropriate communication with applicants to ensure they have submitted the necessary materials.
- Oversee development of the evaluation criteria/selection of finalists, including development of a candidate evaluation form.
- Prepare the committee for the interviews.
- Oversee and coordinate reference checks.
- Coordinate candidate interviews and schedules.

qualified candidates from diverse backgrounds. The entire committee then should review all qualified applications, striving for a diverse pool of qualified candidates.

### ***The Hiring Manager/Official***

The hiring manager/official reviews the finalists for the position as advised by the search committee and is ultimately responsible for selecting the final candidate. The hiring manager/official has an obligation to affirm the thoroughness of the search in developing a diverse candidate pool prior to the final selection and offer of employment.

### ***The Search Firm***

Search firms can be an effective way to build a strong candidate pool. When choosing a firm, it is important to investigate each firm's commitment to diversity. Much can be said about a firm's commitment by looking at its own demographics; a firm that is truly interested in finding qualified, diverse candidates most likely will have a diverse staff of its own. In addition, consider the firm's track record of past hires to see how diverse its previous selections have been.

Before hiring a search firm, schools may want to consider:

- Does the profile of position warrant the use of a search firm?
- Does the department's budget support the cost of hiring a search firm?
- Is it likely that results will surpass those produced by Human Resources in collaboration with the search committee alone?

If it is determined that a search firm should be hired, be sure to ask these questions and engage in these actions:

- Is the firm committed to diversity?
- Does the firm's track record affirm not only its commitment to diversity but also its success in developing diverse pools of candidates?
- Clarify expectations of the search.
- Identify the roles the search firm will have in the process.
- Explain the importance of a diverse candidate pool when recruiting candidates.
- Who will develop the evaluation and selection criteria for finalists?
- Who will develop the candidate evaluation form?
- Who will coordinate the recruiting, advertising and networking with Human Resources?
- Who will coordinate candidate interviews and schedules?
- Who will oversee reference checks?
- Confirm completion of the search documentation and conclusion of the search.

## SEARCH COMMITTEE POLICIES AND EXPECTATIONS

All search committees should operate within a clear set of policies and expectations that ensure diversity practices are being followed.

### *Policies*

Applicable policies can vary. Be sure to work with Human Resources and your general counsel to identify those specific to your institution. At the very least, you may consider the following:

- Equal Employment Opportunity (EEO) vs. Affirmative Action (AA). A high-level understanding of the differences between the EEO and AA may benefit the search committee. The EEO prohibits discrimination based on any prohibited characteristic. AA requires additional measures to ensure equal employment opportunity; these measures require good-faith efforts to recruit women, ethnic minorities, veterans, and persons with a disability.

### *Expectations*

Search committee expectations should reflect the institution's campus-wide personnel policies. The athletics department also may want to develop its own expectations to complement campus policies.

These may include:

- Confidentiality of the search (including identity of candidates, resumes and schedules).
- Legality of questions for interviewees.
- Identity of the search spokesperson.
- Charge to the committee (e.g., forward three names unranked with comments from the group).
- Defining and prohibiting unauthorized reference checks (e.g., soliciting information from the applicant's current employer without permission).

### **TO ENSURE CONSISTENT EVALUATION OF ALL APPLICANTS, SEARCH COMMITTEE MEMBERS SHOULD:**

- Devote sufficient time to review each applicant.
- Evaluate each candidate's entire application.
- Avoid depending too heavily on only one element, such as letters of recommendation, or the prestige of a candidate's degree-granting institution.
- Prepare to defend every decision for eliminating or advancing a candidate through documentation of decisions.

- Highlight and publicize diversity growth. It is important for institutions and conferences to talk about their successes with diversity and provide concrete examples.
- Implement the action plan to recruit, review, interview, and determine whether to proceed with evaluating and selecting the final pool of candidates for recommendation and consideration.

### ***Strategies to Avoid Bias***

The search chair, search committee members and the hiring manager/official must serve without bias. To achieve this, each member should evaluate their personal judgments and consider whether unintentional bias may play a role throughout the search process (for example, whether diversity applicants may be unintentionally subject to higher or lower expectations). Ensuring careful and fair treatment of all applicants at each stage of the selection process is critical and everyone's duty. Providing each committee member with training on unconscious bias in the hiring process will help alleviate an unintended influence. *(See the Resources section for more information about best practices to avoid biases.)*

## **FIRST SEARCH COMMITTEE MEETING**

The first search committee meeting should occur as soon as, if not before, the job description is posted. At this meeting, the search committee chair should:

- State the charge from hiring official/manager (e.g., the person making the official offer).
- Review policies and expectations of search committee members.
- Review the job description, defining the position and needed qualifications.
- Discuss applicant recruitment strategies.
- Introduce the diversity advocate (Human Resources or Office of Affirmative Action representative) and conduct an Affirmative Action or Equal Employment Opportunity discussion.
- Discuss how to avoid biases.
- Emphasize the importance of confidentiality.
- Identify and remove any conflicts of interest.
- Determine evaluation criteria for screening applicants, including how to use the candidate evaluation form. *(See the Resources section for sample evaluation forms.)*

## **SEARCH COMMITTEE TRAINING**

Human Resources and the search committee chair should provide interview training to help committee members conduct the search.

The search committee should be informed and provided copies of any campus, state or federal affirmative action or equal opportunity policies at this meeting.

An explanation and discussion of subtle and covert forms of discrimination also should occur to ensure that all committee members are educated in this area.

A formal training will assist committee members with:

- Ensuring that the search process is free of bias or stereotyping of applicants in verbal or written communication.
- Ensuring that candidates are evaluated fairly.
- Working to ensure diversity of the applicant pool.

### ***Interview Training***

To assist search committee members in conducting optimal searches, Human Resources and the chair should:

- Carefully develop and prepare core interview questions that avoid bias and are to be asked of each candidate.
- Educate interviewers as to what questions are appropriate and inappropriate.
- Determine the interview structure and schedule.
- Emphasize that justification for the hire must be based on qualifications, experience, references, and the interview.

Depending on the profile of the position, there may be several rounds of interviews, including phone screenings, videoconference interviews and on-campus finalist interviews. If the interview is on campus, provide a similar opportunity for each candidate that follows interview procedures and treats all applicants consistently. Training in some fashion may be valuable at each stage. *(See the Resources section for more information on interview best practices.)*

## **CHECKLIST AND TIMELINE**

Create and provide search committee members with a checklist and timeline. These are valuable tools in documenting and recording due process in the search, and they ensure that a thorough, equitable and legal search occurs. Institutions should have systematic reviews of hiring practices with meaningful consequences for decision-makers to maintain accountability. All departments should be required to document the ethnicity and gender of all staff members, along with the dates hired.

### ***Search Checklist***

In the instructions to the search committee, Human Resources should provide a checklist of tasks to be done and a timeline to be followed.

The checklist minimally should include the following items:

- Selection of committee chair and committee members.
- Search committee training session.
- Adoption of committee policies and guidelines for its work.
- Job description review and update.



- Advertising the job opening in multiple channels.
- Determine the deadline for applications, unless the process remains open until the position is filled.
- Have an appropriate university or college official review the diversity of the candidate pool. If diversity is not met, the search remains open and an effort is made to diversify.
- Review of applications using policies and guidelines adopted by the search committee; individual member evaluation of candidates.
- Discussion of candidate's evaluations.
- Documentation of decision to drop any candidate from the viable candidate pool.
- Selection of finalist candidates; Human Resources conducts necessary background and reference checks.
- Issue invitations for interviews and make arrangements for interviews.
- Conduct candidate interviews.
- Prepare written evaluations (e.g., candidate evaluation form) and submit to the hiring manager/official.
- Notify preferred candidate of selection.
- Once an offer has been made and accepted (through the hiring manager/official and Human Resources), notify the other candidates that were not selected for the position.
- Thank the selection committee and others involved in the search.

***Have an appropriate  
university or college  
official review the diversity  
of the candidate pool.  
If diversity is not met,  
the search remains open  
and an effort is made  
to diversify.***

### ***Timeline***

A timeline that helps the institution obtain the desired candidate pool should be distributed to all committee members, and each item also should have an assigned committee member. The timeline can be adjusted as needed, but the checklist itself should not change from search to search.



# Selection and Retention

## CANDIDATE SELECTION

Once all interviews have been conducted, the search committee and chair should make their recommendations to the hiring manager/official. Before doing so, however, the committee should affirm:

- Finalists meet the position's qualifications.
- Biases were avoided throughout the process.
- The finalists provide diverse options to the hiring manager/official and reflect the overall candidate pool.

## MAKING AN OFFER

The hiring manager/official takes the search committee's recommendations into consideration before making a final selection. Once a final candidate has been selected, the hiring manager/official works with Human Resources to make the job offer, conduct any necessary negotiations, and ensure that the search process was documented accurately.

## RETENTION OF DIVERSE EMPLOYEES

The hiring manager should identify and articulate ways the successful candidate will be supported in the transition to campus and the fulfillment of job responsibilities through a retention plan.

Educating people of all backgrounds, beliefs and cultures takes a diverse academic workforce. Increasing and maintaining employee diversity is essential to achieving the academic missions of higher education institutions and their athletics departments.

***Most important is for the employer to understand that workplace integration is not temporary; there must be a short-term and long-term plan to orient new employees until they develop a level of comfort and adapt to workplace expectations and institutional organizational culture.***

## **On-boarding**

Planning for consistent integration of new employees goes beyond the initial orientation process. Effective on-boarding ensures employees are connected to key players in

the organization. The process of on-boarding helps familiarize employees with the campus and the local community. On-boarding also briefs the employee on the “organizational language” and workforce culture. Most important is for the employer to understand that workplace integration is not temporary; there must be a short-term and long-term plan to orient new employees until they develop a level of comfort and adapt to workplace expectations and institutional/organizational culture.

### **PRACTICES MUST BE PERVASIVE THROUGHOUT THE ORGANIZATION**

Every individual in the organization must play a role in retaining those from underrepresented groups.

After all:

- An employee's sense of fair and equitable treatment for themselves and others is a key element of an inclusive environment.
- An organization where employees from underrepresented groups want to stay enhances the recruitment of additional competitive and productive talent from those demographics.

Demonstrating a strong commitment to diversity and inclusion sends a clear message to new coaches and administrators from underrepresented groups that their identity and contributions are valued, and that their worth to the organization will not be tainted by negative perceptions about cultural heritage, veteran's status, disability, gender diversity, sexual orientation, age, race and ethnicity.

## **RETENTION BEST PRACTICES**

Commitment to diversity and inclusion signals to every individual in the organization that they are valued, and plays a role in the retention of every employee, especially those from underrepresented backgrounds.

Showing a strong commitment to diversity and inclusion principles sends a clear message to current coaches and administrators that their identity and contributions are valued, and that one's worth to the organization will not be limited by negative perceptions about candidates of varied cultural heritage, veteran's status, disability, gender diversity, sexual orientation, age, race and ethnicity. Institutional leadership

must engage in adequate planning for consistent integration of new employees and reach beyond the initial orientation process.

Consider:

- The hiring process can be costlier than retaining qualified and motivated employees.
- The loss of organizational knowledge and experience could result in a large learning curve and delayed effectiveness for new hires.
- An employee's sense of fair and equitable treatment for themselves and others is a key element of an inclusive environment.
- An organization where employees want to stay enhances the recruitment of competitive and productive talent.
- Make sure the employee is connected to key players in the organization.
- Familiarize the employee with the campus and the local community.
- Brief the employee on "organizational language" and culture.

Engaging with other resources across campus may help campus integration, such as creating co-op models to provide resources that might otherwise be cost-prohibitive to a single department. On one hand, cost savings might be realized with the addition of other departments' employees when purchasing bulk products or services (such as childcare). On the other hand, the campus may already offer support programs that would benefit employees in their day-to-day lives, both work-related and not. An employer should be active in offering multiple options of engagement outside of the athletics department, assisting employees in making connections in the greater town or city community as well.

Many times, connections lacking on campus can be enhanced by expanding the outreach beyond the campus walls. Departments may facilitate these opportunities to connect by crediting employees with continuing education, community service, flexible assignments, encouragement to participate in outside events, and leadership positions on campus cabinets and councils.

## **Evaluation**

A continuous effort to take the pulse of the climate and employees' needs will help a department remain aware and actively engaged in retention efforts. A systematic

## **CONSIDER THESE ADDITIONAL ENGAGEMENT OPPORTUNITIES**

- Establishing faculty/staff mentoring groups, or a Faculty/Staff of Color Caucus, etc.
- Encourage the new employee to participate on campus-wide committees. Support the employee in self-nominating, or peer nominate when committee opportunities present themselves so that the employee can develop professional and personal connections beyond the athletics department. Use this approach with civic and community opportunities as well.
- Consider working with Human Resources to develop a "New Faculty and Staff Resources Page" on the college/university website.



annual review, with results disaggregated by identity groups as they relate to hiring, promotion, turnover and performance trends, can highlight areas of success and challenges for a department and signify if employee groups are being affected differently. Depending upon the size of a department, it might be better to conduct these analyses at an institutional level so as not to isolate responses to individuals when disaggregating. The institutional review could be used to engage in dialogue with department members about general campus-wide trends for different identity groups.

### ***Salary and Compensation***

Employers can boost retention by ensuring that fair and equal pay for comparable work across the department is a consistent and embedded practice, and that all employees benefit from this practice. Employers engaging regularly in market surveys will be better able to compare their salary and compensation packages to industry averages.

### ***Benefits***

Orientation and education about benefits is an essential element to retention. Employees must clearly understand the variables that affect benefits, including directed guidance on what is available to employees and their dependents.

### ***Nonmonetary Benefits and Support***

Often budget restrictions and financial commitments hinder an organization's ability to continuously adjust salary offerings to employees as a means of retention. Capitalizing on the intrinsic rewards that employees glean from high performance and mission-oriented environments, such as athletics, enables departments to find other ways to provide support for employees without financial outlay.

Providing childcare, flex hours and alternative work settings should be considered as potential benefits that may make the difference between retaining and losing a quality employee. Formal and informal mentoring relationships can also provide assistance for employees, as they help individuals create a support network.

### ***Professional Development and Career Advancement Opportunities***

Employers offering professional development opportunities (including educational attainment, improved skills or undertaking additional responsibilities) may remind employees these opportunities supplement their salary in an effort to support their career advancement with the organization. Informal and formal mentorship is also key to retention. Active assistance and advisement on how the employee can advance, improve skills and take on additional responsibilities may increase retention.

A transparent process of promotion also allows the employee to establish goals and have a clear understanding of what is expected in order to achieve career advancement. In addition, making professional development opportunities and resources accessible to employees allows them to seek opportunities that best align with their career goals.

## ***Campus and Departmental Culture/Climate***

A department can establish a culture and environment that welcomes diversity and inclusion even when the desired level of diverse demographical representation has yet to be achieved. One reason that employees are not retained is a lack of “fit,” or a lack of match with the organization’s culture. Great consideration should be given to creating and maintaining a culture that is congruent with departmental values as manifested through communication processes, the system of rewards and recognitions, the history behind traditions and rituals, public statements and visible signage.

A departmental diversity plan and statement of philosophy is one way to exhibit serious thought and commitment to creating an inclusive and supportive environment, where all employees are welcomed and valued for their productivity and contribution.

### ***Advantages of Exit Interviews***

While this resource is about hiring, acquiring feedback from employees when they decide to leave the institution can have an impact on hiring and retention.

Exit interviews are conducted with employees once they have resigned and before they leave the institution. If your institution is not accustomed to conducting exit interviews, you should consider implementing the practice, as they are helpful tools that can:

- Determine why an employee is leaving the position.
- Determine if the current position prepared the employee for his or her new position.
- Distinguish strengths and weaknesses of department, administration and staff.
- Clarify overall position responsibilities.
- Establish a plan for department improvements.

Perhaps institutions that do not conduct exit interviews avoid them because of their negative connotations. There is often the perception that an exit interview will reveal “what’s wrong” with the working environment at the institution. That assumes, however,

### **QUESTIONS TO CONSIDER FOR AN EXIT INTERVIEW**

- Why have you decided to leave the organization?
- In what ways did your current position prepare you for your new job?
- How did the job match your expectations?
- Did you feel that the work you were doing aligned with your personal goals and interests?
- Did you have the tools and resources you needed to effectively do your job?
- Were you able to connect with peers or mentors within the department? Outside of the department?
- Did you feel a welcome part of the campus community?
- Did anyone in this organization discriminate against you, harass you, or cause hostile working conditions? (follow up if the response is “yes”)
- Would you recommend this as a place for a friend to work?
- What could have been done for you to remain employed here?
- If you could change anything about your job or the company, what would it be?

that all employees leave their positions for negative reasons. That is simply not true. On the contrary, many employees leave to advance their careers, and the reason they have been able to do so is in large part because of the professional development they have received at the institution they are leaving. As such, in many cases, an exit interview will reveal “what’s right” with the working environment at the institution.

And on the other hand, if there is a problem or a pervasive culture that is causing employees from underrepresented groups to defect, it would behoove the institution to find out and correct the matter as soon as possible. In this way, the exit interview can be a learning experience that will pay immediate dividends.

Exit interviews are typically conducted by a human resources professional or an objective person not directly involved with the departing employee. This allows for impartiality and provides the chance for the departing employee to voice experiences and opinions honestly and free of judgment. Exit interviews can be conducted face-to-face, through a survey (written or electronic) or over the phone.



# Resources

## JOB ADVERTISEMENT LOCATIONS / WEBSITES THAT ENCOURAGE DIVERSE CANDIDATE POOLS

### ***General Administration***

#### **National Collegiate Athletic Association**

***[ncaa.org](http://ncaa.org)***

The National Collegiate Athletic Association is a member-led organization dedicated to the well-being and lifelong success of college athletes. The membership is comprised of about 1,100 colleges and universities, 100 athletics conferences, and 40 sports organizations devoted to the sound administration of intercollegiate athletics.

#### **National Association of Collegiate Directors of Athletics**

***[nacda.com](http://nacda.com)***

The National Association of Collegiate Directors of Athletics is the largest association of collegiate athletics administrators. Members include athletics directors, associate and assistant athletics directors, conference commissioners and affiliate individuals or corporations. NACDA's partner organizations include:

- National Association of Division III Athletic Administrators (NADIII A)
- Division III Conference Commissioners Association (DIII CCA)
- Minority Opportunities Athletic Association (MOAA)
- College Sports Information Directors of America (CoSIDA)
- National Association of Collegiate Marketing Administrators (NACMA)
- National Association of Athletic Development Directors (NAADD)
- National Association for Athletics Compliance (NAAC)
- Collegiate Event and Facility Management Association (CEFMA)
- National Association of Academic Advisors for Athletics (N4A)

### ***Division-Specific Administration***

#### **Division III Commissioners Association**

***[diiiicomm.org](http://diiiicomm.org)***

The focal point of the Division III Commissioners Association is for the membership to learn together and share with each other by working closely with affiliated organizations such as the NCAA, NACDA, NADIII A, NACWAA, and the Division III Independents.

creating a national synergy that allows all memberships to work in concert to improve communications and ultimately, service student-athletes.

### **National Association of Division III Athletic Administrators**

**[nadiiaa.org](http://nadiiaa.org)**

NADIIAA is comprised of more than 700 athletics administrators from over 350 institutions and conferences competing at the NCAA Division III level. The Association encourages the continued development of athletics programs focused on the student-athlete and based on sound educational principles and the Division III philosophy.

### ***Diversity and Inclusion Focused***

#### **Alliance of Women Coaches**

**[gocoaches.org](http://gocoaches.org)**

The Alliance of Women Coaches is an organization dedicated to leading the field of women coaches, at all levels, by providing support, resources, and unparalleled events and programs that address the needs and interests of its members.

#### **Chronicle of Higher Education**

**[chronicle.com](http://chronicle.com)**

The Chronicle of Higher Education is a primary source of news, information, and jobs for college and university faculty members and administrators. Online, The Chronicle is published every weekday and is the top destination for news, advice, and jobs for people in academe. In print, The Chronicle is published in two sections: Section A, which contains news and jobs, and The Chronicle Review, a magazine of arts and ideas.

#### **Inside Higher Education**

**[insidehighered.com](http://insidehighered.com)**

Inside Higher Ed is an online source for news, opinion and jobs for all of higher education. Inside Higher Ed provides breaking news and feature stories, provocative daily commentary, areas for comment on every article, practical career columns, and a powerful suite of tools to help higher education professionals get jobs and colleges identify and hire employees.

#### **National Association of Collegiate Women Athletics Administrators**

**[nacwaa.org](http://nacwaa.org)**

The National Association of Collegiate Women Athletics Administrators is the premier leadership organization that empowers, develops, assists, celebrates, affirms, involves and honors women working in college sports and beyond. NACWAA takes a proactive role in advancing women into positions of influence and powerfully shapes the landscape of women leaders.

#### **National Association of Diversity Officers in Higher Education**

**[nadohe.org](http://nadohe.org)**

The National Association of Diversity Officers in Higher Education serves as the pre-eminent voice for diversity officers in higher education by supporting collective efforts to lead institutions toward: producing and disseminating empirical evidence through



research to inform diversity initiatives; identifying and circulating exemplary practices; providing professional development for current and aspiring diversity officers; informing and influencing national and local policies; and creating and fostering networking opportunities.

### **NCAA Office of Inclusion**

**[ncaa.org/about/resources/inclusion](http://ncaa.org/about/resources/inclusion)**

The NCAA Office of Inclusion provides and enables programming and education, which sustains foundations of a diverse and inclusive culture across dimensions of diversity including but not limited to age, race, sex, class, national origin, creed, educational background, disability, gender expression, geographical location, income, marital status, parental status, sexual orientation and work experiences.

### **NCAA Leadership Development**

**[ncaa.org/leadershipdevelopment](http://ncaa.org/leadershipdevelopment)**

NCAA leadership development provides education and training for college athletes, coaches and administrators to assist with the transition to life after college sports, to foster the growth of the next generation of leaders and to encourage athletics administrators to translate lessons learned through competition. Training sessions are also available for athletics administrators and coaches that provide opportunities to enhance their skills and advance their careers.

### **Coaching Organizations**

- ***Amateur Softball Association of America/USA Softball***
- ***American Baseball Coaches Association***
- ***American Football Coaches Association***
- ***American Hockey Coaches Association***
- ***American Volleyball Coaches Association***
- ***College Swimming Coaches Association of America***
- ***Collegiate Rowing Coaches Association***
- ***Golf Coaches Association of America (men)***
- ***Intercollegiate Men's Lacrosse Coaches Association***
- ***Intercollegiate Tennis Association***
- ***National Association of Basketball Coaches***
- ***National Association of Collegiate Gymnastics Coaches/Women***
- ***National Fastpitch Coaches Association***
- ***National Soccer Coaches Association of America***
- ***National Strength and Conditioning Association***
- ***National Wrestling Coaches Association***
- ***U.S. Fencing Coaches Association***
- ***U.S. Intercollegiate Lacrosse Association***
- ***U.S. Track & Field and Cross Country Coaches Association***
- ***U.S. Tennis Association***
- ***USA Basketball***
- ***USA Track & Field, Inc.***
- ***USA Volleyball***
- ***Women's Basketball Coaches Association***
- ***Women's Golf Coaches Association***

## HOW TO AVOID BIAS

How Hiring Managers Overcome Interview Bias

<https://www.smartrecruiters.com/blog/how-hiring-manager-overcome-interview-bias/>

Reducing Implicit Bias in Hiring

[http://uvasearchportal.virginia.edu/?q=reducing\\_implicit\\_bias](http://uvasearchportal.virginia.edu/?q=reducing_implicit_bias)

Rooting Out Hidden Bias

<https://www.shrm.org/hr-today/news/hr-magazine/Pages/1214-hidden-bias.aspx>

## RECRUITING BEST PRACTICES

Five Best Practices to Proactively Find and Recruit Talent

<https://www.entrepreneur.com/article/248556>

Getting the Right People

<http://www.hrcouncil.ca/hr-toolkit/right-people-overview.cfm>

Recruiting Trends in 2016

<https://www.eremedia.com/ere/recruiting-trends-for-2016-and-their-supporting-best-practices-part-1-of-2/>

What's Missing from Your Diversity-Recruitment Strategy

<http://www.diversityinc.com/diversity-recruitment/whats-missing-from-your-diversity-recruitment-strategy/>

## INTERVIEW BEST PRACTICES

The Hiring Manager's Complete Interviewing Guide

[http://www.careerbuildercommunications.com/pdf/interviewing\\_ebook.pdf](http://www.careerbuildercommunications.com/pdf/interviewing_ebook.pdf)

Interview Questions Do's and Don'ts

<http://www.alllaw.com/articles/employment/article13.asp>

SAMPLE CANDIDATE EVALUATION FORMS

RATING SHEET FOR HEAD COACH/ADMINISTRATION

Candidate: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Scale:                    1                    2                    3                    4                    5  
                              Doesn't Meet Criteria                    Meets Criteria                    Exceeds Criteria

Education: \_\_\_\_\_

Notes: \_\_\_\_\_  
(List expectations: e.g., college degree is essential; in related field is preferred; master's degree is preferred)

Years Experience as College Coach: \_\_\_\_\_ Quality of Teams coached: \_\_\_\_\_

Notes: \_\_\_\_\_  
(List minimum expectations: e.g., 3 years minimum; head coaching/senior administration preferred, record of success at similar institution is beneficial)

Experience at Like Institutions: \_\_\_\_\_

Notes: \_\_\_\_\_

Recruiting/Administrative Experience: \_\_\_\_\_

Notes: \_\_\_\_\_  
(Must show specific / significant experience)

Other Relevant Related Experience: \_\_\_\_\_

Notes: \_\_\_\_\_  
(high school coach, camps, leadership experience, committee service, etc.)

Quality of Cover Letter: \_\_\_\_\_

Notes: \_\_\_\_\_

Other (explain): \_\_\_\_\_

Circle:    NOT A FINALIST       POSSIBLE FINALIST       DEFINITE FINALIST

**[Add in Job Title]**  
**Candidate Interview Evaluation Form**

**Candidate Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluated By:** \_\_\_\_\_

*\*Please complete the chart below and include comments on the ranking of the candidate.*

*Please use the following scale:*

*1 = Poor, 2 = Fair, 3 = Average, 4 = Good, 5 = Excellent*

Assessment Factor	Rating	Comments
Knowledge of Institution		
Professional Strengths		
Innovative Ideas		
Collaboration		
Initiative		
Flexibility		
Unique Programming Ideas/Initiatives		
Communication		
Motivation/Interest in Position		

**Overall rating of candidate:** \_\_\_\_\_

# SAMPLE JOB DESCRIPTIONS

## *Full-Time Position*

### **INSTITUTION XX**

**POSITION TITLE:** [e.g., Associate Director of Athletics]

**DEPARTMENT:** Athletics

**REPORTS TO:** [e.g., Director of Athletics]

Institution XX seeks applicants for an associate director of athletics. This position is responsible for the campus, conference and NCAA compliance of our XX athletics programs and ensuring academic standards are maintained through campus services for our diverse group of XX student-athletes. The successful candidate will report directly to the director of athletics and serve as an integral member of the senior management team, providing leadership and support in the areas of student services and compliance.

This individual works closely with the director of athletics, the faculty athletics representative, coaches and student-athletes, and is expected to have experience working with multiple, diverse groups at one time.

Founded in Year XX, Institution XX is in City, ST and is a member of the XX Athletic Conference. Institution XX provides almost XX students with a well-rounded educational experience grounded in [e.g. liberal arts, pre-professional] and supports the growth of all its employees through employee resource groups, professional development opportunities and on- and off-campus engagement opportunities. Institution XX is also committed to providing a diverse and inclusive culture to best support our student-athletes and departmental goals. Women and minorities are encouraged to apply.

**Responsibilities:** Monitoring institutional, conference and national policies; attending campus and conference meetings and serving on committees; meeting with campus academic liaisons; monitoring recruiting practices; serving as a sports team liaison; and other duties as assigned.

**Education/Experience:** Candidates must have a bachelor's degree (a master's degree is preferred) and a high-level of knowledge and a demonstrated experience of NCAA rules and academic oversight. Additionally, candidates should have evidence of effective leadership and the ability to manage others, especially those from diverse backgrounds including women, minorities and individuals with disabilities.

The successful candidate must complete a background check prior to being hired. Interested candidates should visit [www.institutionx.edu/apply](http://www.institutionx.edu/apply) to submit an application. Review of candidates will begin immediately and continue until the position is filled.

## ***Part-Time Position***

### **INSTITUTION XX**

**POSITION TITLE:** [e.g., Assistant Coach] (part time)

**DEPARTMENT:** Athletics

**REPORTS TO:** [e.g., Head Coach]

Institution XX seeks applicants for an assistant [add in sport] coach. This position is responsible for assisting the head coach with the program on a part-time basis. This individual works closely with the head coach and student-athletes, and is expected to have experience working with multiple, diverse groups at one time.

Founded in Year XX, Institution XX is in City, ST and is a member of the XX Athletic Conference. Institution XX provides almost XX students with a well-rounded educational experience grounded in liberal arts and supports the growth of all its employees through employee resource groups, professional development opportunities and on- and off-campus engagement opportunities. Institution XX is also committed to providing a diverse and inclusive culture to best support our student-athletes and departmental goals. Women and minorities are encouraged to apply.

**Responsibilities:** Teach the skills necessary for a successful athletics program; assist in team practices and game day preparations; assist in the evaluation and recruitment of qualified prospective student-athletes; comply with all NCAA, XX Athletic Conference and Institution XX rules and regulations and help to ensure all student-athletes do the same; work independently; be able to work evenings and weekends; travel locally, regionally and nationally to find prospective student-athletes is required and the candidate must have the ability to transport teams by van as needed.

**Education/Experience:** Bachelor's degree and collegiate playing experience preferred. Knowledge of NCAA, XX Athletic Conference and Institution XX rules and regulations preferred. Individuals must possess the skills and abilities or be able to teach and demonstrate all aspects of the sport they are assisting in and perform all other essential functions of the job, with or without accommodation, using some other combination of skills and abilities.

**Licenses:** Current and valid driver's license required. Successful completion of Institution XX Van License A.

The successful candidate must complete a background check prior to being hired. Interested candidates should visit [www.institutionx.edu/apply](http://www.institutionx.edu/apply) to submit an application. Review of candidates will begin immediately and continue until the position is filled.



# 5 Ways to Have an LGBTQ-Inclusive Athletics Department

1

## LGBTQ-Inclusive Nondiscrimination Policies

Athletics departments should have a written nondiscrimination policy that explicitly covers “sexual orientation,” “gender identity” and “gender expression” to protect lesbian, gay, bisexual, transgender and questioning people.

2

## LGBTQ-Inclusive Codes of Conduct

Athletics departments should ban anti-LGBTQ conduct by players, coaches, athletics administrators and fans.

**Team Code of Conduct:** Teams should be encouraged to create codes of conduct outlining consequences for engaging in homophobic and transphobic behaviors.

**Fan Code of Conduct:** Fans should not be subjected to discriminatory language and behavior by those on the field or in the stands. Values and expectations should be communicated to fans via the school’s official fan code of conduct.

3

## Communications

Athletics departments should ensure all media communications and recruiting materials (media guides, community outreach, team camp brochures, etc.) include a nondiscrimination clause and use LGBTQ-inclusive language.

4

## Accessible Resources

Athletics departments should maintain up-to-date LGBTQ inclusion resources that are readily available to coaches, players and staff throughout the year.

5

## Annual LGBTQ Inclusion Trainings for Staff and Students

Athletics departments should hold timely mandatory training sessions that review policies and codes of conduct, as this is essential to creating LGBTQ-inclusive environments.

For samples of policies and codes of conduct, go to <https://www.ncaa.org/about/resources/inclusion/five-ways-have-lgbtq-inclusive-athletics-department#ADH>.



# LGBTQ NONDISCRIMINATION POLICY GUIDE

**our commitment to diversity sits within our**  
**prohibition of discrimination in our education**  
**olicies, employment, campus services and activities**  
asis of age, class, creed, disability, educational background, gender expression, gender identi  
physical location, income, marital status, national origin, parental status, race, religion, sex, s  
on, work experiences, and all classifications protected by law. **Diversity and**  
**usion are essential to the fulfillment of our**  
**stitutional mission.** We value inclusive excellence in learning, curricular  
cular programming; campus climate; recruitment; admissions; hiring; and retention. We  
mitted to promoting and **maintaining a civil community**  
red understanding and expression of individual and collective  
community that is respectful of all persons despite





# Introduction

As part of the NCAA's commitment to foster athletics programs in which everyone is safe, welcomed and respected, the Division III Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Working Group is pleased to provide an LGBTQ Nondiscrimination Policy Guide to help member institutions and conferences establish welcoming environments on their campuses. As a core value, the NCAA believes in and is committed to an inclusive culture that fosters equitable participation for student-athletes and career opportunities for coaches and administrators from diverse backgrounds.

In 2016, the Division III Management and Presidents Councils endorsed establishing a Division III LGBTQ Working Group — the first of its kind in the NCAA. While respecting the unique missions of our institutions, the working group aims to ensure Division III is safe for, inclusive of and welcoming to the LGBTQ community and its allies. To that end, the working group has focused on increasing engagement, education and understanding of LGBTQ issues at all levels of Division III by examining current resources and areas of need, and creating programmatic, resource and recognition opportunities for everyone.

Research shows that diversity and inclusion improve the learning environment and enhance the likelihood of an organization's success. The LGBTQ Working Group's mission is to support the Division III educational environment by promoting efforts from Division III institutions and conferences to be more inclusive of all LGBTQ student-athletes, coaches, administrators, fans and their advocates within the parameters of their institutional and conference missions.

To assist in this regard, the working group in the fall of 2017 surveyed Division III members from four demographic groups: presidents and athletics direct reports (80 responses); athletics administrators and coaches (1,384 responses); commissioners and assistant commissioners (44 responses); and student-athletes (3,033 responses) to better understand the current landscape and climate surrounding LGBTQ issues on Division III campuses and within conferences. The survey focused on four areas: landscape and culture; education and resources; visibility and recognition; and policies.

Some of the findings pertaining to athletics LGBTQ nondiscrimination policies are listed below. The feedback led the working group to prioritize developing LGBTQ-inclusive policy template language that may be used in athletics department, student-athlete and conference office handbooks.

- Sixty (60) percent of athletics administrators and coaches reported their institution has a written LGBTQ non-discrimination policy, while only 38 percent indicated their athletics department has such a policy. Seventy-five (75) percent noted policies explicitly included sexual orientation, gender identity and gender expression.
- Fewer than 50 percent of survey respondents indicated their athletics department and their student-athlete handbooks included supporting and promoting an inclusive, respectful environment for the LGBTQ community.

- Fewer than 20 percent of commissioners and assistant commissioners reported their conference has a written LGBTQ nondiscrimination policy.
- Forty-four (44) percent of commissioners and assistant commissioners said their conference has a transgender student-athlete participation policy.

During the Division III Business Session at the 2018 NCAA Convention, the working group solicited additional information via polling questions (one response per institution and conference office). Eighty-five (85) percent of respondents noted that if made available, they would use template language to develop LGBTQ-inclusive policy statements and nondiscrimination clauses for their handbooks.

The working group collected and reviewed sample LGBTQ-inclusive policies from several Division III institutions and conferences with the ultimate goal of creating an LGBTQ-inclusive policy template for Division III institutions and conferences to use in athletics department, student-athlete and conference handbooks. The template language is broad in concept but succinct in content. It accounts for the diversity of institution types (e.g., public, private faith-based and private secular) in Division III. The policy guide allows institutions and conferences to include web links to their own policies to ensure institutional and conference autonomy. It also directs institutions and conferences to consult with their campus leadership, including general counsels, before adoption to ensure all athletics-specific LGBTQ-inclusive policies align with institutional and conference missions and comply with policies that apply to general student bodies and/or personnel.

The Division III LGBTQ Working Group invites you to use the following sample policy templates, guiding questions and additional resources as you consider developing an LGBTQ-inclusive nondiscrimination policy on your campus and in your conference.

Sincerely,

**The Division III LGBTQ Working Group**

# Handbook Template Language

The NCAA Division III Management and Presidents Councils endorse developing athletics-specific policies that ensure the safety and respect of all student-athletes, coaches and administrators, including those who are lesbian, gay, bisexual, transgender and questioning (LGBTQ).

Athletics participation provides a unique identity for our student-athletes, and athletics departments have a leadership opportunity to create LGBTQ nondiscrimination policies that complement their institutions' nondiscrimination policies and ensure an athletics environment that is welcoming and safe. When students, coaches and administrators can express their orientations and identities without fear of repercussion or retaliation, they are able to more fully focus on their educational objectives and their athletics participation.

Accordingly, the Division III Lesbian, Gay, Bisexual, Transgender and Questioning (LGBTQ) Working Group offers the following sample language that institutions and conference offices may choose to adopt or incorporate into their own LGBTQ nondiscrimination policies. These samples are the result of a comprehensive review of existing policies at Division III institutions and conferences and may act as a foundation for your own LGBTQ nondiscrimination policy.

Specific recommendations include, but are not limited to, the following:

- Collaborate with campus and conference leadership, including general counsels, to ensure policies are consistent and congruent with institutional and conference mission and policies.
- Incorporate inclusive policies in handbooks, websites, participation forms, announcements and meetings.
- Enforce inclusive policies. Develop fair and consistent enforcement (consequences) for incidents related to the inclusive nondiscrimination policies.
- Prohibit anti-LGBTQ behavior and language at athletics events.
- Offer options to note sexual identity, gender identity and gender expression on student-athlete participation forms.



# Sample Nondiscrimination Statements

## SAMPLE 1

[Institution/Conference X] athletics is committed to safety, fairness and respect for all participants. Collegiate athletics provides an opportunity for students to compete with and against others who come from a variety of backgrounds, but all of whom share the common goal of achieving athletics excellence. Valuing this common ground enhances the social and competitive experience for all and is important to team success and to individual development. Teams that value each member's contribution to the unit, while respecting individual differences, provide a healthy foundation for the team and each member of the team to focus on achieving their athletics and educational goals.

We have an obligation to provide equal opportunity for our student-athletes and staff. All those involved in athletics shall be aware of these obligations and treat them as core values. Discrimination toward lesbian, gay, bisexual, transgender and questioning people (actual or perceived) negatively affects all who participate in athletics competition. If discrimination is accepted as part of the common practice of an athletics department, it undermines the core principle of equal opportunity.

## SAMPLE 2

Diversity and inclusion are essential to the fulfillment of our [institutional/conference] mission. We value inclusive excellence in learning, curricular and co-curricular programming; campus climate; recruitment; admissions; hiring; and retention. We are deeply committed to promoting and maintaining a civil community that facilitates opportunities for shared understanding and expression of individual and collective truths. Moreover, we resolve to create and uphold a community that is respectful of all persons despite differences in age, class, creed, disability, educational background, gender expression, gender identity, geographical location, income, marital status, national origin, parental status, race, religion, sex, sexual orientation, work experiences and other dimensions of diversity.

### SAMPLE 3

[Institution/Conference X] is committed to its diversity and inclusion of its student-athletes, athletics administrators and staff, which is a point of pride and a hallmark of the institution. The framework for our commitment to diversity sits within our active prohibition of discrimination in our educational policies, employment, campus services and activities on the basis of age, class, creed, disability, educational background, gender expression, gender identity, geographical location, income, marital status, national origin, parental status, race, religion, sex, sexual orientation, work experiences, and all classifications protected by law.

### SAMPLE 4

[Institution/Conference X] is committed to safety, fairness and respect for all participants. Collegiate athletics provides an opportunity for students to compete with and against others who come from a variety of backgrounds, but all of whom share the common goal of achieving athletics excellence. Valuing this common ground enhances the educational, social and competitive experience for all and is important to team success and to individual development. We believe that our intercollegiate athletics program/conference has a responsibility to promote the well-being of all students regardless of sexual orientation, gender identity or gender expression. We believe that all students should be safe and treated with respect and dignity as consistent with our institutional/conference values and mission. Moreover, we extend welcoming hospitality to LGBTQ visitors and guests. We are committed to identifying practical “common ground” ways for people of all faiths, sexual orientations and gender identities to participate in intercollegiate athletics programs that model respect for all without compromising our core values. We believe in the power of dialogue, collaboration and building relationships as the most effective route to realizing our goal. We believe that, working together, we can identify conference and institutional practices that respect those who identify as lesbian, gay, bisexual, transgender or questioning, or as people of faith, including LGBTQ people of faith.

# Questions to Consider

The following questions are designed to help Division III institutions and conferences establish LGBTQ-inclusive athletics programs. By answering these questions, institutions and conferences can evaluate whether they have the policies, resources and infrastructure necessary to be LGBTQ-inclusive. Your institution or conference is encouraged to convene a review panel of campus, athletics department and conference office personnel to review the questions and determine the most appropriate next steps for your institution or conference.

1. How do we incorporate the use of inclusive language? In written documents and in general spoken language, it is best to use gender-neutral language. In personal interactions, the best alternative is to ask the person what pronouns they use or use the person's proper name.
2. Can we change our student-athlete participation forms to include the LGBTQ community (e.g., offer an option for student-athletes to indicate non-binary gender identities)?
3. Do our facilities have gender-inclusive, single-occupancy changing rooms and restrooms that could be available to *all* student-athletes, fans and staff?
4. How do we report incidents of nondiscrimination policy infractions? (Consider reviewing and incorporating campus reporting procedures.)
5. Have we evaluated and/or created department policies that consider how to navigate relationships on a team or within a department?
6. What are our policies for away trips (e.g., rooming assignments, accommodations and communication plan with our opponent's institution)?

7. How does our institution include transgender/gender-fluid/gender non-conforming student-athletes before, during and after transitioning socially and/or medically?
8. How does our department refer to transgender/gender-fluid/gender non-conforming student-athletes in written, spoken or video media outlets? What systems are in place for student-athletes to indicate how they want to be represented (e.g., sports information forms)? What policies apply if someone's gender identity or expression changes mid-season?
9. Are there policies related to team uniforms/dress codes that may inadvertently discriminate or marginalize?
10. How do we create environments that enhance communication and relationship-building?  
Do our policies and practices encourage seeking common ground, mutual respect and civility?

Because LGBTQ-inclusive efforts are evolving, we recommend reviewing and updating your LGBTQ nondiscrimination policies annually, if not more frequently.

# Additional Resources

## **NCAA Champions of Respect: Inclusion of LGBTQ Student-Athletes and Staff in NCAA Programs**

[www.ncaapublications.com/productdownloads/CRLGBTQ.pdf](http://www.ncaapublications.com/productdownloads/CRLGBTQ.pdf)

## **NCAA Five Ways to Have an LGBTQ-Inclusive Athletics Department**

[www.ncaa.org/sites/default/files/2017INC\\_5WaystoHaveanLGBTQ-InclusiveAthleticsDepartment\\_20170316.pdf](http://www.ncaa.org/sites/default/files/2017INC_5WaystoHaveanLGBTQ-InclusiveAthleticsDepartment_20170316.pdf)

## **NCAA Inclusion of Transgender Student-Athletes**

[www.ncaa.org/sites/default/files/Transgender\\_Handbook\\_2011\\_Final.pdf](http://www.ncaa.org/sites/default/files/Transgender_Handbook_2011_Final.pdf)

## **NCAA Mind, Body and Sport: Harassment and Discrimination – LGBTQ Student-Athletes**

[www.ncaa.org/sport-science-institute/mind-body-and-sport-harassment-and-discrimination-lgbtq-student-athletes](http://www.ncaa.org/sport-science-institute/mind-body-and-sport-harassment-and-discrimination-lgbtq-student-athletes)

## **NCAA LGBTQ Organizational Resources**

[www.ncaa.org/sites/default/files/LGBTQ%2BOrganizational%2BResources.pdf](http://www.ncaa.org/sites/default/files/LGBTQ%2BOrganizational%2BResources.pdf)

## **NCAA Division III LGBTQ Terminology and Definitions**

[www.ncaa.org/sites/default/files/2018DIIDivInc\\_LGBTQTerminologyandDefinitionResource\\_20180123.pdf](http://www.ncaa.org/sites/default/files/2018DIIDivInc_LGBTQTerminologyandDefinitionResource_20180123.pdf)

# ***Division III LGBTQ+ Communication Inclusive Language Recommendations***

## **Introduction: Benefits of LGBTQ+ Inclusion**

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LGBTQ+ inclusion ensures every student-athlete, regardless of sexual orientation, gender identity or gender expression, may fully participate in and benefit from intercollegiate athletics. Since 2017, NCAA Division III has strived to increase engagement, education and understanding of LGBTQ+ issues at the campus, conference and national levels.

As a Division III athletics communication/sports information director or someone involved in athletics communication, you play a unique role in supporting your LGBTQ+ student-athletes' overall well-being, personal growth and sense of belonging. This resource offers several inclusive communications practices and templates specific to your roles, responsibilities and spheres of influence. As you consider the inclusive practices set forth in this resource, it is important to understand and to articulate to others why LGBTQ+ inclusion is important to Division III.

LGBTQ+ inclusion offers the following benefits to the Division III membership:

- 1. Fosters diversity, equity, inclusion, belonging and accessibility.**  
LGBTQ+ inclusion within your athletics department may foster an athletics community and culture that value all dimensions of DEIBA.
- 2. Improved performance.**  
Including LGBTQ+ student-athletes may help improve overall team performance by promoting different perspectives, ideas and skill sets.
- 3. Positive role models.**  
LGBTQ+ student-athletes often serve as role models for others. This may help improve mental health and self-esteem. It may also be helpful for recruiting prospective student-athletes looking for an LGBTQ+-inclusive institution and athletics department.
- 4. Increased fan base/economic benefits.**  
LGBTQ+ inclusion within your athletics department may help your institution increase its fan base by attracting new fans who support LGBTQ+ inclusion. By attracting new fans and supporters, your institution may also experience economic benefits through increased ticket sales, merchandise sales and donations.



## Student-athlete and coach information collection

The privacy and respect of student-athletes and coaches should be always made a priority. Use of masculine, feminine and/or gender-expansive pronouns should be determined by the student-athlete and coach. Recommendations to enhance inclusion and respect for student-athletes and coaches include the following:

- » Provide an opportunity for student-athletes and coaches to give their names and identify pronouns. Update forms (e.g., Front Rush and Qualtrics) to include pronouns. Staff and game personnel should use the name and pronouns identified by the individual.
- » Discuss the benefits of listing pronouns (e.g., conveys inclusivity and respect).
- » To practice gender sensitivity and clear communication, coaches, staff and administrators may consider adding pronouns to their email signature.
- » Instead of requesting mother and father, ask for parent(s)/guardian(s)/ caregiver(s). Additional areas of consideration are to use sibling(s) instead of sister(s)/brother(s) and child/children instead of son(s)/daughter(s). Family constructs are complex.
- » As an athletics department, it is important to develop a consistent policy that addresses if coaches, staff and administrators should identify family members in their biographies. When determining, consider diverse perspectives, as well as privacy, safety and inclusion implications. No one should be required to provide personal information. Ultimately, the primary focus of every biography should be on professional experiences, achievements and contributions to the athletics department.

***Discuss the  
benefits of  
listing  
pronouns.***

## Game presentation

Creating an inclusive and respectful game environment should be a priority. Recommendations to enhance inclusion and respect during competition include the following:

- » Use inclusive language (e.g., families/friends/fans or spectators/fans versus ladies and gentlemen).
- » Consider using gender-neutral pronouns during web streaming and broadcasts (e.g., they/them versus he/she) or use last names.
- » With announcements, confirm names, pronouns and pronunciations. If the student-athlete's first name and/or pronoun is unknown, use a gender-neutral pronoun (e.g., they/their) and the student-athlete's last name in all written and spoken announcements or public references.

- » With family/parent day announcements, confirm the relationship of parents/caregivers/guardians to student-athletes (e.g., mother, stepfather, guardian, grandparent) or use a more general statements such as family members; parent/caregiver versus mother/father; sibling versus brother/sister.
- » Unless using the institution's branded nicknames, whenever possible refrain from using gendered language when referencing mascots (e.g., use Giraffes for both the men's and women's sports teams instead of using Lady Giraffes for the women's teams).

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***Use inclusive language (e.g., families/friends/fans or spectators/fans versus ladies and gentlemen).***

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## Website presentation

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Developing content on website platforms that is inclusive of the LGBTQ+ community is an important step in incorporating differing perspectives. Supporting diversity in digital communications aids in the efforts of genuine storytelling. Further, being able to connect with different audiences helps authentically relate with diverse communities. Recommendations to enhance inclusion and respect with website content include the following:

- » Use athletics communication platform content to support diversity, equity, inclusion, belonging and accessibility.
- » Consider using pronouns that allow student-athletes to feel respected and that foster inclusive environments. While athletics is largely binary (e.g., men's and women's sports), student-athletes, coaches and staff are more gender diverse. Athletics can be a safe space for student-athletes, and thoughtfully considering and discussing pronoun use can be one way to positively impact a program and its culture.
- » To the best of your ability, intentionally understand, identify and eliminate biases and assumptions to assist in promoting inclusion.

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***Include LGBTQ+ student-athletes, staff and coaches in your human-interest stories.***

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- » Include LGBTQ+ student-athletes, staff and coaches in your human-interest stories. By embracing the diversity of your campus communities and sharing the lived experiences of all student-athletes, you are creating a space where all student-athletes feel valued and celebrated.
- » Use inclusive language and up-to-date knowledge in media interviews/reports/presentations (e.g., third-year outfielder; Chicago native; physical education major).

## Developing an inclusive social media policy

Online social media platforms have fundamentally changed the way athletics departments communicate. These guidelines are designed to foster responsible, constructive communications via social media channels for all members of an athletics community.

Whether student-athletes, coaches or administrators choose to create or participate in any form of online discussion is their own decision. However, activities in or outside an athletics community that negatively affect job performance of coaches or administrators, athletic performance of student-athletes, a recruit's interest in a program, or public and alumni perception of the program are an integral focus for an athletics department's social media policy.

### Objectives

- » Establish practical, reasonable and enforceable guidelines by which every athletics department member can conduct responsible, constructive social media engagement in both official and unofficial capacities.
- » Promote a safe and informed environment for student-athletes, coaches and administrators to participate appropriately in social media.
- » Prepare athletics departments to use social media to help one another and the campuses they serve, particularly in the event of a crisis, disaster or emergency.
- » Protect athletics departments from violating municipal, state or federal rules, regulations or laws through social media engagement.

***Promote a safe and informed environment for student-athletes, coaches and administrators to participate appropriately in social media.***

### Guiding Principles

- » Each athletics department trusts and expects its student-athletes, coaches and administrators to exercise personal responsibility whenever they use social media, which includes not violating the trust of those with whom they are engaging.
- » All members of an athletics program using social media should be conscious of their position as public role models and representatives of their school, department and team.
- » Always avoid demeaning language when using social media. Taunts or expressions of hostility or disapproval reflect poorly on those who use them and their athletics departments.
- » Only those who are specifically designated may use social media to speak on behalf of an athletics department or university in an official capacity. However, student-athletes, coaches and administrators may use their own social media platforms to speak for themselves.

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***All members of an athletics program using social media should be conscious of their position as public role models and representatives of their school, department and team.***

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- » Members of an athletics community are responsible to ensure that their online activities do not interfere with their academic, athletic or professional commitments or those of their peers.
- » Athletics departments are responsible for ensuring that all student-athletes, coaches and administrators have received and agreed to abide by department social media guidelines in writing.

## **Quick Social Media Tips**

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- » Never assume someone's pronouns. If you are unsure, use they/them/theirs.  
Example: "John Doe scores! This is their third goal of the game".
- » Use gender inclusive phrases.  
Example: Use "Hey, students!" or "Hey, fans!" instead of "Hey, guys!"
- » When replying to comments or tweets, do not assume the respondent's gender. Use the respondent's name rather than gender.
- » Use emojis that support diversity, equity, inclusion, belonging and accessibility.

## **Resources**

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[Associated Press Stylebook](#)  
[NCAA Division III OneTeam Program](#)  
[NCAA Division III LGBTQ of the Year Award](#)  
[NCAA Guidance on Inclusive Language](#)  
[NCAA LGBTQ+ resources](#)

For questions or to provide feedback regarding the LGBTQ+ communication inclusive language recommendations, please email [inclusion@ncaa.org](mailto:inclusion@ncaa.org).

## Game Script Templates

### Pregame Script

Fans, welcome to \_\_\_\_\_ on the campus of \_\_\_\_\_ for today's \_\_\_\_\_  
(location) (host institution) (sport)

game between \_\_\_\_\_ and \_\_\_\_\_. The NCAA promotes good sportsmanship  
(visiting team) (home team)

by its student-athletes, coaches and fans. Profanity, derogatory comments or other

intimidating actions directed at student- athletes, officials, team representatives or other

fans will not be tolerated and are grounds for removal. Thank you for your assistance in

providing a positive atmosphere. First from the visitors from \_\_\_\_\_ : \_\_\_\_\_.  
(visiting team) (starters' names)

Now, the starters for your \_\_\_\_\_ (home team) \_\_\_\_\_ (mascot) : \_\_\_\_\_.  
(starters' names)

Today's officials are \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_. And now, the

playing of the national anthem (performed by \_\_\_\_\_).

## Regular-Season Championship Postgame Script

At this time, we welcome \_\_\_\_\_ to the field for today's awards presentation. At  
(presenter)

this time, we ask \_\_\_\_\_'s captains to step forward and receive the \_\_\_\_\_  
(team) (league)

championship trophy. \_\_\_\_\_ won the \_\_\_\_\_ tournament title with an overall record  
(team) (league)

of \_\_\_\_\_. Congratulations to \_\_\_\_\_, the \_\_\_\_\_ champions!  
(team) (league)

## Tournament Championship Postgame Script

At this time, we welcome \_\_\_\_\_ to the field for today's awards presentation. The  
(presenter)

\_\_\_\_\_ would like to thank the athletics staff from \_\_\_\_\_ for hosting this year's  
(league) (host school)

championship. Let us give them a round of applause. (*clapping*) We would like to recognize

the student-athletes and coaches from \_\_\_\_\_, this year's runners-up on a  
(runner-up team)

great game and season. (*clapping*) "Now, for the presentation of the \_\_\_\_\_ trophy. At  
(league)

this time, we ask \_\_\_\_\_'s captains to step forward and receive the \_\_\_\_\_ tournament  
(team) (league)

championship trophy. \_\_\_\_\_ won the \_\_\_\_\_ tournament title with a record of \_\_ - \_\_  
(team) (league)

and earned the conference's automatic bid to the NCAA Division III national tournament.

Congratulations to \_\_\_\_\_, the \_\_\_\_\_ tournament champions!"  
(team) (league)





Division III  
DISCOVER | DEVELOP | DEDICATE



Building Toward a  
Career in Collegiate  
Athletics

# BUILDING TOWARD A CAREER IN COLLEGIATE ATHLETICS

## UNDERGRADUATE YEARS — DURING ACADEMIC SESSIONS



### Work or volunteer in your institution's department of athletics.

- ▶ With the athletics director or another athletics administrator, discuss opportunities that are experiential in nature.
  - Event management of athletics contests.
  - Special event management (for example, Hall of Fame, Alumni Weekend, Family Weekend).
  - Organization and execution of annual fundraisers (golf outing, etc.).
  - Event management of conference or NCAA championship/tournament events.
  - Student volunteer coach or manager.
- ▶ Build relationships with many staff members representing multiple areas within college sports.
- ▶ Diversify your experiences.
  - Athletics administration.
  - Athletics communications.
  - Coaching.
  - Compliance.
  - Facilities and equipment management.
  - Fundraising/development.
  - Sports medicine.
  - Strength and conditioning.
  - Student-athlete development.



### Volunteer to serve on athletics-related committees.

- ▶ Express interest in an athletics professional career to the director of athletics, other athletics administrators or coaches and volunteer to serve on athletics-related committees.
  - Search committees (for example, administrator or coach).
  - Student-Athlete Advisory Committee (SAAC).
  - Building project committees.
  - Special event planning committees (Hall of Fame, Alumni Weekend, Family Weekend, conference and/or NCAA championship committees).
- Athletics board.



### Explore opportunities to work in the conference office (if applicable).

- ▶ Championship — volunteer support.
- ▶ Internship.
- ▶ Web-content management.



### Maximize related course offerings.

- ▶ Explore whether there are academic courses specifically designed for individuals pursuing a career in athletics (administration and/or coaching).
- ▶ Research and consult with your faculty athletics representative (FAR) if there are courses that provide a related skill set/knowledge base (coaching, business, accounting, event planning, health and safety, etc.).

- ✓ **Apply for and attend conference office and/or NCAA-sponsored events and athletics leadership programming.**
  - ▶ Attend NCAA-sponsored events (for example, NCAA Convention, Inclusion Forum).
    - Apply for the NCAA [Student Immersion Program](#) (ethnic minorities).
    - Apply for conference-grant funding (if applicable within your athletics conference).
    - Request institutional funding and support (if available).
  - ▶ Apply for NCAA-sponsored student leadership programming.
    - [Career in Sports Forum](#).
    - [Student-Athlete Leadership Forum](#).

- ✓ **Visit the career development office.**
  - ▶ Inquire about externship, internship, fellowship and job-shadowing opportunities in collegiate sports.
  - ▶ Explore opportunities that will provide a related experience or opportunity to gain relative knowledge (for example, fundraising, event management, marketing, web-content management).
  - ▶ Apply for experiential opportunities.
  - ▶ Request resume review and development.
  - ▶ Participate in mock interviews and etiquette sessions.
  - ▶ Participate in informational interviews (in-person meeting or phone call).

## **DURING SUMMER/BREAK PERIODS**

- ✓ **Pursue experiential opportunities and build your network.**
  - ▶ Participate in externships, internships, fellowships or jobs within collegiate athletics or outside the industry that will allow you to gain significant relative knowledge and skills.
  - ▶ Job shadow at nearby colleges, universities and conference offices — always expand your network.
  - ▶ Coach a local travel sports team (organize team travel, logistics, player management, etc.).
- ✓ **Research opportunities to take coursework in athletics administration/ athletics management/coaching not otherwise available at your institution.**
- ✓ **Obtain commonly required certifications for your desired profession. (Note: Check requirements for renewal and associated time deadlines)**
  - ▶ Coaching licensure.
  - ▶ Health and safety certifications (automated external defibrillator, CPR, first responder).
  - ▶ Strength and conditioning certification.
- ✓ **Research graduate schools that provide an advanced degree in athletics administration, sports/business management, and/or higher education.**
  - ▶ Identify necessary prerequisites.
  - ▶ Determine what graduate assistant positions might be available (administration, coaching).
  - ▶ Plan a visit during the summer before your senior year.
  - ▶ North American Society of Sports Management ([www.nassm.com](http://www.nassm.com)).

2023-24 Division III Grants, Programs and Services: “Show Me the Money”

Opportunity	Description	Deadline	Program Cost or Grant Amount
<b>Division III ADR Institute</b>  <i>Contact:</i> <a href="#">Ali Spungen</a>	<p>The purpose of the Athletic Direct Report (ADR) professional development program is to engage Division III ADRs in best practices to oversee and manage athletics programs and improve the relationship between ADRs and their presidents, athletics directors, and conference commissioners. The program will focus on enhancing the effectiveness and involvement of the ADR at the campus, conference, and national levels. The program includes both networking opportunities and interactive discussions with ADR peers and other expert presenters. The objectives of the ADR Professional Development Program are: create and support a network of ADRs, provide on-going professional development, and provide an orientation for ADRS.</p> <p>The program includes in-person programing conducted during the NCAA Convention and virtual sessions conducted during the academic year for the following groups: New ADRs and Experienced ADRs.</p>	September	FREE
<b>Division III Next Steps Program</b>  <i>Contact:</i> <a href="#">Ali Spungen</a>	<p>The Division III Career Next Steps Program supports past Student Immersion participants to attend a four-day intensive professional development program for those committed to seeking a career in athletics (administration or coaching).</p> <p>Selected students are fully funded to experience Division III specific programming prior to the <a href="#">NCAA Career in Sports Forum</a>. Participants will explore potential careers in sports, with the primary focus on college athletics. The program is designed to assist students in charting their career paths, as well as provide an opportunity to network and learn from current athletics professionals. The goal is to build a pipeline of talented ethnic minority candidates, with an interest in Division III coaching and/or administration, in an effort to ultimately diversify the division.</p> <p>The Division III Career Next Steps Program is held in conjunction with the NCAA Career in Sports Forum. Ethnic minority students, who have attended the Division III Student Immersion Program and have a strong interest in a career in Division III athletics (coaching and/or administration) are encouraged to apply.</p> <p>Applications are available, via <a href="#">Program Hub</a>, from February to March. Final selections are announced in late March.</p>	NOT HELD 2023-2024.	FREE

2023-24 Division III Grants, Programs and Services: “Show Me the Money”

Opportunity	Description	Deadline	Program Cost or Grant Amount
<b>Division III FAR Fellows Institute</b>  <i>Contact:</i> <a href="#">Leah Kareti</a>	<p>The mission of the Division III FAR Fellows Institute is to provide a professional development opportunity for Division III FARs with the potential to positively impact their campus, conference and the division. Through networking with other Division III FARs, enhancing leadership and communication skills, and learning about key issues in the NCAA and Division III, FARs are both inspired and challenged to enrich the Division III student-athlete intercollegiate athletics experience. The 30-member annual class of Fellows allows for each conference to have a representative two out of three years. Applications are accepted via Program Hub from April 1 to May 31. The annual institute is conducted in October. The FAR Fellows Institute will take place 1 out of every 3 years (2023, 2026, etc.) with the Division III FAR Orientation (2021, 2022, etc.).</p>	<b>Nominations:</b> July 1-August 15	FREE
<b>Division III FAR Orientation</b>  <i>Contact:</i> <a href="#">Leah Kareti</a>	<p>The purpose of the New FAR Orientation is to enhance the effectiveness and engagement of newly appointed Division III FARs. Programming focuses on understanding the Division III model of athletics, exploring the role of a Division III FAR, and enabling participants to get the most out of the FARA Annual meeting. Also, participants will have the opportunity to build networks of new and experienced FARs, and to establish goals for engagement in the role.</p> <p>Funding for the institute is provided by the Division III budget and covers all attendee expenses. In addition to attending the FARA Annual meeting, Orientation participants will engage in pre-work, facilitated networking and debrief sessions, and a closing workshop. This program is offered in response to the FAR Engagement Working Group’s recommendation to implement a seamless education model to orient new FARs and support them through their tenure in the position. The Orientation will take place 2 out of every 3 years (2021, 2022, etc.) with the FAR Fellows Leadership Institute (2023, 2026, etc.).</p>	<b>Nominations:</b> Oct 6-November 15	FREE
<b>Division III Ethnic Minority and Women’s Internship Grant</b>  <i>Contact:</i> <a href="#">Lamar Pottinger</a>	<p>This two-year grant is designated for Division III institutions and conference offices to hire 10-month full-time interns. Funding will cover the intern's salary (\$23,660) and \$3,000 to cover professional development activities. The institution or conference office will be responsible for providing an additional in-kind contribution of at least \$3,700 per year.</p>	January	\$26,660 per year (\$1,300,000 pool)
<b>Division III Senior Woman Administrator Program</b>  <i>Contact:</i> <a href="#">Ali Spungen</a>	<p>Annually, Division III provides funding for 30 SWAs to attend a division-specific program in conjunction with the annual Women Leaders in College Sports Convention.</p> <p>The program’s goal is to provide professional development and networking opportunities for SWAs, in particular those seeking to become athletics directors and/or conference commissioners. Topics discussed will cover a variety of professional development topics that may include preparing your resume and cover letter for the athletics director search, networking, budgeting, positioning yourself to become an athletics director, the president’s perspective, working with and collaborating with athletics directors, and discussing the SWA’s current role and responsibilities. Applications are available, via <a href="#">Program Hub</a>, in June if the program is being held in conjunction with Women Leaders or in October if held in conjunction with the NCAA Inclusion Forum. Final selections are announced in mid-July or early-December, respectively.</p>	June or October	FREE



2023-24 Division III Grants, Programs and Services: “Show Me the Money”

Opportunity	Description	Deadline	Program Cost or Grant Amount
<b>Division III Strategic Alliance Matching Grant Program</b>  <i>Contact: <a href="#">Lamarr Pottinger</a></i>	<p>The Strategic Alliance Matching Grant provides funding for Division III institutions and conference offices to enhance gender and ethnic diversity through full-time professional positions in athletics administration.</p> <p>Each Division III institution and conference office selected to receive a matching grant will be funded for three years, with diminishing contributions by the NCAA. The NCAA will fund 75 percent of the position during the first year, 50 percent the second year and 25 percent during the third year. All applying institutions and conference offices must show a commitment to continuing the position beyond the three-year NCAA grant at the time of the submitted application.</p>	January	\$708,600 pool
<b>Division III Student Immersion Program</b>  <i>Contact: <a href="#">Ali Spungen</a></i>	<p>In 2015, at the recommendation of the Division III Diversity and Inclusion Working Group, the Division III governance staff and the NCAA Office of Inclusion partnered on a new program that brought 40 ethnic minority students to the NCAA Convention. The selected students are fully funded to attend the Convention, and they are exposed to Division III, its members and its governance process. In addition to the scheduled Division III programming, grant recipients receive DiSC training, and attend welcome and debrief meetings. The goal is to build a pipeline of talented ethnic minority candidates, with an interest in Division III coaching and/or administration, in an effort to ultimately diversify the division.</p> <p>The Division III Student Immersion Program is held annually in conjunction with the NCAA Convention. Ethnic minority students, preferably juniors and seniors, with a strong interest in a career in Division III athletics (coaching and/or administration) are encouraged to apply.</p> <p>Applications are available, via Program Hub, from mid-August to late September. Final selections are announced in early October.</p>	September	FREE
<b>Division III Institute for Administrative Advancement</b>  <i>Contact: <a href="#">Eric Hartung</a></i>	<p>The Division III Institute for Administrative Advancement seeks to provide professional development and networking opportunities for under-represented populations in Division III athletics. Currently, the Division III membership is lagging behind its counterparts from the other divisions in the representation of ethnic minorities and steps such as the incorporation of the Division III Institute for Administrative Advancement are positive ones. Overall, the goal is to prepare participants to excel within their current role and ultimately, advance their position within Division III athletics. This effort is a partnership between the National Collegiate Athletic Association (NCAA) and the Minority Opportunities Athletic Association (MOAA). (Invitation only)</p>	February	FREE



2023-24 Division III Grants, Programs and Services: “Show Me the Money”

Opportunity	Description	Deadline	Program Cost or Grant Amount
<b>National Association of Division III Administrators (NADIII AA) Partnership</b>  <i>Contact:</i> <a href="https://nacda.com/sports/nad3aa">https://nacda.com/sports/nad3aa</a>	A partnership between the NCAA and NADIII AA supports professional development programming for Division III athletics administrators. The partnership includes grants and programming to support the NADIII AA Summer Forum in conjunction with NACDA Convention. Division III athletics administrators that are members of the NADIII AA may apply for grants to support travel and lodging expenses.		\$75,000 pool
<b>Female Administrator Enhancement Grant</b>  <i>Contact:</i> <a href="https://womenleadersinsports.org">https://womenleadersinsports.org</a>	This grant in the form of a scholarship enhances the role of the Senior Woman Administrator (SWA) in Division III to support professional development. A partnership between the NCAA and Women Leaders in College Sports (WLCS) provides Division III women the opportunity to attend the annual NCAA/WLCS Institute for Administrative Advancement, a week-long professional development experience to enhance their knowledge and understanding of intercollegiate athletics. Funding will cover tuition, lodging, meals and a portion of travel. The application process is administered by WLCS including a request for consideration of a Division III scholarship.		\$30,000 pool
<b>Conference Grant Program (Strategic Initiatives Grant)</b>  <i>Contact:</i> <a href="#">Ali Spungen</a>	<p>NCAA Division III will allocate \$3.1 million pool directly to conferences and Association of Division III Independents to administer educational programs and services that best meet local needs in support of the Division III strategic plan. The grant is intended to encourage collaboration and involvement of all Division III constituent groups (presidents, athletics directors, senior woman administrators, faculty athletics representatives, and student-athletes) in planning, decision-making and accountability of programming at the local level to achieve the goals established in the strategic plan and the grant program. Consistent with the legislated leadership role of presidents and chancellors within conference governance, presidential oversight and accountability with the process and budget allocations, is paramount</p> <p>The program is designed to promote enhancements within three key areas of focus: Tier One - Professional Development/Education/Communication.  Tier Two - Social Responsibility and Integration. Tier  Three - Quality of the Participation Experience.</p>	<u>Requisition Forms:</u> July 15	\$4.27 million pool (\$54,000 - \$139,000 per conference and Association of Division III Independents).

## Association-Wide Grants, Programs and Scholarships

Opportunity	Description	Deadline	Program Cost or Grant Amount
<b>APPLE Training Institute</b> <i>Contact:</i> <a href="#">Carey Wheelhouse</a>	<p>The APPLE Training Institute provides a weekend strategic training opportunity to an “athletics prevention team” (student-athletes and administrators) on the APPLE model, a comprehensive design for promoting student-athlete wellness and substance abuse prevention programming and policies in the athletics department.</p>	November	<p>Institutions have to pay a \$400 registration fee, and cover team travel. Lodging, meals and materials are covered by the NCAA.</p>
<b>Campus and Conference DiSC</b> <i>Contact:</i> <a href="mailto:disc@ncaa.org">disc@ncaa.org</a>	<p>DISC assessments are an important resource that schools and conference offices can use to help their student-athletes, coaches and administrators learn more about their behavioral styles and how their individual styles come together in a team environment.</p> <p>The Profile DISC assessment aids participants, regardless of their role or title, with understanding their individual behavioral styles and preferences in relation to those with whom they interact most often. This assessment provides a common language when addressing these topics and methods to better relate to others. It also provides additional strategies to build more effective relationships within the workplace and athletic setting. Participants also receive the Core (Values) Assessment results through the DISC assessment. Core provides an in-depth look at what we care about most, from a list of 28 possible core values, to provide participants with an understanding of the driving factors that motivate their actions.</p>	Ongoing	FREE
<b>Career in Sports Forum</b> <i>Contact:</i> <a href="mailto:ldevelopment@ncaa.org">ldevelopment@ncaa.org</a>	<p>The Career in Sports Forum (CSF) is an annual educational forum hosted by the NCAA that brings together 200 selected student-athletes for four days to learn and explore potential careers in sports, with the primary focus on intercollegiate athletics. CSF is designed to assist student-athletes in charting their career paths, to give them the opportunity to network and to learn from current athletics professionals.</p> <p>CSF is working to dispel myths about careers in athletics, as well as, facilitate the opportunity to learn about industry trends and hot topics from current athletics professionals.</p>	Spring	FREE

## Association-Wide Grants, Programs and Scholarships

<b>Champion Forum</b>  <i>Contact: <a href="mailto:lddevelopment@ncaa.org">lddevelopment@ncaa.org</a></i>	<p>With a firm emphasis on the holistic development of student-athletes, participants in the Champion Forum will engage in thoughtful, open dialogue about the challenges of coaching at the highest level. The Champion Forum also provides an opportunity to practice personal messaging and connect with the most successful minds in the industry, who will serve as continued resources after the programming dates. At the core of the curriculum is the simulation of various components of the head coaching interview process, which features exposure to decision-makers (current and former head coaches, university presidents, conference executives, directors of athletics and search firms) to best understand how to “win” the interview.</p> <p>Participants will be equipped with a toolkit that will facilitate their journey along the path to obtaining a head coaching position and prepare them to succeed as an impactful and influential leader of student-athletes in your sport. After engaging in the two-day program, they will walk away with renewed self-confidence, a thorough understanding of their competitive advantage and a strengthened ability to continue to transform the lives of the student-athletes they serve daily.</p>	<p>Participants are selected through their conference offices.</p>	<p>Cost: The NCAA will provide hotel accommodations, flights for those who live further than 300 miles from the program location, meals during the program and meeting materials to all participants.</p>
<b>Emerging Leaders Seminar</b>  <i>Contact: <a href="mailto:lddevelopment@ncaa.org">lddevelopment@ncaa.org</a></i>	<p>The Emerging Leaders Seminar (ELS) is an annual professional development event providing effective leadership, educational and transitional programing for more than 200 current graduate assistants and interns from NCAA membership institutions, conference offices and affiliate organizations. This three-day program educates, develops and connects selected participants, and has proved to increase the likelihood for career progression within intercollegiate athletics.</p>	<p>October - November</p>	<p>Cost: Registration (includes hotel and meals) Participants will be responsible for all transportation related costs.</p>
<b>Effective Facilitation Workshop</b>  <i>Contact: <a href="mailto:lddevelopment@ncaa.org">lddevelopment@ncaa.org</a></i>	<p>The NCAA engages energetic administrators and coaches, dedicated to student-athlete well- being, with training that enhance facilitation knowledge and ability, as well as develop the confidence and competence to lead large- and small-group discussions and implement activities for today’s college athletes.</p> <p>Annually, NCAA leadership development conducts the Effective Facilitation Workshop, an interactive professional development experiences where you receive personalized feedback on your specific leadership style and gain skills in active learning and engaging facilitation. After attending the workshop, you can bring your increased facilitation skill level back to your campus or conference office to create meaningful group discussions with student-athletes, run effective meetings for department staff, and awareness of how and when new skills are obtained.</p>	<p>January - March</p>	<p>The NCAA will cover the cost of hotel accommodations, meals during the programs and all program materials. Participants are responsible for travel to and from the program.</p>

### Association-Wide Grants, Programs and Scholarships

Opportunity	Description	Deadline	Program Cost or Grant Amount
<b>Ethnic Minority and Women's Enhancement Graduate Scholarship</b>  <i>Contact: <a href="#">Lori Thomas</a></i>	<p>The goal of the enhancement scholarships is to increase the pool of and opportunities for qualified minority and female candidates in intercollegiate athletics through postgraduate scholarships.</p> <p>The NCAA awards 13 scholarships to ethnic minorities and 13 scholarships to female college graduates who will be entering their initial year of postgraduate studies. The applicant must be seeking admission or have been accepted into a sports administration or related program that will help the applicant obtain a career in intercollegiate athletics, such as athletics administrator, coach, athletic trainer or other career that provides a direct service to intercollegiate athletics.</p> <p>Each award is valued at \$10,000. The NCAA Ethnic Minority and Women's Enhancement Graduate Scholarship is not renewable, and the recipient must be a full- time student at all times while receiving the scholarship.</p>	February	\$10,000 for each award.
<b>Honors Awards</b>  <i>Contact: <a href="#">Stacey Preston</a></i>	<p>The NCAA Honors Awards are presented annually at the NCAA Convention held in January and are described below.</p> <ul style="list-style-type: none"> <li>• <u>The Theodore Roosevelt Award</u>. The highest honor the Association may confer on an individual, this award is presented each year to a distinguished citizen of national reputation and outstanding accomplishment who was a varsity letter- winner in college.</li> <li>• <u>Today's Top 10 Awards</u>. The Today's Top 10 Awards provide the Association with the opportunity to honor 10 outstanding senior student- athletes of the preceding calendar year.</li> <li>• <u>Silver Anniversary Awards</u>. Recognize up to six distinguished former student- athletes on their 25th anniversary of the end their athletics eligibility.</li> <li>• <u>Award of Valor</u>. A special award that is not presented on an annual basis. Selection is based on heroic action occurring in the calendar year preceding the NCAA Honors Celebration.</li> <li>• <u>Inspiration Award</u>. A special award that is not presented on an annual basis. Selection is based on inspirational action occurring in the calendar year ended just before the NCAA Honors Celebration.</li> </ul>		FREE

### Association-Wide Grants, Programs and Scholarships

Opportunity	Description	Deadline	Program Cost or Grant Amount
<b>Inclusion Forum</b> <i>Contact: <a href="#">Amy Wilson</a></i>	Expert panelists and presenters serve as Forum teachers on topics ranging from ground floor Title IX concepts and equity planning to strategies for dealing with the most complex issues impacting women in intercollegiate sports; racial and ethnic minorities; international student- athletes; lesbian, gay, bisexual, transgender and questioning issues; and disability and sport- access topics. The Forum also brings together our affiliate organization leaders and legal advisors. Attendees are engaged by authorities on a broad range of topics and invited to participate in practical-advice exchanges.		Fee varies by location region and length of stay
<b>Jim McKay Graduate Scholarship</b> <i>Contact: <a href="#">Lori Thomas</a></i>	The Jim McKay Scholarship was established as a means of recognizing the immense contributions and legacy of pioneer sports journalism. Under this program, one male and one female student or student-athlete are awarded a \$10,000 scholarship in recognition for outstanding academic achievement and potential to make a major contribution in the sports communication industry. McKay scholars will be recognized as having demonstrated a unique aptitude and commitment to the sports communications field and promises to be a future leader in the industry.	January	\$10,000 per scholarship
<b>Dr. Charles Whitcomb Leadership Institute</b> <i>Contact: <a href="#">DeeDee Merritt</a></i>	The Dr. Charles Whitcomb Leadership Institute assists 20 ethnic minority males and females who are mid-level managers/assistant and associate athletic directors across all three divisions in strategically mapping and planning their careers through the exploration of the intercollegiate athletics community. This unique weeklong workshop providing tailored programming will be conducted on NCAA member institution campuses.	March	Participants must cover travel expenses. The NCAA will provide hotel accommodations and meals during the program and meeting materials to all participants.
<b>Leadership Academy Workshop</b> <i>Contact: <a href="mailto:ldevelopment@ncaa.org">ldevelopment@ncaa.org</a></i>	The NCAA Leadership Academy Workshop educates and trains athletics administrators on the ins and outs of developing effective, comprehensive leadership curriculum for student- athletes and department staff. Participants in the workshop learn how to structure activities, facilitate discussions and structure effective sessions. Over two sessions, you will also explore the ideal frame works for a leadership academy, discuss the best practices for implementation, learn evaluation methods, and investigate the best strategies to obtain buy-in from key stakeholders and the campus opportunity.	September	FREE

## Association-Wide Grants, Programs and Scholarships

Opportunity	Description	Deadline	Program Cost or Grant Amount
<b>NCAA and NFL Coaches Academy</b>  <i>Contact: <a href="mailto:lddevelopment@ncaa.org">lddevelopment@ncaa.org</a>.</i>	<p>The NCAA and NFL Coaches Academy (Coaches Academy) is a program designed to provide attendees with the opportunity to gain knowledge and insight into the world of coaching.</p> <p>During the three-day academy, the NCAA leadership development staff and the National Football League Player Engagement are able to educate and train selected participants in a variety of areas that encourage effective coaching and improve student-athlete well-being at both the intercollegiate and professional levels. Topical education and conversation during the academy may include effective communication with campus and community constituents; the importance of building culture focused on the overall success of the student-athletes both on and off the field; budget management of a football program; coaching strategies and philosophies.</p>	November	<p>The NCAA will provide hotel accommodations, meals and meeting materials. Participants are responsible for the cost of travel to and from the program and any meals outside ones scheduled.</p>
<b>NCAA Basketball Coaches Academy</b>  <i>Contact: <a href="mailto:lddevelopment@ncaa.org">lddevelopment@ncaa.org</a></i>	<p>The NCAA Basketball Coaches Academy provides current, full-time intercollegiate basketball coaches at NCAA member institutions an opportunity to expand their knowledge and insight into the world of intercollegiate basketball coaching. During the three-day academy, the NCAA will educate and train selected participants in a variety of areas that encourage effective coaching at the intercollegiate level. Topics include, but not limited to: effective communication with campus and community constituents; the importance of building culture focused on the overall success of the student-athletes both on and off the field; budget management of a basketball program; coaching strategies. Participants will gain knowledge from a variety of workshops and interactive-discussion sessions. They will also be able to network with individuals that include the other participants and key leaders within the NCAA and intercollegiate basketball.</p>	March	<p>The NCAA will provide hotel accommodations, meals and meeting materials to all participants. Participants are responsible for the cost of travel to and from the program and any meals outside ones scheduled.</p>
<b>NCAA Graduate Student Research Grant Program</b>  <i>Contact: <a href="#">Lydia Bell</a></i>	<p>The NCAA Research Committee invites research proposals within the general topic areas of student-athlete well-being and college athletics participation. Research grants are available for graduate students enrolled at NCAA-member institutions and are intended to support the student while conducting research to be used for a doctoral dissertation, master's thesis or external publication. Awards for these research grants are set at a maximum of \$7,500 for one- year projects. Grantees are required to submit a 750-word summary of findings suitable for publication on the NCAA website and/or the NCAA <i>Champion</i> magazine and are invited to share their results at an NCAA Research Committee meeting.</p>	May	<p>Grants are set to a maximum of \$7,500</p>



## Association-Wide Grants, Programs and Scholarships

Opportunity	Description	Deadline	Program Cost or Grant Amount
<b>NCAA Postgraduate Internship Program</b>  <i>Contact: <a href="mailto:internship@ncaa.org">internship@ncaa.org</a></i>	<p>The NCAA Postgraduate Internship Program is a unique cohort model and professional development focus that provides on-the-job learning experiences annually for 30 college graduates who express an interest in pursuing a career in intercollegiate athletics administration.</p> <p>A year-long program based at the national office in Indianapolis, the NCAA postgraduate internship exposes participants to the inner workings of college sports from the national perspective, one they eventually share as full-time athletics administrators on campuses and conference offices.</p> <p>NCAA postgraduate interns are salaried with benefits and they receive comprehensive training, mentor assignments, networking opportunities throughout the internship. Additionally, postgraduate interns plan and execute professional development site visits – interns have traveled to conference offices, member campuses and affiliate organizations to further their knowledge of the collegiate sports industry and network with industry leaders.</p> <p>The NCAA offers year-long internships in 8 departments within the national office: Academic and Membership Affairs, Administrative Services, Championships and Alliances, Communications, Eligibility Center, Enforcement, Governance, Inclusion and Human Resources.</p>	September	\$32,000 per intern plus benefits
<b>NCAA Innovations in Research and Practice Grant Program</b>  <i>Contact: <a href="#">Lydia Bell</a></i>	<p>The NCAA Innovations in Research and Practice Grant Program supports research and data-driven pilot projects designed to enhance student-athlete psychosocial well-being and mental health. Research topics may include, but are not limited to, managing transitions (e.g., from recruit to first-year student; transferring between universities; adapting from youth sports to college sports environment; developing independence from parents), identity development, stress management, substance use, bystander intervention, cultivating healthy relationships, career exploration and sport exit strategies. Funded projects must demonstrate potential to result in campus-level programming that can positively impact the well-being of NCAA student-athletes at a range of member institutions.</p>	May-June	\$25,000 per grant.
<b>NCAA Postgraduate Scholarship</b>  <i>Contact: <a href="#">Lori Thomas</a></i>	<p>The postgraduate scholarship is awarded to student-athletes who excel academically and athletically and who are in their final year of intercollegiate athletics competition or those who formally competed. The one-time scholarship of \$10,000 each are awarded for fall, winter and spring sports. Each sport season there are 21 scholarships available for men and 21 scholarships available for women. The scholarship is non-renewable.</p>	Fall: <b>Jan. 10</b> Winter: <b>April 4</b> Spring: <b>June 5</b>	\$10,000 per scholarship.

### Association-Wide Grants, Programs and Scholarships

Opportunity	Description	Deadline	Program Cost or Grant Amount
<b>NCAA Regional Rules Seminars</b>  <i>Contacts:</i> <a href="mailto:NCAARegionalRulesSeminars@ncaa.org">NCAARegionalRulesSeminars@ncaa.org</a>	<p>NCAA's Regional Rules Seminars are a NCAA legislation, athletics compliance and associated issues educational forum. Attendees are athletics administrators, coaches and other campus administrators in the areas of financial aid, registrar and admissions from Divisions I, II and III institutions and conferences. The seminars are designed to benefit participants with different responsibilities, backgrounds, experiences and levels of expertise. The seminars are conducted at two sites annually and the membership is encouraged to participate.</p>	<p>Registration typically opens in early March.</p>	<p>Program is free to the membership.</p>
<b>Women's Leadership Symposium</b>  <i>Contact:</i> <a href="#">Christina Turner</a>	<p>The Women's Leadership Symposium is designed as an educational experience for professional women new to working in intercollegiate athletics and students aspiring to a career in college athletics. The mission of the program is to further the participants' leadership skills, expand their professional network and promote the recruitment and retention of women in athletics administration.</p>	<p>TBD</p>	<p>The tuition fee is \$75 per participant.</p>
<b>Pathway Program</b>  <i>Contacts:</i> <a href="#">DeeDee Merritt</a>	<p>The Pathway Program is designed to elevate senior-level athletics administrators to the next step as directors of athletics or conference commissioners. This yearlong program is an intensive, experiential learning opportunity for selected participants who work at an NCAA school or conference in any division. Since its inception in 1997, the Pathway Program (formerly the Fellows Program) has produced more than 100 alumni. Nearly 30 percent of the participants have gone on to become directors of athletics, while more than 70 percent have received promotions in their careers.</p> <p>During the yearlong program, you will identify how values fit into your philosophy and execution of leadership within college athletics and higher education. You also develop knowledge in areas such as budgeting, strategic planning and fundraising for both your current job responsibilities and while you transition to the role of director of athletics. The Pathway Program kicks off for all divisions during a weeklong session with prominent guests, dedicated subject matter experts and an engaging curriculum.</p> <p>Throughout the year, program dates and locations will then cater to each division's needs, such as participating in governance meetings, media and interview training and site visits to gain insight into organizational leadership. Skill building will take place in the areas of values clarification, leadership, media training, diversity and inclusion and strategic planning. You will get an in-depth look and introduction to search firms and the hiring process within college athletics. In addition to the in-person programming throughout the year, you will be paired with both a presidential and director of athletics mentor to provide further discussion and guidance. To wrap up the year, all participants come together and are recognized at the annual NACDA convention luncheon.</p>	<p>March</p>	<p>The NCAA will cover the cost of travel to and from all in-person programming, including hotel accommodations, meals during the programs and program materials. Participants will also receive an honorarium to be used during the year for professional development opportunities and mentor visits.</p>

### Association Wide Grants, Programs and Scholarships

<b>Student-Athlete Leadership Forum</b>  <i>Contact:</i> <a href="mailto:ldevelopment@ncaa.org">ldevelopment@ncaa.org</a>	<p>The NCAA Student-Athlete Leadership Forum is an opportunity for college athletes, coaches and administrators to collectively learn about themselves and grow as the next generation of leaders. Student-athletes selected to attend the forum return to campus with invaluable leadership skills, a refined understanding of the relationship among personal values, core beliefs and behavioral styles, and the support of a close personal network of like-minded peers to provide continued connection and dialogue after the program concludes.</p> <p>Currently, each Division I and Division II conference office selects student-athletes from among their active member schools and an administrator from the conference office, to represent their conference at the Leadership Forum. For Division III, the Leadership Forum is open to all institutions in an identified region based on a first-come, first-served basis in the eligible region. Each eligible institution can send up to two student-athletes and one administrator. For Division III in Spring 2023, schools in Region 1 are eligible to attend.</p>	January	FREE
<b>Walter Byers Graduate Scholarship</b>  <i>Contact:</i> <a href="#">Lori Thomas</a>	<p>In 1988 the Walter Byers Scholarship was established as a means of recognizing the contributions of the former executive. It is intended that an individual named a Walter Byers Scholar will be recognized as one who has combined the best elements of mind and body to achieve national distinction for his or her achievements and promises to be a future leader in his or her chosen field of career service. One male and one female student- athlete are annually awarded a scholarship in recognition of outstanding academic achievement and potential for success in postgraduate study.</p>	January	\$24,000 per scholarship (renewable for 2 <sup>nd</sup> year).
<b>Women Coaches Academy</b>  <i>Contact:</i> <a href="#">DeeDee Merritt</a>	<p>The <b>NCAA Women Coaches</b> Academy (WCA), hosted in partnership between WeCOACH and the NCAA, is a 4-day educational training available to NCAA coaches of all experience levels. The WCA is designed for women coaches who are ready and willing to increase their individual effectiveness by learning advanced skills and strategies that directly affect their personal and team success. Participants will focus on non-sport specific concepts in an environment that fosters inclusion across the sports community. <b>The Academy is for women coaches at NCAA Division I, II, or III member institutions.</b> Since the first WCA session in 2003, 48 Academies have taken place, producing more than 1,800 graduates. More information can be found at <a href="https://wecoachsports.org">https://wecoachsports.org</a>.</p>	October	Cost is \$650
<b>Woman of the Year Award</b>  <i>Contact:</i> <a href="#">Amy Wilson</a>	<p>The NCAA Woman of the Year Award honors senior female student-athletes who have distinguished themselves throughout their collegiate careers in the areas of academic achievement, athletics excellence, community service, and leadership.</p>	Females are nominated by their conference.	



# DIVISION III

DISCOVER | DEVELOP | DEDICATE

## Strategic Initiatives Conference Grant Program POLICIES AND PROCEDURES

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(Revised November 2022)

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 (August 2022)**

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

Flexibility is provided in Tiers One, Two and Three. Conferences may use Tier One funds on any preapproved Tier Two or Tier Three grant expense after all Tier One requirements are met (i.e., at least \$200 per institution is spent on Student-Athlete Advisory Committee (SAAC)).

Unspent Tier Two funds may be spent on preapproved items in Tier Three, and all Tier Three funds need to be spent before using Tier Two funds for Tier Three preapproved expenses.

**Tier One – Professional Development, Education and Communication.** Conferences are provided funding to support the professional development of designated constituents. 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 Black, Indigenous, People of Color (BIPOC) enhancement and conference office travel. Conferences are expected, **not required unless noted**, 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. 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.** includes these core values or initiatives:

1. Student-Athlete Well-Being/Community Service;
2. Integrity and Sportsmanship;
3. Diversity, Equity and Inclusion; and
4. Academic Experiences
5. Identity and Integration Activities.

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 Branding and Promotions, 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.

**Tier Four – Diversity, Equity and Inclusion.** Tier Four funds are meant to support the division’s strategic priority of diversity, equity and inclusion at the conference and/or institutional level. Each conference will annually receive \$24,000 in Tier Four. This additional funding will provide conferences and their member institutions with financial assistance to support the division’s strategic priority of diversity, equity and inclusion.

**Administrative Stipend (Tier Five, previously 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 Five” 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 \$84,000 to \$140,000 annually based on the number of active conference members.
3. The grant reporting period is August 1 to July 31. Funds must be spent on expenses incurred during the grant reporting period. Eligible expenses are outlined in the General Overview of Tiers.
4. To receive funding, conferences must complete the following annual forms:
  - a. **Impact Form Report – due August 1.** The impact form report describes fund use during the established grant reporting period, 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](#).
5. 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 representatives from four different conference constituent groups as chosen by the conference office. 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.
6. In 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.

7. 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.
8. 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 letter indicating a spending inconsistency with the grant policies and procedures. The letter will be sent 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.
9. The deadline for completion of the Requisition Form is July 15 and the Impact Form (including required signatures) is August 1. 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.
10. Conferences will be provided with 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.

11. Funds are distributed in mid to late September each year.
12. If a conference has a question about application of grant program policy or permissible use of funds, those questions may be forwarded to Ali Spungen ([aspungen@ncaa.org](mailto:aspungen@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.
13. 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 Five grant funding has been incrementally added to offset the cost of the annual third-party external review.
14. Resource Allocations.
  - a. Provisional and reclassifying 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 Tier Four and the administrative expense of managing this program including the annual third-party external review (i.e., Tier Five).

- e. Because some tiers are flex tiers, funds may be spent as described in any of the outlined Tier policies, which includes any initiative under Tiers One or Two, since these tiers are based on the Division III Strategic Plan.
  - f. Allocations will vary each year based on fluctuating membership numbers and overall grant program budget adjustments.
  - g. No funding will be provided to conferences without active members and any funding left over from previous year must be returned to the NCAA.
15. Unused funds (rollover) must be returned to the NCAA with three 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 four 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.
  - c. Exception Three: For unspent Tier One funding, a conference would need to return a minimum of \$1,000 to the NCAA.
- Unused funds (rollover) policy may be applied to all Tiers except Tier Five.



## **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.

**Tier One funds may be used on any Tier Two or Tier Three initiative or any other initiative justified by the Division III Strategic Plan as long as the required Tier One spend is met.**

<b>Student-Athlete Advisory Committee (SAAC).</b>  <b>Annual spending is required.</b>  Conferences shall spend at least \$200 per member institution in support of the conference SAAC.	<p>Preapproved uses of SAAC funds include:</p> <ol style="list-style-type: none"><li>1. Conference SAAC meeting and communication expenses (e.g., travel and meals for student-athletes and advisors).</li><li>2. Guest speakers for conference SAAC meetings.</li><li>3. Conference SAAC t-shirts.</li><li>4. Conference SAAC leadership banquet or retreat.</li><li>5. Expenses related to conference SAAC directed community service projects.</li><li>6. Conference SAAC website creation and maintenance (including blogs and polling devices).</li><li>7. Promotions of conference SAAC initiatives (e.g., sportsmanship giveaways, posters, marketing of National Student-Athlete Day).</li><li>8. Conference SAAC logo development.</li><li>9. Increasing committee size.</li><li>10. Conference SAAC Scholar-Athlete of the Month program.</li><li>11. Student or SAAC led initiatives to raise awareness of equity or inclusion issues.</li><li>12. Expenses for sending student-athletes to NCAA Convention.</li><li>13. Leadership programming for institutional SAAC leaders (e.g., provide campus SAAC officers with 2-3 leadership sessions, then follow-up with a conference-wide session with all campus officers and conference SAAC reps; campus-only SAAC leadership program/seminar.)</li></ol> <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>
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<p><b>Compliance and Rules Seminar Education.</b></p> <p><b>Annual spending is strongly encouraged, but optional.</b></p>	<p>Preapproved uses of Compliance and Rules Seminar Education funds include:</p> <ol style="list-style-type: none"> <li>1. NCAA Regional Rules Seminars.</li> <li>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).</li> <li>3. Travel expenses for Conference Rules Seminar event attendees.</li> <li>4. Printing of NCAA manuals.</li> <li>5. Name, Image and Likeness (NIL) seminar education event (i.e., compliance coordinators and administrators).</li> <li>6. <b>Campus Sexual Violence Attestation Education.</b></li> </ol> <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>
<p><b>Faculty Athletics Representative (FAR)</b></p> <p><b>Annual spending is strongly encouraged, but optional.</b></p>	<p>Preapproved uses of FAR funds include:</p> <ol style="list-style-type: none"> <li>1. FARA Annual Meeting.</li> <li>2. NCAA Convention.</li> <li>3. NCAA Inclusion Forum.</li> <li>4. NCAA Regional Rules Seminar.</li> <li>5. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIIIAA, Women’s Leaders in College Sports.</li> </ol> <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><b>Campus Senior Woman Administrators (SWA)</b></p> <p><b>Annual spending is strongly encouraged, but optional.</b></p>	<p>Preapproved uses of SWA funds include:</p> <ol style="list-style-type: none"> <li>1. NCAA Convention.</li> <li>2. NCAA Inclusion Forum.</li> <li>3. NCAA Regional Rules Seminar.</li> <li>4. Women Leaders in College Sports Convention.</li> <li>5. NCAA and Women Leaders in College Sports Women's Leadership Symposium.</li> <li>6. Women Leaders in College Sports Institutes (Administrative Advancement, Leadership Enhancement and Executive).</li> <li>7. Title IX seminars, generally.</li> <li>8. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIII AA, Women's Leaders in College Sports.</li> <li>9. Women Leaders in College Sports Membership Dues.</li> <li>10. WeCOACH attendance and membership.</li> <li>11. NACDA/NADIII AA membership dues.</li> </ol> <p>If a conference desires to host a professional development event not on this list (e.g., 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><b>Campus Athletics Communication and Sports Information Directors</b></p> <p><b>Annual spending is strongly encouraged, but optional.</b></p>	<p>Preapproved uses of member institution SIDs funds include:</p> <ol style="list-style-type: none"> <li>1. The annual CoSIDA meeting.</li> <li>2. The annual ECAC SIDA meeting.</li> <li>3. CoSIDA and ECAC-SIDA membership dues.</li> <li>4. NACDA/NADIII AA membership dues.</li> </ol> <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><b>Athletic Direct Reports (ADR - Vice Presidents OR Presidents to whom athletics directly reports)</b></p> <p><b>Annual spending is strongly encouraged, but optional.</b></p>	<p>Preapproved uses of ADR funds include:</p> <ol style="list-style-type: none"> <li>1. NCAA Convention.</li> <li>2. NCAA Inclusion Forum.</li> <li>3. NCAA Regional Rules Seminar.</li> <li>4. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIIIAA, Women's Leaders in College Sports.</li> <li>5. NACDA/NADIIIAA membership dues.</li> </ol> <p>Funding for these preapproved uses can be provided for a president if they serve 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><b>Conference Office Staff (including Commissioners, Assistant Commissioners and conference Sports Information Directors)</b></p> <p>No more than 25 percent of the Tier One total amount can be spent within this category.</p> <p><b>Annual spending is strongly encouraged, but optional.</b></p>	<p>Preapproved uses of Conference Office staff funds include:</p> <ol style="list-style-type: none"> <li>1. Attendance at D3CA meetings;</li> <li>2. Attendance at any Regional Commissioner Meeting;</li> <li>3. CoSIDA and/or ECAC SIDA meetings;</li> <li>4. NCAA Convention;</li> <li>5. NCAA Regional Rules Seminars;</li> <li>6. NCAA Inclusion Forum;</li> <li>7. Women's Leaders in College Sports Convention;</li> <li>8. NCAA Women's Leadership Symposium;</li> <li>9. Women's Leaders in College Sports Institutes.</li> <li>10. Title IX seminars.</li> <li>11. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIIIAA, Women's Leaders in College Sports.</li> <li>12. NACDA/NADIIIAA membership dues.</li> </ol> <p>No more than 25 percent of the Tier One total amount, excluding rollover funds from the previous year, can be spent within the Conference Office Staff category.</p>

<p><b>Black, Indigenous and People of Color</b></p> <p><b>Annual spending is strongly encouraged, but optional.</b></p>	<p>Preapproved uses of BIPOC funds include:</p> <ol style="list-style-type: none"> <li>1. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIII AA, Women’s Leaders in College Sports.</li> <li>2. NCAA Convention;</li> <li>3. NCAA Inclusion Forum (see exception two below for attendance by non-ethnic minority);</li> <li>4. NCAA Regional Rules Seminar; and</li> <li>5. MOAA/NACDA/NADIII AA membership dues.</li> <li>6. <b>Any of the above programming for Athletic Diversity and Inclusion Designees (ADIDs)</b></li> </ol> <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><b>Athletic Trainers</b></p> <p><b>Annual spending is strongly encouraged, but optional.</b></p>	<p>Preapproved uses of Athletic Trainers funds include:</p> <ol style="list-style-type: none"> <li>1. NATA Annual Clinical Symposia &amp; AT Expo.</li> <li>2. College Athletic Trainers' Society (CATS) Annual Meeting.</li> <li>3. Any expenses Related to Certification-Based Clinics or Training Sessions (e.g., Local, Regional or State Clinics).</li> <li>4. NATA membership dues.</li> </ol> <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><b>Coaching Education and Enhancement</b></p> <p><b>Annual spending is strongly encouraged, but optional.</b></p>	<p>Preapproved uses of Coaching Education and Enhancement include:</p> <ol style="list-style-type: none"> <li>1. Professional development activities for coaches (including Strength and Conditioning coaches).</li> <li>2. Host session on professional ethics in coaching.</li> <li>3. Attendance at Intercollegiate Athletics Forum.</li> <li>4. New coach's seminar (compliance review, general).</li> <li>5. Support attendance at the NCAA Coaches Academy.</li> <li>6. Membership dues (e.g., MOAA, NACDA, CoSIDA, Women Leaders in College Sports, WeCOACH, etc.)</li> </ol>

To avoid being subject to penalty for non-compliance, 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.

If there is no spend in a required Tier One category, a minimum amount of \$500 must be returned to the NCAA to avoid a letter of inconsistent spend with grant policies.



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

**Unspent Tier Two funds may be spent on preapproved items in Tier Three, and all Tier Three funds need to be spent before using Tier Two funds for Tier Three preapproved expenses.**

The conference is expected to support each of the following areas:

1. Student-Athlete Well-Being/Community Service.
2. Diversity, Equity and Inclusion.
3. Integrity and Sportsmanship.
4. Academic Experience.
5. Identity and Integration Activities.

Conferences may spend the entire Tier Two allotment in one area in a given year or may divide it between areas.

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. **Campus Sexual Violence Attestation Education.**
6. Career planning seminars for student-athletes\*.
7. Community outreach.
8. Division III week activities.
9. Etiquette training\*.
10. Social media education.
11. Gambling education.
12. Hazing education.

13. Healthy relationships/sexual health and abuse education or programming.
14. Concussions education (e.g., Impact Program).
15. Leadership development speakers or materials\*.
16. Life planning programming\*.
17. Life skills programming\*.
18. Media training for student-athletes.
19. Medical testing/screening equipment for COVID-19.
20. Mental discipline/performance psychology training\*.
21. Motivational speaker for student-athletes\*.
22. Name, Image and Likeness (NIL) rules compliance education and monitoring (i.e., approved apps so far: Athliance).
23. Nutritional/diet information (handbook, access to nutritionist).
24. OneTeam training (e.g., travel and session-related expenses).
25. Personal Protective Equipment (PPE).
26. Purchase of AEDs.
27. Rest/recovery education.
28. Safe competition techniques.
29. Special Olympics initiatives (See the Division III Special Olympics partnership website for programming ideas).
30. Sports massage and relaxation techniques.
31. Student-athlete attendance at NCAA Convention.
32. Time management skills training\*.
33. Training for student-athlete mentors (SAM program).
34. Treatments by sports psychologist to address issues including stress management, anxiety, burnout and life balance.
35. 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](http://ncrg.org) website for report and recommendations).

36. Start or continue chapters of Chi Alpha Sigma (the national college athlete honor society).

\*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 Diversity, 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. OneTeam training (e.g., travel and session-related expenses).
10. Panel discussions on equity or inclusion topics.
11. Service or mentoring activities with a focus on equity or inclusion awareness.
12. 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.
13. Student or SAAC-led initiatives to raise awareness of equity or inclusion issues.
14. Student-Athlete Retreat focusing on equity and inclusion issues.

Preapproved uses of Integrity and 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 or the Division III sportsmanship, Gameday the DIII Way webpage.

Preapproved uses of Academic Excellence:

1. Academic banquet and awards.
2. Career planning seminars for student-athletes\*.
3. Leadership development speakers or materials\*.
4. Life skills programming\*.
5. Start or continue chapters of Chi Alpha Sigma (the national college athlete honor society).
6. Time management skills training\*.
7. Training for student-athlete mentors.

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

Preapproved uses of Officiating Funds include the following:

1. Assignment software (e.g., Arbiter Sports).

2. Bat testing.
3. Funding pre-season officiating meetings.
4. Headsets for soccer officials.
5. Hiring officials' observers, who evaluate, educate and recruit officials.
6. Officials' enhancement education, including attendance at the annual July National Association of Sports Officials (NASO) Annual Sports Officiating Summit.
7. Officials training (could include subsidizing registration with Arbiter Sports).
8. Officiating crew manuals.

Note: Per the Strategic Planning and Finance Committee, there is an annual requirement to spend a \$3,500 minimum for officiating enhancements for 2019-20 and beyond.

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 (including Strength and Conditioning 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.
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.
9. Membership dues (e.g., MOAA, NACDA, CoSIDA, Women Leaders in College Sports, WeCOACH, etc.)
10. Host a Name, Image and Likeness (NIL) education seminar event.

**Tier Four - Diversity, Equity and Inclusion: Specific Spending Requirements and Preapproved Uses.**

Tier Four funds support the division's strategic priority of diversity, equity and inclusion at the conference and/or institutional level.

Each conference receives \$24,000 annually in Tier Four and provides conferences and their member institutions with financial assistance to support the division's strategic priority of diversity, equity and inclusion.

**Full-Time, Part-Time and Intern Positions**

If a conference or a member institution plans to use the funding to enhance gender or Black Indigenous People of Color (BIPOC) representation through an administrative or staff position:

- Individual must identify as a female or BIPOC.

**Preapproved positions:**

- **Part-Time Staff/Interns.** Conference grant funds may be used to fund part-time or intern salaries (e.g., coordinator of officials, assistant, associate) during the grant cycle, provided the conference can tie the use of funds directly to any initiative in the strategic initiatives conference grant. Further, the conference must provide information regarding the position in the conference grant report, including an explanation of the job duties/responsibilities for the part-time staff member or intern, as well as general information regarding the position (e.g., selection process, length of services, number of hours worked per week, salary, etc.).
- **Full-time Positions.** Full-time positions being funded or created as a part of the strategic initiatives conference grant program must include a connection to any initiative in the strategic initiatives conference grant to support the needs of the conference or member institution. The conference is required to include a timeline to move the position to the conference's base budget. Funding for the full-time position by conference grant funds may not exceed more than three consecutive years. Additionally, the conference must provide an explanation of the job duties/responsibilities for the full-time position in the conference grant report form.
- **Offset or Enhance an Existing Position.** To offset or enhance a position, the position must already be within the department/conference office organizational chart to be permissible. The conference is required to include a timeline to move the position to the conference's base budget within three years. Funding to offset or enhance an existing position with conference grant funds may not exceed more than three consecutive years.
- **Any expenses related to a new hire (FT, PT, or Interns)** that are pre-approved within the current Conference Grant Policies. This may include, technology needs for the new hire, professional development opportunities (additional from Tier One permissive spending for conference office), etc.

## **Programming**

### Preapproved uses:

- Programming for Athletic Diversity and Inclusion Designees (ADIDs) and diversity, equity and inclusion conference or member institution programming. \*
- Conferences may establish a “consortium” with one another around diversity, equity and inclusion by pooling grant funds and conducting joint programs.
- Refer to BIPOC (formerly ethnic minority) and SWA spends in Tier One and Equity and Inclusion spend in Tier Two for a list of pre-approved uses.

\*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.

Additional uses may be permissible; however, require approval from the conference grant administrator. When submitting ideas please provide proposed plan and rationale for the ask.

### Impermissible uses:

- Dollars to supplement items in the overall Division III budget (e.g., NCAA Championships; Division III Strategic Alliance Matching Grant; Division III Ethnic Minority and Women’s Internship Grant and Division III Coaching Enhancement Grant)
- Dollars to offset or enhance the commissioner, executive director or director of athletics position.



**Administrative Stipend (“Tier Five”)**

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 Five” 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](#).



# Contacting NCAA Academic and Membership Affairs Staff



Division III  
DISCOVER | DEVELOP | DEDICATE

## DIVISION III INTERPRETIVE AND WAIVER REQUESTS

### Requests/Self-Reports Online (RSRO)

Member institutions and conferences should use RSRO for interpretive and waiver assistance from the NCAA Academic and Membership Affairs (AMA) staff.

#### Instructions for Submitting an Interpretation or Waiver Request Through RSRO:

- 1 Go to the following website: [www.NCAA.org](http://www.NCAA.org).
- 2 Select “My Apps” in the top right corner.
- 3 On the My Apps page, log in and click on Requests/Self-Reports Online\*.
- 4 Click on Request or Self-Report.
- 5 Select Interpretation Request from the drop-down menu to begin your interpretive request.
  - ▶ When completing this section, only select “urgent” if an interpretation is needed within the next two business days.
- 6 Select Legislative Relief Waiver (or a different type of waiver) from the drop-down menu to begin your waiver request.

If you have questions or have difficulty submitting your interpretation or waiver request, send an email with details of your issue to [rsro@ncaa.org](mailto:rsro@ncaa.org). If applicable, please include the case number in your email.

\*If RSRO does not appear on the My Apps tab, contact your institutional Single-Source Sign-On administrator (e.g., your athletics director) to discuss whether you should have the application added to your privileges.

### NCAA Division III Emergency Phone Line

If an institution or conference has an emergency interpretive or waiver request (e.g., bus leaves this afternoon, PSA plans to depart tonight for an official visit) and does not have sufficient time to submit the request via RSRO, call 317-917-6003 and leave a detailed voicemail (e.g., name, institution, office and/or cellphone number, details of request). The voice mailbox is monitored from 9 a.m. to 5 p.m. Eastern time Monday through Friday. Messages left outside those hours will be returned the next business day.



#### NCAA Customer Service Center

Current student-athletes, prospective student-athletes, parents and members of the general public who have legislative questions should contact the customer service center. This line is not intended for college coaches or administrators.

#### CUSTOMER SERVICE HOURS AND LEGISLATIVE LINE:

10 a.m. to 5 p.m. Eastern time, Monday through Friday  
U.S. and international callers – 317-917-6008

NCAA DIVISION III ANNUAL LIST OF REQUIRED FORMS AND ACTIONS FOR INSTITUTIONS					
Form	Description	Who Signs or Is Responsible	Destination	Due Date	NCAA Contact
<b>Student-Athlete Eligibility</b>					
<b>Drug-Testing Consent</b>	Student-athlete must sign form to affirm their awareness of the NCAA drug- testing program and agree to allow the NCAA to test in relation to any participation in NCAA championships.	Student-Athletes and Compliance Director	Athletics Director's Office	Before student-athlete's first outside competition.	<a href="mailto:forms@ncaa.org">forms@ncaa.org</a>
<b>HIPAA/Buckley Amendment Consent/Waiver Form</b>	Signing of the authorization/consent shall be voluntary and is not required by the institution for medical treatment, payment for treatment, enrollment in health plan or for any benefits (if applicable) and is not required for the student-athlete to be eligible to practice or compete.	Student-Athletes and Compliance Director	Athletics Director's Office	Before student-athlete's first outside competition (voluntary).	<a href="mailto:forms@ncaa.org">forms@ncaa.org</a>
<b>International Student-Athlete Amateurism through the <a href="#">NCAA Eligibility Center</a></b>	Each international student-athlete (per Bylaw 12.1.1.1) must receive a finalized Division III amateurism decision from the NCAA Eligibility Center.	International Student-Athletes and Compliance Director	Eligibility Center	Before student-athlete's first competition.	<a href="mailto:ecinfo@ncaa.org">ecinfo@ncaa.org</a>
<b>Student-Athlete Affirmation of Eligibility</b>	Must be completed for each sport to include the names of the student-athletes who have completed and signed the Student-Athlete Statement and Drug Testing Consent.	Athletics Director and Head Coaches	Athletics Director's Office	Before student-athlete's first outside competition.	<a href="mailto:forms@ncaa.org">forms@ncaa.org</a>

NCAA DIVISION III ANNUAL LIST OF REQUIRED FORMS AND ACTIONS FOR INSTITUTIONS					
Form	Description	Who Signs or Is Responsible	Destination	Due Date	NCAA Contact
<b>Student-Athlete Statement</b>	Student-athlete must sign form to affirm, to the best of their knowledge, they are eligible to compete in intercollegiate competition.	Student-Athletes and Compliance Director	Athletics Director's Office	Before student-athlete's first outside competition.	<a href="mailto:forms@ncaa.org">forms@ncaa.org</a>
General					
<a href="#"><u>Campus Sexual Violence Annual Attestation</u></a>	The policy reinforces previous efforts of the Association in addressing campus sexual violence and the document represents the Board of Governors' adoption of such policy. The attestation form requires schools to follow the policy set forth. Schools that do not attest are prohibited from hosting NCAA championships in the next applicable academic year.	Chancellor or president, director of athletics, campus Title IX coordinator.	NCAA national office ( <a href="#">My Apps</a> )	Nov. 3, 2023 <i>Date may vary year to year.</i>	Morgan Adcock <a href="mailto:madcock@ncaa.org">madcock@ncaa.org</a>  Donna Hedges <a href="mailto:dhedges@ncaa.org">dhedges@ncaa.org</a>
<a href="#"><u>Coaches Rules Test</u></a>	All head coaches and athletics administrators with compliance responsibilities must take the rules test annually. Institutions must file a secondary violation for failure to adhere to this annual requirement.	Compliance Director	NCAA national office via the NCAA Learning Portal ( <a href="#">My Apps</a> )	Available August 1	Brittany Higgins <a href="mailto:d3coachesexam@ncaa.org">d3coachesexam@ncaa.org</a>
<a href="#"><u>Division III Financial Aid Reporting Program</u></a>	Institution must submit an annual electronic report that includes data regarding the financial aid packages awarded by the institution to first year and incoming transfer student-athletes and to other incoming students.	Director of Athletics and Financial Aid Administrator.	NCAA national office ( <a href="#">My Apps</a> )	Between June 1 and mid-September	Eric Hartung <a href="mailto:ehartung@ncaa.org">ehartung@ncaa.org</a>

**NCAA DIVISION III ANNUAL LIST OF REQUIRED FORMS AND ACTIONS FOR INSTITUTIONS**

Form	Description	Who Signs or Is Responsible	Destination	Due Date	NCAA Contact
<a href="#"><u>Division III In-Region Scheduling Waiver Requirement Form</u></a>	Institutions that are unable to meet the in-regional scheduling requirement in team sports must complete this form on an annual basis to be eligible for championships selection.	Athletics director	Division III Championships Committee	Fall sports: March 1 Winter sports: May 1 Spring sports: July 1	Laura Peterson <a href="mailto:lpeterson@ncaa.org">lpeterson@ncaa.org</a>
<b>Membership Dues</b>	Institutions and conferences are invoiced via email annually.	Director of athletics, fiscal staff members	NCAA national office	September 1  <i>Cannot vote at NCAA Convention if membership dues have not been paid.</i>	Sharon Kincaid <a href="mailto:skincaid@ncaa.org">skincaid@ncaa.org</a>
<a href="#"><u>NCAA Convention Attendance and Assignment of Delegate</u></a>	Annual Association-wide meeting of all NCAA member institutions and conferences to discuss pertinent issues and vote on legislation. A voting delegate from your institution must attend and cast a vote during the Division III Business Session.	Initial contact is sent to the chancellor or president, with a copy to the athletics director.	NCAA national office	January  Dates vary.  <i>Delegates may not vote if membership dues have not been paid.</i>	Eric Hartung <a href="mailto:ehartung@ncaa.org">ehartung@ncaa.org</a>
<a href="#"><u>NCAA Directory</u></a>	Institutions should update directory contact information for administrators and head coaches as personnel changes take place to keep the institution's page current.	Athletics department staff	NCAA national office via the NCAA website ( <a href="#"><u>My Apps</u></a> )	As needed	Sadie Martinez <a href="mailto:smartinez@ncaa.org">smartinez@ncaa.org</a>

# NCAA DIVISION III ANNUAL LIST OF REQUIRED FORMS AND ACTIONS FOR INSTITUTIONS

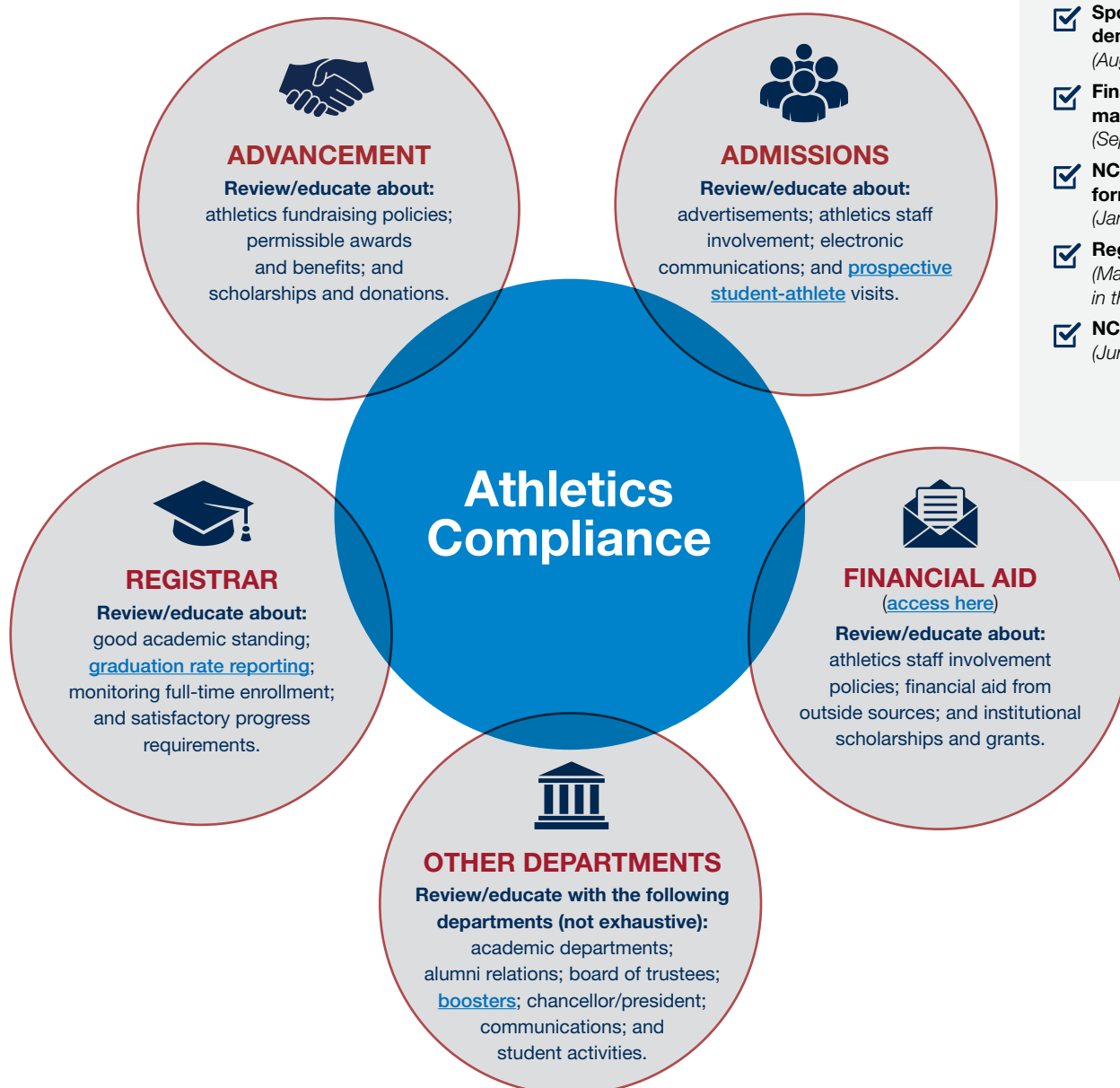
Form	Description	Who Signs or Is Responsible	Destination	Due Date	NCAA Contact
<a href="#">NCAA Membership Financial Reporting System</a>	Report on the revenues, expenses, and capital expenditures of the institution's athletics department. Institution will submit the required data or the EADA Certificate of Completion.	Initial contact is sent to the chancellor or president, with a copy to the athletics director.	NCAA national office ( <a href="#">My Apps</a> )	January 15	Andrea Worlock <a href="mailto:aworlock@ncaa.org">aworlock@ncaa.org</a>
<a href="#">NCAA Graduation Rates</a>	A compilation of student and student-athlete graduation rates.	Designated Institutional Personnel	NCAA national office ( <a href="#">My Apps</a> )	June 1  <i>Institutions are not eligible for championships if data is not submitted.</i>	Sadie Martinez <a href="mailto:smartinez@ncaa.org">smartinez@ncaa.org</a>
<a href="#">NCAA Regional Rules Seminars</a>	Annual rules compliance seminars. In select years, members of certain Division III conferences are permitted to use attendance at a Conference Rules Seminar to fulfill the once-in-three-year requirement.	Athletics Director, compliance or other administrators are optional.	NCAA national office	May/June Dates vary.  <i>Once in 3 years</i>	Brittany Higgins <a href="mailto:NCAARegionalRulesSeminars@ncaa.org">NCAARegionalRulesSeminars@ncaa.org</a>
<a href="#">Sports Sponsorship and Demographic Report</a>	Institutions must update contact information for administrators and head coaches. They must report information for sports sponsored last year and for the upcoming academic year. Athletics department citizenship and ethnicity information is collected. Information is required for championships eligibility.	Athletics Director	NCAA national office via the NCAA website ( <a href="#">My Apps</a> )	July 26 (Due date may vary slightly each year)  <i>Institutions are not eligible for championships if data is not submitted.</i>	Sadie Martinez <a href="mailto:smartinez@ncaa.org">smartinez@ncaa.org</a>  Keke Liu <a href="mailto:kliu@ncaa.org">kliu@ncaa.org</a>



# Staying Compliant with Division III Rules

This resource is intended to facilitate communication between the intercollegiate athletics department and all campus constituencies (e.g., admissions, advancement, financial aid, registrar, etc.) with a role in the institution's athletics compliance process. Institutions that engage in frequent cross-campus conversations will improve compliance with NCAA Division III legislation.

The graphic below shows the departments that the athletics compliance administrator should meet with throughout the year and suggested educational topics to discuss. Links to most frequently violated rules, the infractions process and resources are also provided. The goal is to educate the campus community and promote NCAA compliance.



## Enforcement trends and processes

[Resources](#)  
[Infractions process](#)

## NCAA Division III annual list of required forms and due dates [\(access here\)](#)

- ☒ **Sport sponsorship and demographic form**  
*(August 1)*
- ☒ **Financial aid report — mandatory**  
*(September 15)*
- ☒ **NCAA financial reporting form — voluntary**  
*(January 15)*
- ☒ **Regional Rules Seminars**  
*(May and June — once in three years)*
- ☒ **NCAA graduation rates**  
*(June 1)*



## NCAA Division III Waiver Tip Sheet

The NCAA academic and membership affairs staff frequently receives questions regarding the correct waiver case type. While staff can change incorrectly submitted case types, the institution still must resubmit the waiver and may be required to submit additional information based on the new case type. This additional step delays the waiver review process and an institution's receipt of a staff decision. This document is meant to serve as a guide for the most common waiver situations.

Which waiver do I need to file?

<b>Correct Requests/Self-Reports Online Case Types and Scenarios</b>
<p>Extension of Eligibility Waiver.</p> <ul style="list-style-type: none"><li>• Student-athlete needs a 10-semester/15-quarter extension.</li></ul>
<p>Legislative Relief Waiver.</p> <ul style="list-style-type: none"><li>• Student-athlete is unable to participate due to participation in organized competition prior to initial collegiate enrollment.</li><li>• Student-athlete is unable to use a transfer exception.</li><li>• Student-athlete is unable to participate due to being enrolled less than full-time.</li><li>• Student-athlete is unable to participate as a postbaccalaureate or graduate student.</li><li>• Any other request of relief from the legislation not mentioned.</li></ul> <p>*Note: Please review the DIII Management Council Subcommittee for Legislative Relief Information Standards, Guidelines and Directives to see if your assertions for waiver relief require specific documentation and satisfy established waiver criteria for an approval.</p>
<p>Membership Requirements Waiver.</p> <ul style="list-style-type: none"><li>• Institution is unable to attend NCAA Convention (annual) or the NCAA Regional Rules Seminar (once in three years) due to unusual circumstances.</li><li>• Institution or Conference seeks an extension of the deadline for completing the Institutional Self-Study Guide or Conference Self-Study Guide due to extenuating circumstances.</li><li>• Institution with enrollment of less than 1,000 undergraduate students failed to sponsor at least five men's and five women's sports for reasons beyond the institution's control.</li></ul>

<ul style="list-style-type: none"> <li>• Institution with enrollment of more than 1,000 undergraduate students failed to sponsor at least six men's and six women's sports for reasons beyond the institution's control.</li> <li>• Institution failed to sponsor at least three men's and three women's team sports for reasons beyond the institution's control.</li> <li>• Institution failed to sponsor at least one sport per gender in each sport season (fall, winter, spring) for reasons beyond the institution's control.</li> <li>• Institution is a single-gender institution transitioning to a coeducational institution and seeks a three-year waiver of minimum sports sponsorship requirements for the recently added gender.</li> <li>• Any other request for relief from the legislation in Bylaw 20.</li> </ul>
<p>Progress-Toward-Degree Waiver.</p> <ul style="list-style-type: none"> <li>• Student-athlete is unable to use a transfer exception because the student-athlete did not meet applicable progress-toward-degree requirements at the previous Division I or II NCAA institution.</li> </ul>
<p>Hardship Waiver</p> <ul style="list-style-type: none"> <li>• Student-athlete would like to regain a season of participation because the student-athlete competed limitedly and suffered an incapacitating injury or illness in the first half of the season.</li> <li>• Institutions that are members of a conference file this waiver first with the conference office and may appeal the decision to the NCAA staff if the waiver is denied.</li> <li>• Independent institutions file hardship waivers directly through RSRO to be reviewed by NCAA staff.</li> </ul>
<p>Season of Competition/Participation Waiver.</p> <ul style="list-style-type: none"> <li>• Student-athlete would like to regain a season of participation because the student-athlete competed limitedly while eligible and extenuating circumstances (other than injury or illness to the student-athlete) occurred that prevented the student-athlete from completing the season (e.g., life-threatening injury or illness sustained by immediate family member, extreme financial difficulties, dropped sport).</li> </ul>

**Reminder:** Case precedent (from the past three years) for cases submitted through RSRO can be found in RSRO by using the search tab. Case precedent searches conducted in Legislative Services Database for the Internet (LSDBi) will not return any results.

**\*Note:** NCAA Division III Management Council Subcommittee for Legislative Relief Information Standards, Guidelines and Directives can be found at the following link:  
<http://www.ncaa.org/compliance/waivers/legislative-relief-waivers>

**RSRO Online Training - Assistance in Submitting a Waiver:** Click on the following:  
[http://s3.amazonaws.com/ncaa/web\\_video/d3/articulate/rsro-training/story\\_html5.html](http://s3.amazonaws.com/ncaa/web_video/d3/articulate/rsro-training/story_html5.html)

**Which NCAA staff will process the waiver and who should I call if I have questions about a waiver before I submit through RSRO?**

Case Type(s)	NCAA Staff Responsible for Processing Case Type	Contact Phone Number
Extension of Eligibility, Hardship and Season of Participation	AMA Student-Athlete Reinstatement (SAR) Team	317-917-6003 Ask to speak to a member of the Student-Athlete Reinstatement team.
Legislative Relief	AMA Division III Team	317-917-6003
Membership Requirements	AMA Division III Team	317-917-6003 Ask to speak to a liaison for the Division III Membership Committee.
Progress-Toward-Degree	AMA Student-Athlete Academic Waiver (SAAW) Team	317-917-6003 Ask to speak to a member of the Student-Athlete Academic Waiver team for the applicable division (I or II).
For waivers not referenced in the chart above.	AMA Division III Team	317-917-6003

# FOR PROSPECTIVE STUDENT-ATHLETES

This document is designed to assist NCAA Division III schools in certifying the amateur status of prospective student-athletes. However, it is not a substitute for the specific legislation in the NCAA Division III Manual.

**Note:** For international student-athletes, go to the [Division III Compliance](#) webpage and click on Division III Compliance Forms to access the General Amateurism Form for International Student-Athletes — NCAA Division III.

Prospective Student-Athlete’s Name: \_\_\_\_\_ Sport(s): \_\_\_\_\_

High School Graduation Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Date of Initial, Full-time Enrollment at Any Collegiate Institution: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Date of Most Recent Amateur Status Certification (if applicable): \_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Prospective Student-Athletes — Amateurism Status (Bylaw 12.1.3)

**BEFORE** initial, full-time enrollment at any collegiate institution, an individual loses amateur status and is not eligible for participation in a particular sport if the individual engages in any of the following activities (Bylaw 12.1.3.2):

Checking **YES** to any of the following activities means the individual may have jeopardized his or her amateur status, and the individual should contact the institution’s athletics compliance administrator.

YES	NO	BYLAW 12.1.3.2
		a. Use of Athletics Skill for Pay (e.g., receives payment for endorsing a commercial product).
		b. Accepts a Promise of Pay for Athletics Participation.
		c. Expenses above Actual and Necessary from a Professional Team.
		d. Agreement with an Agent.
		e. Expenses or Awards Not Permitted by Amateurism Rules Governing Events.
		f. Expenses above Actual and Necessary from Outside Amateur Sports Team or Organization.
		g. Expenses for Competition from a Sponsor — other than an individual on whom the athlete is naturally or legally dependent.
		h. Other Activities. Receives <b>any</b> expenses, awards and benefits not listed as permissible in Bylaw 12.1.3.1 (see below).

**Per Bylaw 12.1.3.1, before initial, full-time enrollment, an individual may accept any expenses, awards and benefits listed below:**

- a. Prize Money Based on Place Finish.

b. Actual and Necessary Expenses from a Professional Team.

c. Contract for Professional Athletics.

d. Competition on a Professional Team.

e. Living Expenses from Established Relationship.

f. Actual and Necessary Expenses from Outside Amateur Team or Organization.

g. Expenses from Nonprofessional Sponsor of Event.

h. Actual and Necessary Expenses for Parents and Legal Guardians.

i. Prize for Institutional Promotion.
- j. NCAA Eligibility Center Fee.

k. Expenses for Age 15 and Younger Camp or Academy Sponsored by a Professional Sports Organization.

l. Equipment and Apparel Items.

m. Life Skills Mentoring Program.

n. Benefits for Elite-Level Participation.

o. Permissible Insurance Against Disabling Injury or Illness.

p. Camp Employment.

q. Fee-for-Lessons.

r. Educational Expenses .

# FOR CONTINUING STUDENT-ATHLETES

This document is designed to assist NCAA Division III schools in certifying the amateur status of continuing student-athletes. However, it is not a substitute for the specific legislation in the NCAA Division III Manual.

**Note:** For international student-athletes, go to the [Division III Compliance](#) webpage and click on Division III Compliance Forms to access the General Amateurism Form for International Student-Athletes — NCAA Division III.

Continuing Student-Athlete's Name: \_\_\_\_\_ Sport(s): \_\_\_\_\_

High School Graduation Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_ Date of Initial, Full-time Enrollment at Any Collegiate Institution: \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

Date of Most Recent Amateur Status Certification (if applicable): \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

## Continuing Student-Athletes – Amateurism Status (Bylaw 12.1.5)

**AFTER** initial, full-time collegiate enrollment, an individual loses amateur status and is not eligible for participation in a particular sport if the individual engages in any of the following activities (*Bylaw 12.1.5.2*):

*Checking **YES** to any of the following activities means the individual may have jeopardized his or her amateur status, and the individual should contact the institution's athletics compliance administrator.*

YES	NO	BYLAW 12.1.5.2
		a. Use of Athletics Skill for Pay (e.g., receives payment for endorsing a commercial product).
		b. Accepts a Promise of Pay for Athletics Participation.
		c. Signs a Contract.
		d. Receipt of Any Funds from a Professional Team.
		e. Competes on a Professional Team.
		f. Enters into a Professional Draft More than Once.
		g. Agreement with an Agent.
		h. Receipt of Cash Award for Participation.
		i. Expenses or Awards Not Permitted by Amateurism Rules Governing Events.
		j. Expenses above Actual and Necessary from Outside Amateur Sports Team or Organization.
		k. Expenses for Competition from a Sponsor — other than an individual on whom the athlete is naturally or legally dependent.
		l. Payment Based on Place Finish — Team Sports. Receives any payment, including actual and necessary expenses.
		m. Payment Based on Place Finish — Individual Sports — During the Playing Season or During the Academic Year. Receives any payment, including actual and necessary expenses.
		n. Payment Based on Place Finish — Individual Sports — Outside the Playing Season During the Institution's Official Summer Vacation Period. Receives any payment other than actual and necessary expenses from the sponsor of an open athletics event.
		o. Other Activities. Receives <b>any</b> expenses, awards and benefits not listed as permissible in Bylaw 12.1.5.1 (see below).

**Per Bylaw 12.1.5.1, after initial, full-time enrollment, an individual may accept any expenses, awards and benefits listed below:**

- a. Actual and Necessary Expenses from Outside Amateur Team or Organization.

b. Prize Money — Individual Sports — Outside the Playing Season During the Institution's Official Summer Vacation Period.

c. Expenses from Nonprofessional Sponsor of Event.

d. Actual and Necessary Expenses for Parents or Legal Guardians.

e. Prize for Institutional Promotion.

f. Participation in Institutional, Charitable or Educational Promotions or Fundraising Activities Involving the Athletics Ability of Student-Athletes.

g. Benefits for Elite-Level Participation.

h. Permissible Insurance against Disabling Injury or Illness.

i. Camp Employment.

j. Fee-for-Lessons.



# Staying Compliant with Financial Aid Requirements

This resource is intended to facilitate communication across all campus constituencies (e.g., director of athletics, director of financial aid, development office, admissions office and athletics compliance) with a role in the institution's financial aid awarding process. The NCAA Division III Financial Aid Committee recommends that Division III institutions engage in these conversations regularly to help ensure compliance with Bylaw 15.

### Please have the following resources on hand for all discussions:

- ☐ NCAA Division III Manual – Bylaw 15: Financial Aid
- ☐ Annual Financial Aid School Profile Report
- ☐ Institutional Financial Aid Policies and Procedures
- ☐ Institutional Awards Applications and Descriptions
- ☐ NCAA Division III Financial Aid Reporting Program Policies and Procedures Worksheet

**1. Financial aid cannot be granted based on a student-athlete's athletics participation. This means institutions should not consider athletics leadership, ability or performance when formulating a financial aid package. [Bylaw 15.3.1-(a)]**

### Discussion Questions:

- » Is the financial award based on the student-athlete's financial need?
- » What criteria are used for awarding non-need based aid?
- » Do we have a non-need based award policy?
- » Is there an application process for non-need based awards?
- » Who makes non-need based award decisions and are athletics personnel involved?
- » Are extracurricular activities considered in awarding non-need based aid?
- » Are leadership positions considered in non-need based awards?

» When considering extra curricular activities and leadership positions in awarding non-need based aid, may athletics be a component?

» What criteria are included in our award matrix?

**2. Financial aid procedures should be the same for all students. Student-athletes and non-athletes should be treated the same. [Bylaw 15.3.1-(b)]**

### Discussion Questions:

- » What methods are used to determine financial need for need-based aid?
- » Is there a policy directing the proportion of financial need that will be met by institutional gift aid?
- » What are our policies and procedures for awarding non-need based aid and do they differ for any student subpopulation?
- » What policies and procedures inform our award matrix?
- » How do our policies and procedures remove athletics from consideration in the admissions rating system before a financial aid award?

**3. The financial aid packages for student-athletes should resemble similar packages offered to nonathletes. [Bylaw 15.3.1-(c)]**

### Discussion Questions:

- » Do student-athletes appear to receive preferential financial aid packaging?

» Do specific athletics teams appear to benefit from preferential, specific institutional awards or grants?

» What is the percentage of student-athletes in the student body and what percentage of total institutional aid do student-athletes receive?

» Is there a difference in proportion in the amount given to student-athletes when compared to the rest of the student population?

» What considerations do we make when awarding institutional aid?

**4. Athletics staff members are not allowed to have any role in determining institutional aid and are not permitted to modify or arrange financial aid packages. [Bylaw 15.3.4]**

### Discussion Questions:

- » What role do athletics department staff members play in the awarding of financial aid?
- » Are athletics staff members on our financial aid committee?
- » Do we have members of the athletics staff also employed by the admissions department? If so, do employees of the admissions department play a role in the financial aid award process?

### For additional resources:

- Contact your conference office
- File an interpretive request in RSRO
- Call the AMA Interpretations Line at 317-917-6003

# Financial Aid from Outside Sources Analysis

This resource is intended to assist financial aid administrators in reviewing outside aid awards. The NCAA Division III Financial Aid Committee recommends that Division III institutions utilize this document as a first step in ensuring compliance with the financial aid from outside sources legislation (NCAA Division III Bylaw 15.1.2.2.), which allows student-athletes to receive

financial aid from an outside source that considers athletics provided certain criteria are met. For additional financial aid resources please contact your athletics department or conference office, file an interpretive request in Requests-Self Reports Online (RSRO) or call the Academic and Membership Affairs (AMA) Interpretations Line at 317/917-6003.

**Start here** and work your way down the page to determine if the outside aid you are examining meets the requirements of Bylaw 15.1.2.2.

- Does the award limit the recipient to attend your institution only?
- Does the donor of the award have a direct connection with your institution?
- Can the award be made on more than one occasion?



**If NO to all...**

The award is **PERMISSIBLE**

**If YES to any...**

Was athletics participation, leadership, ability or performance considered in the determination of the award recipient?



**If NO...**

Receipt of the award would be **PERMISSIBLE**

**If YES...**

Receipt of the award would be **IMPERMISSIBLE**

## TERMS TO KNOW

**Direct Connection:** A direct connection is present when the donor of an outside award is also a representative of athletics interest (*NCAA Bylaw 13.02.9*) for the institution the recipient plans on attending.

**Donor:** The individual or entity funding the outside scholarship.

**Multi-Year Disbursement:** It is permissible for outside financial aid (where athletics is considered) to be disbursed over multiple years provided the award is made on one occasion only. For example, a student-athlete receives a \$5,000 scholarship that is renewable each year until he/she graduates. There are no renewal criteria and the student-athlete does not have to do anything to continue to receive the scholarship each year. In total, he/she receives \$20,000 from this organization.

# DIVISION III REQUIREMENTS

**Division III schools** provide an integrated environment focusing on academic success while offering a competitive athletics environment. Division III rules minimize potential conflicts between athletics and academics and focus on regional in-season and conference play to maximize academic, co-curricular and extracurricular opportunities. While Division III schools do not offer athletics scholarships, 80% of Division III student-athletes receive some form of merit or need-based financial aid.

While Division III schools set their own admissions and academic requirements, **international student-athletes** (first-year students and transfers) who initially enroll full time

at a Division III school on or after Aug. 1, 2023, are required to complete an Amateurism-Only Certification account. See the Amateurism section below for more information on the Amateurism-Only Certification account, which does not include an academic certification. Contact the Division III school you plan to attend for more information about its academic requirements.



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## AMATEURISM

When you register for an Academic and Amateurism or Amateurism-Only Certification account with the NCAA Eligibility Center, you will be asked a series of questions about your **sports participation** to determine your amateur status. In some instances, the Eligibility Center staff may need to gather additional information to evaluate your amateur status.

### ISSUES REVIEWED AS PART OF THE AMATEURISM CERTIFICATION PROCESS

- » Delaying your full-time collegiate enrollment to participate in organized competition.
- » Playing with professionals.
- » Signing a contract with a professional team.
- » Participating in tryouts or practices with a professional team.
- » Receiving payment or preferential treatment/benefits for playing sports.
- » Receiving prize money.
- » Receiving benefits from an agent or prospective agent.
- » Involvement with a recruiting service.

### REQUESTING FINAL AMATEURISM CERTIFICATION

College-bound student-athletes enrolling for the first time at an NCAA Division I or II school and international students enrolling for the first time at a Division III school must **request their final amateurism certification** before being eligible to compete. (This includes transfers from junior colleges, National Association of Intercollegiate Athletics, international schools or transfers from a Division I, II or III school to a school in a different division. **See page 13** to determine the right Eligibility Center account for your circumstances.) Students must request their final amateurism certification through their Eligibility Center account; the Eligibility Center staff cannot finalize your amateurism certification without your request. **Note:** You can request your final amateurism certification even if other tasks are still open in your account. When you can request your final amateurism certification depends on when you are starting at a Division I, II or III school:

**Fall Enrollment:** If you are enrolling at a Division I, II or III school for the fall semester, you may request a final amateurism decision on or after April 1 before your enrollment at an NCAA school.

**Winter/Spring Enrollment:** If you are enrolling at a Division I, II or III school for the spring semester, you may request a final amateurism decision on or after Oct. 1 before your enrollment at an NCAA school.

# COMMUNICATION, CONTACTS AND EVALUATIONS

## CONTACTS (Bylaw 13.1)

- Off-campus contacts are not permitted until a PSA has completed his or her sophomore year of high school.
- No number limit on off-campus contacts.
- Contact (including telephone calls if at the event or aware of the competition) may not be made with a PSA before any athletics competition in which the PSA is a participant until the PSA has been released by the appropriate institutional authorities. **Exception:** An athletics staff member may have on-campus contact prior to competition with a PSA, provided the PSA is not scheduled to compete on that day on the institution's campus.
- Contact may occur with relatives, guardian(s) or individual of comparable relationship of a contactable PSA at the site of a PSA's practice or competition (including during the competition).

## RECRUITING MATERIALS (Bylaw 13.4)

- There are no restrictions on the timing of providing recruiting materials or letters to PSAs.
- Institutions are permitted to provide any official academic, admissions, athletics and student-services publications or electronic media published or produced by the

institution and other information of a general nature that is available to all students.

## EVALUATIONS (Bylaw 13.1)

- There are no restrictions on the number or timing on evaluations of a PSA participating in practice or competition.

## PERMISSION TO CONTACT (Bylaw 13.1.1.2)

- Athletics recruitment of any type of an NCAA or NAIA four-year college student-athlete is not permitted without first obtaining written permission from the student's current institution, regardless of who makes the initial contact.
- A student-athlete transferring from a Division III institution to another Division III institution can sign the self-release form for proper permission.
- Permission to contact is not required for a two-year college prospect.

## CELEBRATORY SIGNING FORM (Bylaw 13.9)

- Institutions may use a standard, nonbinding athletes celebratory signing form after a PSA has been accepted for enrollment. The standard form shall be made available by the NCAA national office. The form is located on the Legislative Services Database (LSDBi).



Division III  
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# Athletics Recruiting/Communication Quick Reference Guide

This document is designed to provide a quick reference of NCAA Division III recruiting rules. It is not to serve as a substitute for the legislation in the NCAA Division III Manual.

Division III recruiting rules apply to athletics-based recruiting and are not meant to limit an institution's admissions office from the recruitment of prospective students generally.

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## CAMPUS VISITS

	Official visits	Unofficial visits
<b>Number of Visits Permitted</b>	One financed visit per institution.	Unlimited.
<b>First Opportunity to Visit</b>	January 1 of the prospective student-athlete's (PSA) junior year in high school.	Any time.
<b>Permissible Length of Visit</b>	Shall not exceed 48 hours. The 48-hour period begins at the time the PSA arrives on campus.	No time limitations.
<b>Meals</b>	Three on-campus meals per day for the PSA and individuals accompanying the PSA. Dessert or after-meal snack also is permitted. May provide meals while in transit to and from visit.	One on-campus meal for the PSA only.
<b>Lodging</b>	Campus or within 30-mile radius of campus and comparable to student life. May include other guests if no additional cost. May provide a separate room for parents/guardians. May provide lodging while in transit to and from visit.	None, unless lodging is generally available to all visiting prospective students.
<b>Entertainment</b>	Maximum of \$40 each day (no cash to the PSA) within a 30-mile radius of campus. \$40 must cover PSA, the PSA's parents, guardian(s), spouse or individual of comparable relationship and student host.	None.
<b>Complimentary Admissions to Home Athletics Event</b>	Admission for the PSA and any individual accompanying the PSA (no limit on the number of tickets). No special seating.	Admission for the PSA and any individual accompanying the PSA (no limit on the number of tickets). May not reserve additional game tickets. May not arrange special parking. No special seating.
<b>Transportation</b>	Round-trip (e.g., airfare, mileage) cost for the PSA only (including other individuals traveling in same automobile). The PSA may receive special on-campus parking. Transportation to view home practice and competition sites in the PSA's sport or other home institutional facilities.	Transportation to view home practice and competition sites in the PSA's sport or other home institutional facilities.

See Bylaws 13.5, 13.6 and 13.7 for more information.

## SOCIAL MEDIA TIMING

When	Athletics may	Athletics may not
<b>Before the PSA submits a financial deposit to the institution</b>	<ul style="list-style-type: none"> <li>Send private/direct messages to the PSA (or PSA's family) using social media.</li> </ul>	<ul style="list-style-type: none"> <li>Send a public message to the PSA (or PSA's family) on social media.</li> <li>Post information about the PSA on social media.</li> <li>Like the PSA's post (or a post the PSA is tagged in).</li> <li>Follow, friend, retweet, tag or post to the PSA's page/timeline.</li> </ul>
<b>After the PSA submits a financial deposit to the institution, but before May 1 of the senior year in high school</b>	<ul style="list-style-type: none"> <li>Send private/direct messages to the PSA (or PSA's family) using social media.</li> <li>Use social media to announce the PSA's commitment to attend the institution, without tagging the PSA.</li> </ul>	<ul style="list-style-type: none"> <li>Send a public message to the PSA (or PSA's family) using social media.</li> <li>Like the PSA's post (or a post the PSA is tagged in).</li> <li>Follow, friend, retweet, tag or post to the PSA's page/timeline.</li> </ul>
<b>After the PSA submits a financial deposit to the institution, and it is after May 1 of the senior year in high school</b>	<ul style="list-style-type: none"> <li>Send private/direct messages to the PSA (or PSA's family) using social media.</li> <li>Use social media to announce the PSA's commitment to attend the institution.</li> <li>Send a public message to the PSA (or PSA's family) using social media.</li> <li>Like the PSA's post (or a post the PSA is tagged in).</li> <li>Follow, friend, retweet, tag or post to the PSA's page/timeline.</li> </ul>	

See Bylaws 13.02.11 and 13.10 for more information.

### ELECTRONIC TRANSMISSIONS (Bylaw 13.02.11)

- No restrictions on the number or timing of telephone calls (including videoconferencing and videophones) and private electronic correspondence (electronic mail, text messages, private communication through social networking site) to PSAs.



# Social Media Use in Division III Recruiting

You may, at any time, **take actions of approval** on social media content created by users of the platform. For example, content created by:

- Prospects and their families
- Club/HS teams and coaches
- Outside groups

## ACTIONS OF APPROVAL DO NOT GENERATE CONTENT, WHICH IS WHY THEY ARE PERMISSIBLE AT ANY TIME.

Commenting, tagging or otherwise linking the prospect to a social media post generates content, and that content is governed by the electronic transmissions and publicity legislation. That means:

### BEFORE DEPOSIT AND JAN. 1

Limited to private communication and actions of approval.

### AFTER DEPOSIT AND BEFORE JAN. 1

May announce the prospect's commitment with a post, picture and general information but may not tag/link them to the post.

### AFTER DEPOSIT AND JAN. 1

No restrictions on social media interaction.

## WHAT ACCOUNTS ARE SUBJECT TO DIII SOCIAL MEDIA REGULATIONS?

### ATHLETICS DEPARTMENTS

Official athletics department accounts are subject to DIII social media regulations.

### TEAMS

Team accounts, and unofficial accounts representing an institution's team, are subject to DIII social media regulations.

### COACHES

A coach's personal social media account is subject to DIII social media regulations.

### STUDENT-ATHLETES

Generally, peer-to-peer interactions are not subject to DIII social media regulations. However, if the SA is instructed to reach out to the prospect for the purposes of recruitment, their account must follow the regulations.

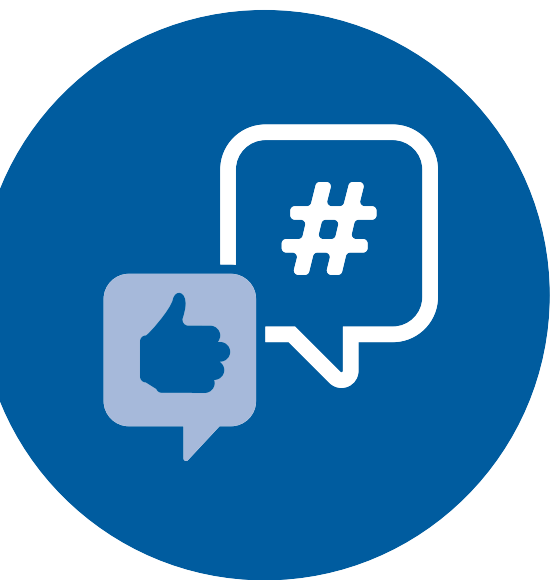
### NON-ATHLETICS INSTITUTIONAL ACCOUNTS

May interact with prospects on social media without restriction, as long as they are not directed to do so by athletics and they interact similarly with all prospective students.

## SOCIAL MEDIA AND VISITS TO CAMPUS










PSAs can take pictures during their visits to your institution and post those photos to social media at any time. And while you cannot direct the PSA to post the pictures, you can interact with the posts as permitted by the public communications timeline.

**SIMPLY PUT:  
TAP, DON'T TYPE IF IT  
IS BEFORE JAN. 1 AND  
FINANCIAL DEPOSIT.**



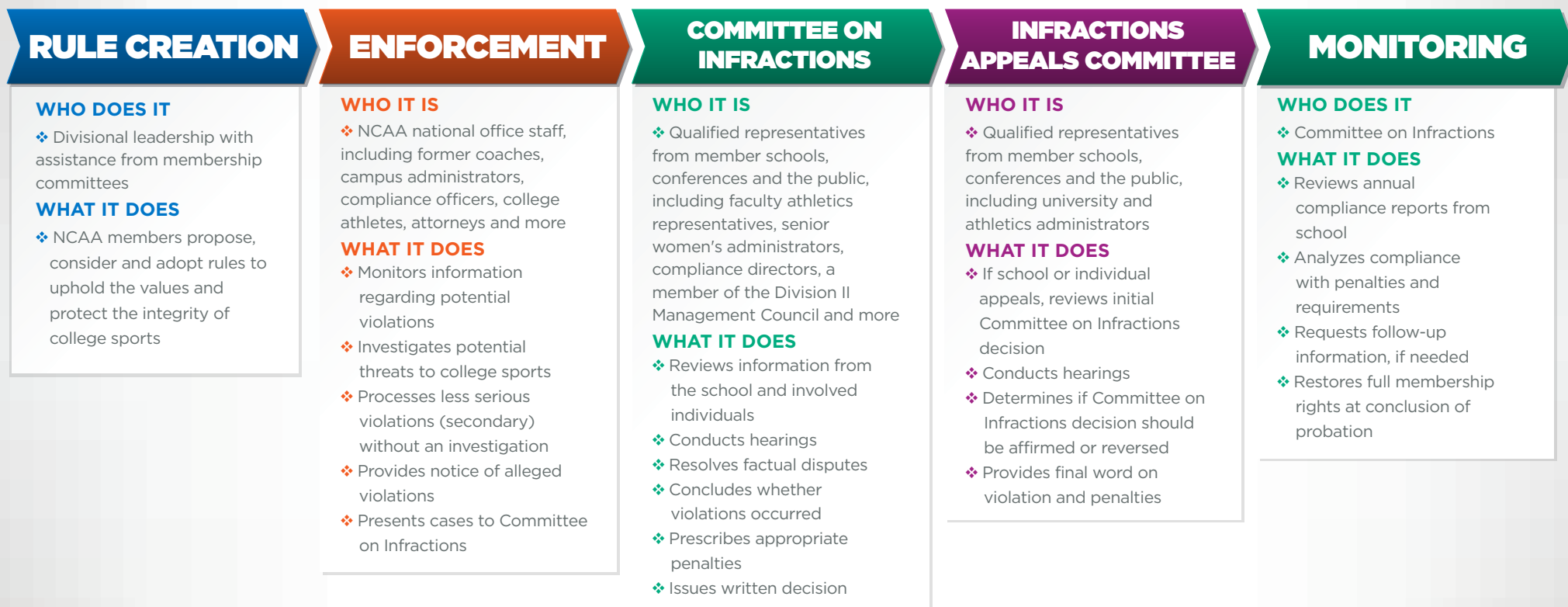


## WHAT IS OR ISN'T PERMISSIBLE BEFORE JAN. 1 AND FINANCIAL DEPOSIT?

		
 <b>FACEBOOK</b>	<ul style="list-style-type: none"> <li>• Send/accept a friend request to or from PSA.</li> <li>• Utilize private messenger/chat function.</li> <li>• Like a status, photo or post.</li> <li>• Share a post (without comment).</li> </ul>	<ul style="list-style-type: none"> <li>• Post on PSA's wall.</li> <li>• Comment on a status, photo or post.</li> <li>• Utilize a group messenger/chat function.</li> </ul>
 <b>TWITTER</b>	<ul style="list-style-type: none"> <li>• PSA can follow coach; coach can follow PSA.</li> <li>• Retweet PSA's tweet (without comment).</li> <li>• Favorite PSA's tweet.</li> <li>• Utilize private direct message function.</li> </ul>	<ul style="list-style-type: none"> <li>• Tweet using PSA's Twitter handle (@PSA).</li> <li>• Tag PSA in a post.</li> <li>• Reply to PSA's tweet.</li> </ul>
 <b>INSTAGRAM</b>	<ul style="list-style-type: none"> <li>• PSA can follow coach; coach can follow PSA.</li> <li>• Like PSA's photo.</li> </ul>	<ul style="list-style-type: none"> <li>• Tag PSA in a post.</li> <li>• Comment on PSA's photo.</li> </ul>
 <b>SNAPCHAT</b>	<ul style="list-style-type: none"> <li>• Send/accept a friend request to or from PSA.</li> <li>• Send and receive snaps (photos/videos).</li> <li>• Utilize private chat function.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize group snap function.</li> <li>• Utilize group chat function.</li> </ul>
 <b>LINKEDIN</b>	<ul style="list-style-type: none"> <li>• Send/accept connection requests to or from PSA.</li> <li>• Utilize private in-message function.</li> <li>• Share PSA's post (without comment).</li> <li>• Like PSA's post.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommend or endorse PSA.</li> <li>• Comment on PSA's post.</li> </ul>
 <b>PINTEREST</b>	<ul style="list-style-type: none"> <li>• PSA can follow coach; coach can follow PSA.</li> <li>• Coach can re-pin PSA's post.</li> </ul>	<ul style="list-style-type: none"> <li>• Tag PSA.</li> </ul>
 <b>TIKTOK</b>	<ul style="list-style-type: none"> <li>• PSA can follow coach; coach can follow PSA.</li> <li>• Like PSA's post.</li> </ul>	<ul style="list-style-type: none"> <li>• Reply to PSA's post.</li> <li>• Tag PSA in a post.</li> </ul>

*Social media is constantly changing, so this chart is also subject to change.  
If you are unsure about something, just ask the academic and membership affairs staff.*

# NCAA DIVISION III INFRACTIONS PROCESS



The NCAA Division III infractions process begins with rules proposed, considered and adopted by NCAA members. These rules focus on eligibility, recruiting, academic performance, playing and practice seasons, scholarships, and extra benefits. In Division III, violations of these rules can either be considered major or secondary. When a school or a college athlete violates a rule, the NCAA enforcement staff investigates, provides notice of potential violations to schools and involved individuals, and presents information about potential major violations to the Committee on Infractions. Generally, the enforcement staff and conferences handle secondary violations. Then, the COI considers the facts of the case and the positions of all parties. Members of a COI deliberate, conclude if violations occurred, prescribe appropriate penalties, then issue a written decision. That decision can be reviewed by the Infractions Appeals Committee if a school or involved individual does not agree with the COI's findings, conclusions or penalties. If the COI prescribes probation and/or penalties, the COI reviews annual reports to ensure that the school completes all requirements.





# F.A.C.T. INVESTIGATIONS

FAIR • ACCURATE • COLLABORATIVE • TIMELY

The enforcement staff supports schools and individuals who play by the rules and are committed to integrity. NCAA investigations protect the common interests of schools and the Association's enduring values. When potential violations are discovered, schools and individuals are obliged to cooperate by disclosing all relevant information to enforcement staff or committee representatives.

## BYLAWS

NCAA members propose and adopt bylaws.

## INVESTIGATION & PROCESSING

The enforcement staff investigates alleged violations of those bylaws and presents its findings to the Committee on Infractions (COI).

## OUTCOME & APPEAL

The COI, made up of qualified individuals from NCAA schools and the public, concludes whether violations occurred and whether penalties are appropriate. The COI decision is reviewed by the Infractions Appeals Committee, also made up of qualified individuals from NCAA schools and the public.



## COMPLIANCE

Each NCAA school has an obligation to monitor and control its athletics programs, its representatives and its student-athletes to assure compliance with the Constitution and bylaws of the Association.

## NON-COMPLIANCE

Each NCAA school has an obligation to report all instances of noncompliance to the Association in a timely manner.

## EXEMPLARY COOPERATION

Exemplary cooperation by an NCAA school or involved individual may be a mitigating factor when determining any penalties. Exemplary cooperation may include identifying individuals, documents and other information pertinent to the investigation; expending institutional resources to expedite a thorough and fair collection and disclosure of information; or bringing additional violations to the attention of the enforcement staff.

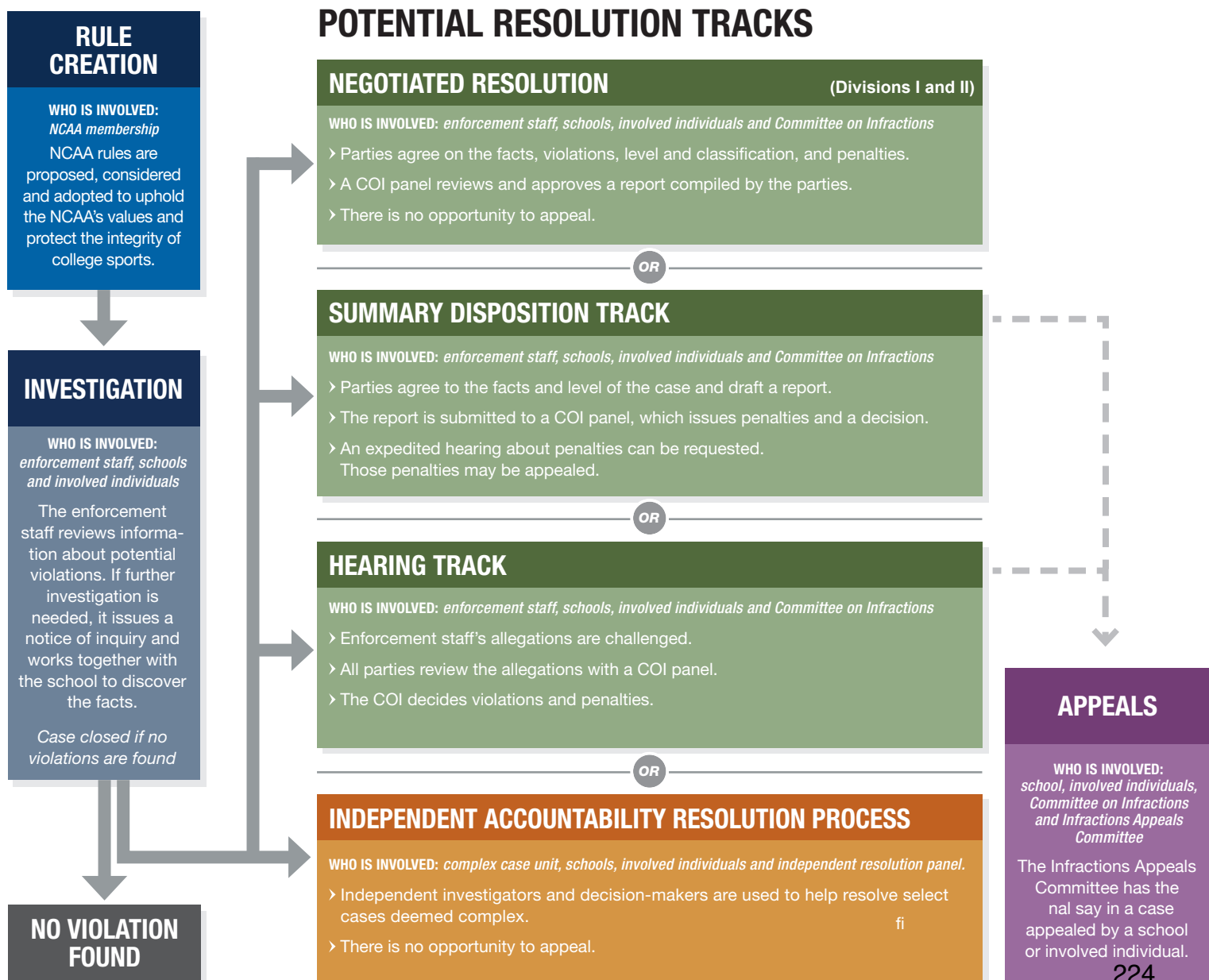
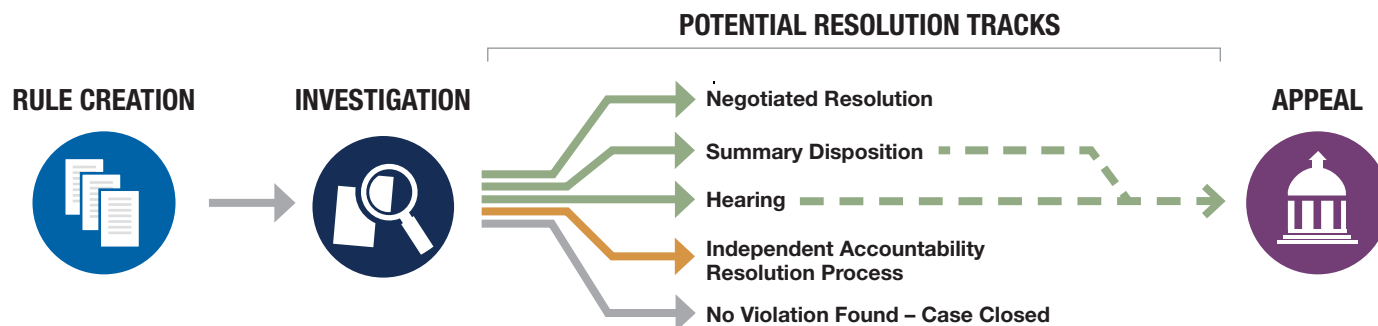
## FAILURE TO COOPERATE

Failing to cooperate with the NCAA enforcement staff, Committee on Infractions (COI) or Infractions Appeals Committee may result in an independent allegation and be considered an aggravating factor when determining any penalties. Institutional representatives or involved individuals may be asked to appear before a hearing panel of the COI at the time the allegation is considered.

# Infractions Process Overview



The infractions process is designed to ensure fair play and integrity among NCAA schools. Here is a look at how the process works and the options available to reach a fair resolution.







# NATIONAL OFFICE ENFORCEMENT STAFF INFRACTIONS PROCESS

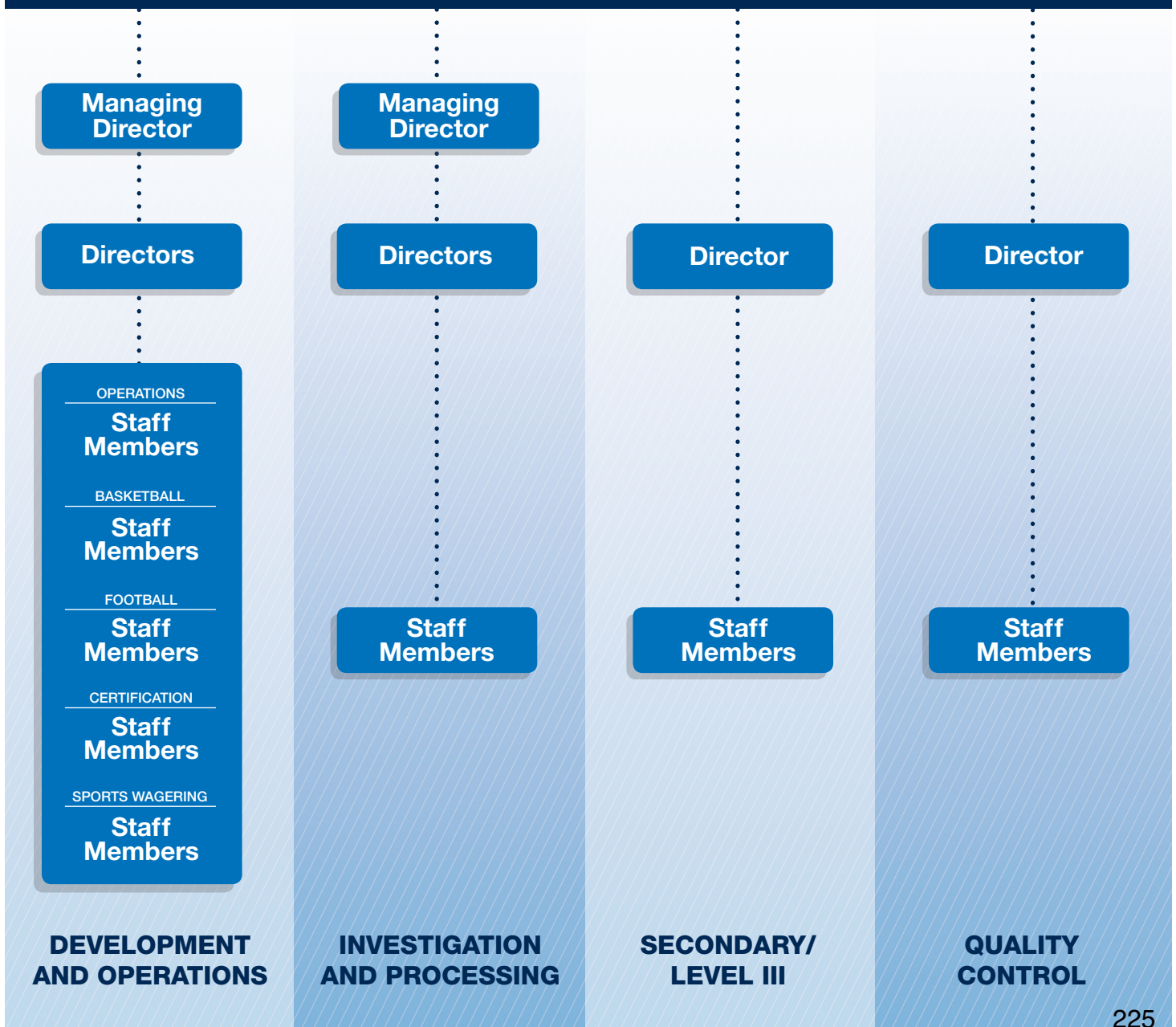
The NCAA enforcement staff is divided into specialty teams shown below. The **development and operations staff** provides sport-specific subject matter expertise in football, basketball, track and field, and baseball. It also reviews potential violations, complementing the **investigation and processing staff** in determining the facts of a case and whether to bring formal allegations.

Staff members in the **secondary/Level III group** process thousands of infractions reported each year by member schools. The **quality control group** works with all the teams to ensure procedural compliance, consistent decisions and accurate collection of data.

Many members of the enforcement staff are attorneys with varied backgrounds in criminal law, civil practice or government service. Many also are former student-athletes, high school coaches, college coaches, professional coaches, compliance officers or athletics administrators.

Each member receives intense orientation when hired and continual training on rules, interview skills and other professional development. The enforcement department strives to attract, hire and train mature staff members who will provide excellent and efficient service to NCAA member schools.

## Vice President of Enforcement



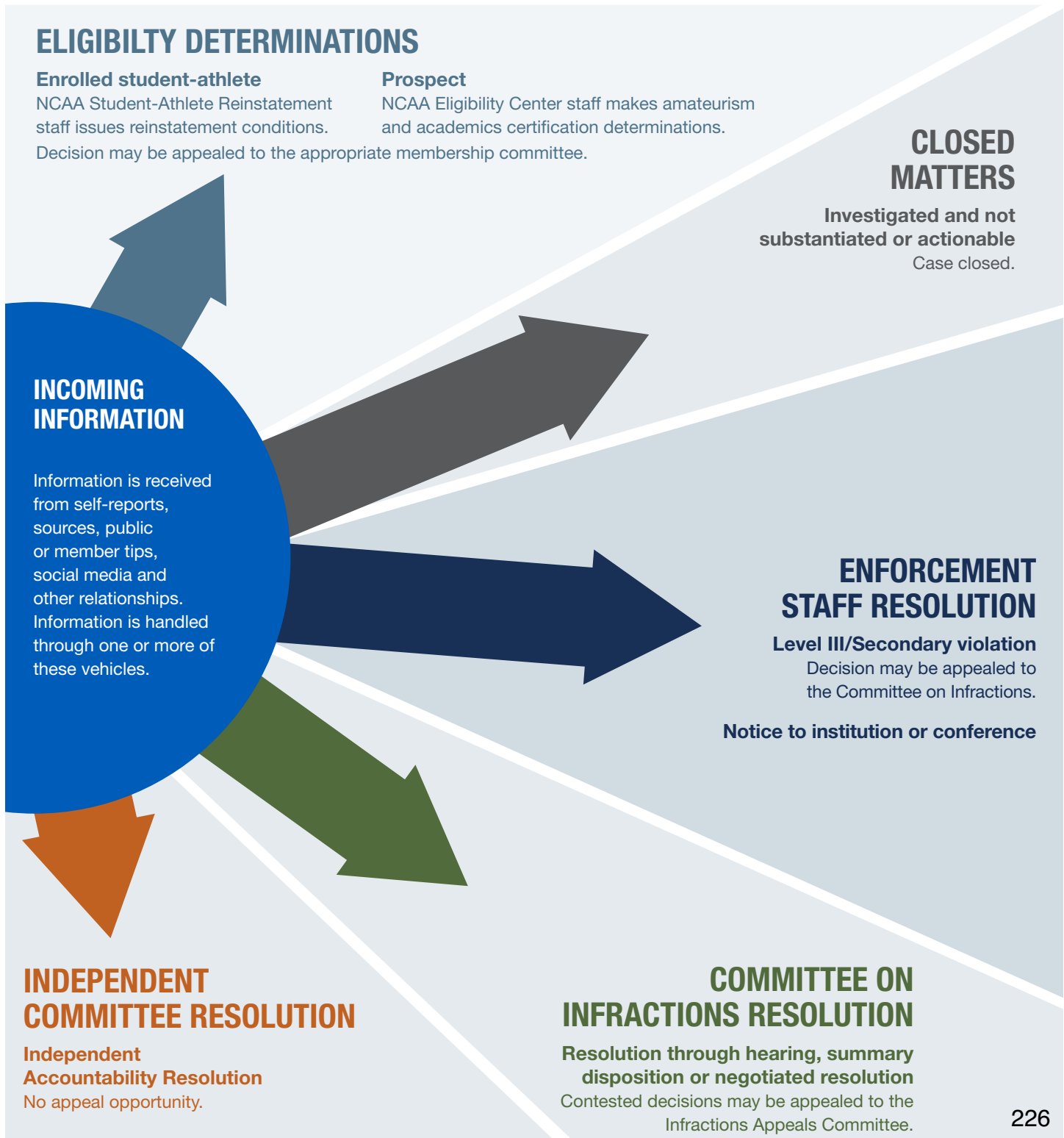
# Paths for Handling Potential Violations



Information about potential rule violations is reported to the enforcement staff by many sources.

Some of that information is not credible or specific enough to open an investigation, and other information suggests a violation may have occurred. When credible information is received, either the enforcement staff begins investigating or it is handled outside the infractions process.

As an investigation evolves, there are at least five paths an incoming piece of information might take. Some cases may involve more than one of the resolution paths listed below.







# Student-Athlete Reinstatement Process

An institution submits a case to the student-athlete reinstatement (SAR) staff when it:

- (1) declares a current or prospective student-athlete ineligible due to a violation affecting eligibility; or
- (2) determines a specific waiver is needed.

In all cases, the SAR staff and committees subscribe to the students-first philosophy; attempt to place student-athletes back in the position they were prior to a violation occurring while also evaluating culpability; and review the totality of circumstances to render an outcome that considers student-athlete well-being and fairness. Here is an overview of the SAR process.

## SAR CASE TYPES

**Violations affecting student-athlete's eligibility (Bylaws 10-17)**

**Student-athlete unable to use four seasons of competition/participation within five-year/10-semester/15-quarter period of eligibility**

- Extension of Eligibility Waiver
- Athletics Activity Waiver (Division I)

**Student-athlete competes/participates limitedly during a season of competition/participation**

- Hardship Waiver Appeal
  - Hardship Waiver (Independent Institutions)
- Season of competition/participation waiver—competition while eligible/ineligible

**Pre-Enrollment Amateurism Certification Process**

## SAR PROCESS



Institution determines waiver is necessary or violation affecting eligibility has occurred.



Institution submits case with required documentation to SAR staff.



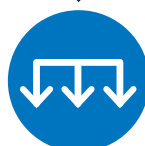
Case assigned to SAR staff member who collaborates with institution to resolve questions and obtain additional information, if necessary.



SAR staff reviews case and considers legislation, committee guidelines, policies and procedures, case precedent, asserted mitigation, and other relevant information.



SAR staff issues decision to institution.

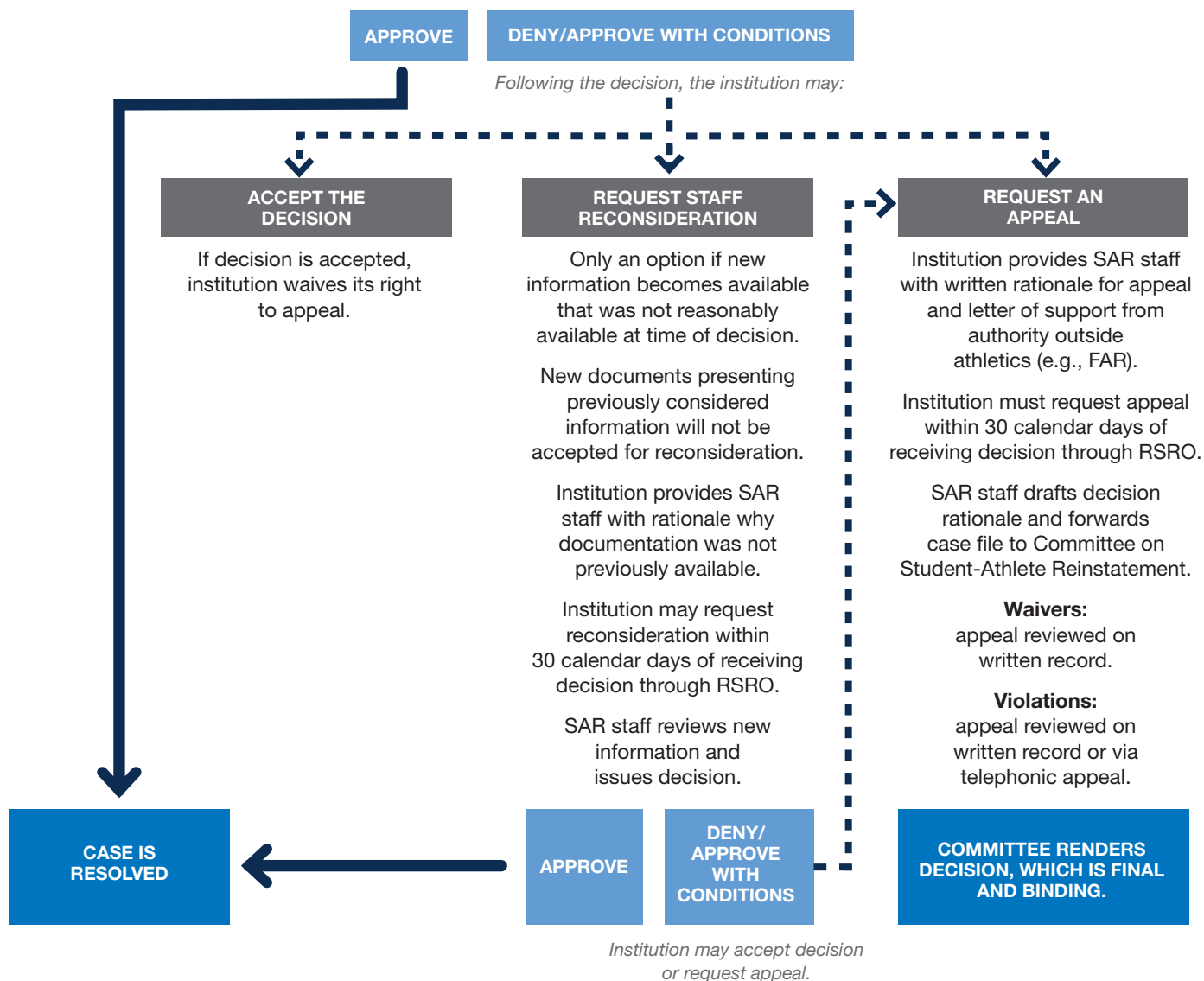


Institution may accept staff decision, request reconsideration or request appeal.

*(See appeal section on next page)*

# Student-Athlete Reinstatement Process continued

## DECISION IS MADE



## COMMITTEE COMPOSITION



## DON'T FORGET!

- Include case-specific signed Buckley statement.
- Include student-athlete's written statement.
- "Urgent" means pending competition within 10 days.
- Resolve all interpretive issues prior to submission.
- Call SAR staff with questions: 317-917-6222.

**DISCLAIMER:** Please note, this document is intended as a general process overview and is not inclusive of all SAR policies and procedures. Please see [ncaa.org/compliance/reinstatement/student-athlete-reinstatement](https://www.ncaa.org/compliance/reinstatement/student-athlete-reinstatement) for additional information.

# Fall Sports

## A Closer Look at the New Playing Season Model



Cross Country



Field Hockey



Soccer



Women's Volleyball



Men's Water Polo

### OVERALL STRUCTURE

Start and end date during the fall + 24 days during the spring

### FALL TRADITIONAL SEGMENT

Existing 16-unit practice formula → NCAA selections  
(USING THE FIRST PERMISSIBLE CONTEST DATE)

### SPRING NONTRADITIONAL SEGMENT

First class date after Jan. 1 → 5 weekdays before spring finals  
24 DAYS, INCLUDING ONE DATE OF COMPETITION. NO MORE THAN 4 DAYS PER WEEK.

### DO YOU HAVE FOOTBALL?

**2023-11** did not change anything about the football playing season, **but NC-2024-2 DID!**  
Now, to be consistent with other fall sports, football must also wrap up its spring period at least 5 weekdays before spring finals.

#### NCAA SELECTIONS

Sport	2023-24	2024-25	2025-26
Cross Country	Nov. 12	Nov. 17	Nov. 16
Field Hockey	Nov. 5	Nov. 10	Nov. 9
Soccer	Nov. 5	Nov. 10	Nov. 9
Women's Volleyball	Nov. 12	Nov. 17	Nov. 16
Men's Water Polo	Nov. 19	Nov. 24	Nov. 23
Sports without an NCAA Championship	Nov. 12	Nov. 17	Nov. 16

## “A DAY” OR “NOT A DAY”

	A DAY	NOT A DAY
Any athletically related activities (Bylaw <b>17.02.1.1</b> ) by any members of a team	✓	
Meetings, like those listed in Bylaw <b>17.02.1.1.1.1</b>		✓
Fundraising, as outlined in Bylaw <b>17.02.1.1.1.2</b>		✓
Observing activities, such as those in Bylaw <b>17.02.1.1.1.3</b>		✓
Voluntary strength and conditioning activities, like the ones in Bylaw <b>17.02.1.1.1.4</b>		✓
Coach interacting with a student-athlete's social media post about voluntary workouts	✓	
Voluntary leadership programming, as defined in Bylaw <b>17.02.1.1.1.5</b>		✓
Team building or team bonding activities	✓	

## OUTSIDE COMPETITION?

*Student-athletes cannot compete on an outside team from **Start** → **Finish** of the traditional segment.*

## DAYS OFF?

*Still required at least once per 7-day period.*

*Plus: Multisport SAs still need **one full day off per 7-day period**.*

## WHAT ABOUT ...

**Preparation for, and participation in, NCAA championships ... or in a non-NCAA season-ending championship like ECAC's?**

*Permissible outside of the declared season. See Bylaw 17.1.3.*

**A team's annual contest exemptions?**

*No change there! More details in Bylaw 17.1.4.5.*

**Preparation for, and participation in, a foreign tour?**

*Foreign tours are still separate from the declared season. Head to Bylaw 17.31.*

## HAVE MORE QUESTIONS?

*Contact the Division III AMA Staff Through RSRO.*





# Division III Football Updates

2022 changes to contact and equipment use timelines

## PRESEASON

**First Practice** → **First Contest**

Acclimatization period	6 days.
Number of full equipment practices	Limit to 8 days of full equipment practices in the preseason (including during the acclimatization period).
Full contact practices	Only on days with full equipment; no more than two consecutive days.
Time of contact (full & thud)	No more than 75 minutes (per player) for any practice.

## REGULAR SEASON

**First Contest** → **NCAA Championship**

Number of practices with full equipment	No more than two full equipment practices per week of the regular season.  No more than three full equipment practices during a bye week of the regular season.
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## SPRING SEASON

**16 days over 5 weeks**

Use of helmets	May be used every day.
Use of shoulder pads	May be used on 4 of the days, but not before the 5th day.
Use of practice equipment (e.g., tackling dummies, sleds, etc.)	May use equipment to teach blocking and tackling on the 4 shoulder pad days. Remaining 12 days - no equipment.
Contact	On the four helmet and shoulder pad days: May have 1-on-1 limited contact for instructional purposes, but no blocking/tackling to the ground. Remaining 12 days - no contact.

### Defining: Contact

*Full contact* is any contact that involves tackling to the ground. *Thud contact* is contact that occurs at competitive speed but remains above the waist, and players stay on their feet. Teams may only engage in *full contact* during full padded practices.

## COUNTING: Preseason Scrimmages, Exhibitions or Joint Practices

Each preseason, a team is permitted up to two scrimmages, exhibitions or joint practices. A scrimmage, exhibition or joint practice counts as one of the eight allowable full padded practices during the preseason. Also, while these activities would count when considering no more than two consecutive days of full contact, they are not subject to the 75-minute contact limitations.

### **Defining: Limited Skill Instruction**

Limited skill instruction does not involve student-athletes having contact with one another. While the hand shield legislation allows student-athletes to have contact with the shield to learn proper blocking techniques, it does not permit person-to-person contact. Contact beyond this limited exception is not consistent with the legislation.

## BREAKING DOWN: The Spring Season

### **Helmet-Only Days**

May engage in conditioning and strength training sessions and limited skill instruction but contact is not permitted, except with a hand shield.

#### **Examples of impermissible activities:**

- A defensive player attempts to re-route the receiver by putting hands on the receiver.
- Offensive players attempt to “pick” defensive players to get open, resulting in defensive players running into each other. This would be considered a likely result of the drill as it is an intended consequence.
- A defensive lineman puts his hands on the chest or shoulder of an offensive lineman in an attempt to rush the passer.
- An offensive lineman puts his hands on a defensive player in an attempt to block the defensive player.
- Striking a student-athlete with a hand shield.

### **Helmet and Shoulder Pad Days**

On the four days in which student-athletes may wear helmets and shoulder pads, limited contact is allowed provided it is instructionally focused as opposed to competitively focused.

#### **Permissible activities:**

- Limited contact is allowed when teaching individual blocking techniques.
- May use tackling bags, tackling sled, blocking sled, hand shields, tackling rings and other similar type instructional equipment.
- Student-athletes may participate in 1 v. 1 instructional blocking drills.
- Student-athletes may ‘walk-through’ combination blocking drills, inside run drills, blitz pick-up and other similar type drills that involve multiple participants. These drills should not result in contact if conducted above a walk-through speed.

#### **Impermissible activities:**

- May not tackle to the ground.
- Limited contact is not allowed in the context of 11 v. 11 or other similar type contest simulations.
- Limited contact is not allowed as part of combination blocking drills, inside run drills, blitz pick-up and other similar type drills that involve multiple participants.
- A “Spring Game” is not permitted.





# Period Sports

## A Closer Look at the New Playing Season Model



Golf



Rowing



Tennis

### OVERALL STRUCTURE

114 days

### PRACTICE AND COMPETITION DURING FALL PERIOD

Existing 16-unit practice formula → 5 weekdays before fall finals  
(USING THE FIRST PERMISSIBLE CONTEST DATE)

### PRACTICE AND COMPETITION SPRING PERIOD

Jan. 15 → NCAA selections

### FIRST COMPETITION DURING THE FALL PERIOD?

**Golf and Tennis:** Sept. 1 (or the preceding Friday if Sept. 1 is a Saturday, Sunday or Monday) or the first day of classes – whichever is earlier.

**Rowing:** Sept. 7 or the first day of classes – whichever is earlier.

#### NCAA SELECTIONS

Sport	2023-24	2024-25	2025-26
Men's Golf	May 6	May 12	May 4
Women's Golf	May 13	May 5	May 11
Rowing	May 13	May 12	May 11
Tennis	May 6	May 5	May 4

## “A DAY” OR “NOT A DAY”

	A DAY	NOT A DAY
Any athletically related activities (Bylaw <b>17.02.1.1</b> ) by any members of a team	✓	
Meetings, like those listed in Bylaw <b>17.02.1.1.1.1</b>		✓
Fundraising, as outlined in Bylaw <b>17.02.1.1.1.2</b>		✓
Observing activities, such as those in Bylaw <b>17.02.1.1.1.3</b>		✓
Voluntary strength and conditioning activities, like the ones in Bylaw <b>17.02.1.1.1.4</b>		✓
Coach interacting with a student-athlete's social media post about voluntary workouts	✓	
Voluntary leadership programming, as defined in Bylaw <b>17.02.1.1.1.5</b>		✓
Team building or team bonding activities	✓	

## OUTSIDE COMPETITION?

*Student-athletes cannot compete on an outside team from First practice → Last practice in each period.*

## DAYS OFF?

*Still required at least once per 7-day period.*

*Plus: Multisport SAs still need one full day off per 7-day period.*

## WHAT ABOUT ...

**Preparation for, and participation in, NCAA championships ... or in a non-NCAA season-ending championship like ECAC's?**

*Permissible outside of the declared season and days do not count against 114. See Bylaw 17.1.3.*

**A team's annual contest exemptions?**

*No change there! More details in Bylaw 17.1.4.5.*

**Preparation for, and participation in, a foreign tour?**

*Foreign tours are still separate from the declared season. Head to Bylaw 17.31.*

## HAVE MORE QUESTIONS?

*Contact the Division III AMA Staff Through RSRO.*



# Winter Sports

## A Closer Look at the New Playing Season Model



### OVERALL STRUCTURE

**114 days** (OR 144 DAYS FOR INDOOR AND OUTDOOR TRACK AND FIELD).

### THE SEASON

**Sept. 7\***, or the institution's first day of classes for the fall term → **NCAA selections**  
WHICHEVER IS EARLIER. \*SEE BELOW FOR CERTAIN SPORTS!

Up to 8 days may be used outside of the season.

### ABOUT THOSE 8 DAYS

1) Do count toward your 114/144; (2) May not be used before your first day of classes; (3) May not be used 5 weekdays before an exam period, through the exam period or during summer vacation; and (4) May not be used more than 3 times during any 7-day period.  
And, yes - ice hockey teams may be on ice.

### BASKETBALL, BOWLING, ICE HOCKEY, SKIING OR WRESTLING?

**2023-11 did not change** your start dates for the season. **That means ...**

Basketball	Oct. 15
Bowling	Oct. 1
Ice Hockey	1st Monday in October (off ice); 2nd Monday in October (on ice)
Skiing	Oct. 15 (thru April 5 or US National Championships, whichever is later)
Wrestling	Oct. 10

### NCAA OR NATIONAL COLLEGIATE SELECTIONS

Sport	2023-24	2024-25	2025-26
Basketball	Feb. 25	March 2	March 1
Bowling	March 24	March 23	March 22
Fencing	Feb. 19	Feb. 24	Feb. 23
Men's Gymnastics	April 7	April 6	April 5
Women's Gymnastics	March 25	March 24	March 23
Ice Hockey	March 3	March 9	March 8
Indoor Track and Field	March 3	March 2	March 8
Rifle	Feb. 20	Feb. 25	Feb. 24
Swimming and Diving	March 2	March 1	Feb. 28
Wrestling	March 3	March 2	March 1
Sports without an NCAA Championship	March 3	March 9	March 8



## “A DAY” OR “NOT A DAY”

	A DAY	NOT A DAY
Any athletically related activities (Bylaw <b>17.02.1.1</b> ) by any members of a team <i>Except for swimming and diving and track and field - Bylaw 17.1.4.1 remains intact. For those teams: although student-athletes may have different days off, a team will only be charged a maximum of 6 days per 7-day period.</i>	✓	
Meetings, like those listed in Bylaw <b>17.02.1.1.1</b>		✓
Fundraising, as outlined in Bylaw <b>17.02.1.1.2</b>		✓
Observing activities, such as those in Bylaw <b>17.02.1.1.3</b>		✓
Voluntary strength and conditioning activities, like the ones in Bylaw <b>17.02.1.1.4</b>		✓
Coach interacting with a student-athlete's social media post about voluntary workouts	✓	
Voluntary leadership programming, as defined in Bylaw <b>17.02.1.1.5</b>		✓
Team building or team bonding activities	✓	

## OUTSIDE COMPETITION?

**Student-athletes cannot compete on an outside team from** **First Contest** → **Last Contest**

## DAYS OFF?

**Still required at least once per 7-day period.**

*Plus: Multisport SAs still need **one full day off per 7-day period**.*

## WHAT ABOUT ...

**Preparation for, and participation in, NCAA championships ... or in a non-NCAA season-ending championship like ECAC's?**

*Permissible outside of the declared season and days do not count against 114 days.  
See Bylaw 17.1.3.*

**A team's annual contest exemptions?**

*No change there! More details in Bylaw 17.1.4.5.*

**Preparation for, and participation in, a foreign tour?**

*Foreign tours are still separate from the declared season. Head to Bylaw 17.31.*

## HAVE MORE QUESTIONS?

*Contact the Division III AMA Staff Through RSRO.*



# Spring Sports

## A Closer Look at the New Playing Season Model



Baseball



Lacrosse



Softball



Outdoor Track and Field



Beach Volleyball



Men's Volleyball



Women's Water Polo

### OVERALL STRUCTURE

Start and end date during the spring **+** 24 days during the fall

114 DAYS IF YOU SPONSOR ONLY OUTDOOR TRACK AND FIELD

### FALL NONTRADITIONAL SEGMENT

Sept. 7 or first day of classes **→** 5 weekdays before fall finals

(WHICHEVER IS EARLIER)

24 DAYS, INCLUDING ONE DATE OF COMPETITION. NO MORE THAN 4 PER 7-DAY PERIOD.

### SPRING TRADITIONAL SEGMENT

15 weeks before NCAA selections **→** NCAA selections

(MAY USE UP TO 12 OF THE 24 DAYS BEFORE THIS DATE)

### USING SOME DAYS BEFORE THE SPRING SEASON?

If your team elects to use up to 12 of its 24 days immediately before the start of the spring segment, those days are **not** held to the nontraditional segment limitations outlined above.

#### NCAA SELECTIONS AND 15-WEEK START DATES

Sport	2023-24	15 Weeks	2024-25	15 Weeks	2025-26	15 Weeks
Baseball	May 13	Jan. 29	May 12	Jan. 27	May 11	Jan. 26
Lacrosse	May 5	Jan. 21	May 4	Jan. 19	May 3	Jan. 18
Softball	May 13	Jan. 29	May 12	Jan. 27	May 11	Jan. 26
Outdoor Track and Field*	May 19	Feb. 4	May 18	Feb. 2	May 17	Feb. 1
Beach Volleyball	April 27	Jan. 13	April 26	Jan. 11	April 25	Jan. 10
Men's Volleyball	April 14	Dec. 31	April 13	Dec. 29	April 12	Dec. 28
W. Water Polo	April 28	Jan. 14	April 27	Jan. 12	April 26	Jan. 11
Sports without an NCAA Championship	May 19	Feb. 4	May 18	Feb. 4	May 17	Feb. 4

\* If you sponsor only outdoor track and field



## “A DAY” OR “NOT A DAY”

	A DAY	NOT A DAY
Any athletically related activities (Bylaw <b>17.02.1.1</b> ) by any members of a team	✓	
Meetings, like those listed in Bylaw <b>17.02.1.1.1.1</b>		✓
Fundraising, as outlined in Bylaw <b>17.02.1.1.1.2</b>		✓
Observing activities, such as those in Bylaw <b>17.02.1.1.1.3</b>		✓
Voluntary strength and conditioning activities, like the ones in Bylaw <b>17.02.1.1.1.4</b>		✓
Coach interacting with a student-athlete's social media post about voluntary workouts	✓	
Voluntary leadership programming, as defined in Bylaw <b>17.02.1.1.1.5</b>		✓
Team building or team bonding activities	✓	

## OUTSIDE COMPETITION?

*Student-athletes cannot compete on an outside team from **Start** → **Finish** of the traditional segment.*

## DAYS OFF?

*Still required at least once per 7-day period.*

*Plus: Multisport SAs still need **one full day off per 7-day period**.*

## WHAT ABOUT ...

**Preparation for, and participation in, NCAA championships ... or in a non-NCAA season-ending championship like ECAC's?**

*Permissible outside of the declared season. See Bylaw 17.1.3.*

**A team's annual contest exemptions?**

*No change there! More details in Bylaw 17.1.4.5.*

**Preparation for, and participation in, a foreign tour?**

*Foreign tours are still separate from the declared season. Head to Bylaw 17.31.*

## HAVE MORE QUESTIONS?

*Contact the Division III AMA Staff Through RSRO.*





# DIVISION III FUTURE CHAMPIONSHIP SITES AND DATES 2023-2026

		2023-24	2024-25	2025-26
Baseball	Selections	May 13	May 12	May 11
	Regionals	May 17-19	May 16-18	May 15-17
	Super Regionals	May 24-25	May 23-24	May 22-23
	Finals	May 31-June 6	May 30-June 5	May 29-June 4
	Host	North Coast Athletic Conference/Greater Cleveland Sports Commission		
	Location	Cleveland, OH		
Men's Basketball	Selections	Feb. 25	March 2	March 1
	First/Second Round	March 1-2	March 7-8	March 6-7
	Sectionals	March 8-9	March 14-15	March 13 or 14
	Finals	March 14 and 16	March 20 and 22	March 20-21; and April 5 (Indy)
	Host	Manchester/Visit Fort Wayne		
	Location	Fort Wayne, IN		
Women's Basketball	Selections	Feb. 25	March 2	March 1
	First/Second Round	March 1-2	March 7-8	March 6-7
	Sectionals	March 8-9	March 14-15	March 13-14
	Finals	March 14 and 16	March 20 and 22	March 12 and 14
	Host	Capital University/Greater Cleveland Sports Commission	Old Dominion Athletic Conference/City of Salem	
	Location	Cleveland, OH	Salem, VA	
Cross Country	Selections	Nov. 12	Nov. 17	Nov. 16
	Regionals	Nov. 11	Nov. 16	Nov. 15
	Finals	Nov. 18	Nov. 23	Nov. 22
	Host	Dickinson University	Rose-Hulman Institute of Technology	Converse College/Spartanburg CVB
	Location	Carlisle, PA	Terre Haute, IN	Spartanburg, SC
Field Hockey	Selections	Nov. 5	Nov. 10	Nov. 9
	First Round	Nov. 8	Nov. 13	Nov. 12
	Second/Third Round	Nov. 11-12	Nov. 16-17	Nov. 15-15
	Finals	Nov 17 and 19	Nov. 22 and 24	Nov. 21 and 23
	Host	Christopher Newport University	Washington and Lee University	Trinity College (CT)
	Location	Newport News, VA	Lexington, VA	Hartford, CT
Football	Selections	Nov. 12	Nov. 17	Nov.16
	First Round	Nov. 18	Nov. 23	Nov. 22
	Second Round	Nov. 25	Nov. 30	Nov. 29
	Quarterfinals	Dec. 2	Dec. 7	Dec. 6
	Semifinals	Dec. 9	Dec. 14	Dec. 13
	Finals	Dec 15 or 16	Dec. 20 or 21	Dec. 19 or 20
	Host	ODAC/City of Salem	University of Mary Hardin-Baylor/Harris County & Houston Sports Commission	Ohio Athletic Conference/Canton Stark CVB
	Location	Salem, VA	Houston, TX	Canton, OH
Men's Golf	Selections	May 6	May 12	May 4
	Finals	May 14-17	May 20-23	May 12-15
	Host	UNLV/Las Vegas Events	St. John Fisher College/Rochester NY Sports Commission	Oglethorpe/Greater Orlando Sports Commission
	Location	Las Vegas, NV	Penfield, NY	Howey-in-the-Hills, FL
Women's Golf	Selections	May 13	5-May	11-May
	Finals	May 21-24	May 13-16	May 19-22
	Host	Transylvania University	University of Mary Hardin-Baylor/Harris County & Houston Sports Commission	Claremont-Mudd-Scripps
	Location	Nicholasville, KY	Houston	Palm Desert, CA
Men's Ice Hockey	Selections	March 3	March 9	March 8
	First Round	March 9	March 15	March 14
	Quarterfinals	March 16	March 22	March 21
	Finals	March 21 and 23	March 28 and 30	March 26 and 28
	Host	Trinity College (CT)	TBD	Utica College
	Location	Hartford, CT	Non-predetermined	Utica, NY

# DIVISION III FUTURE CHAMPIONSHIP SITES AND DATES 2023-2026

		2023-24	2024-25	2025-26
Women's Ice Hockey	Selections	March 3	March 9	March 8
	First Round	March 6	March 12	March 11
	Quarterfinals	March 9	March 15	March 14
	Finals	March 15 and 17	March 21 and 23	March 20 and 22
	Host	TBD	TBD	TBD
	Location	Non-predetermined	Non-predetermined	Non-predetermined
Men's Lacrosse	Selections	May 5	May 4	May 3
	First Rounds	May 8	May 7	May 6
	Second & Third Rounds	May 11-12	May 10-11	May 9-10
	Quarterfinals & Semifinals	May 18-19	May 17-18	May 16-17
	Finals	May 26	May 25	May 24
	Host	Drexel University	Harvard/Kraft Sports & Entertainment	Harvard/Kraft Sports & Entertainment
	Location	Philadelphia	Foxborough, MA	Foxborough, MA
Women's Lacrosse	Selections	May 5	May 4	May 3
	First Round	May 11	May 10	May 9
	Second Round	May 12	May 11	May 10
	Regionals	May 18-19	May 17-18	May 16-17
	Finals	May 24 and 26	May 23 and 25	May 22 and 24
	Host	Old Dominion Athletic Conference/City of Salem	Babson College	Babson College
	Location	Salem, VA	Babson Park, MA	Babson Park, MA
Rowing	Selections	May 13	May 12	May 11
	Finals	May 31-Jun 1	May 30-31	May 29-30
	Host	Marietta College/Cincinnati USA Sports Commission	Metro Atlantic Athletic Conference	University of North Georgia
	Location	Cincinnati, OH	West Windsor, NJ	Gainesville, GA
Men's Soccer	Selections	Nov. 5	Nov. 10	Nov. 9
	First/Second Rounds	Nov. 11-12	Nov. 16-17	Nov. 15-16
	Sectionals	Nov. 18-19	Nov. 23-24	Nov. 22-23
	Finals	Dec. 1 and 3	Dec. 5 and 7	Dec. 5 and 7
	Host	Old Dominion Athletic Conference/City of Salem	UNLV/Las Vegas Events	
	Location	Salem, VA	Las Vegas, NV	
Women's Soccer	Selections	Nov. 5	Nov. 10	Nov. 9
	First/Second Rounds	Nov. 11-12	Nov. 16-17	Nov. 15-16
	Sectionals	Nov. 18-19	Nov. 23-24	Nov. 22-23
	Finals	Nov. 30 and Dec. 2	Dec. 6 and 8	Dec. 4 and 6
	Host	Old Dominion Athletic Conference/City of Salem	UNLV/Las Vegas Events	
	Location	Salem, VA	Las Vegas, NV	
Softball	Selections	May 13	May 12	May 11
	Regionals	May 16-18	May 15-17	May 14-16
	Super Regionals	May 24-25	May 23-24	May 22-23
	Finals	May 30 - June 5	May 29 - June 4	May 28 - June 3
	Host	East Texas Baptist University	Illinois Wesleyan University	Old Dominion Athletic Conference/City of Salem
	Location	Marshall, TX	Bloomington, IL	Salem, VA
Swimming & Diving	Selections	Feb. 28	Feb. 27	Feb. 26
	Regionals (Diving)	March 1-2	Feb. 28-Mar. 1	Feb. 27-28
	Finals	March 20-23	March 19-22	March 18-21
	Host	Old Dominion Athletic Conference/City of Salem		Franklin College/Indiana Sports Corporation
	Location	Salem, VA		Indianapolis
Men's & Women's Tennis	Selections	May 6	May 5	May 4
	First/Second/Third Round	May 10-12	May 9-11	May 8-10
	Finals	Men: May 20-28; Women: May 19-27	Men: May 19-26; Women: May 20-27	
	Host	Washington University in St. Louis	Claremont-Mudd-Scripps	University of the South/Chattanooga Sports Commission
	Location	St. Louis	Claremont, CA	Chattanooga, TN
Indoor Track & Field	Selections	March 3	March 2	March 8
	Finals	March 8-9	March 14-15	March 13-14
	Host	Norfolk State University	Nazareth College/Rochester NY Sports Commission	Birmingham-Southern College/City of Birmingham
	Location	Virginia Beach, VA	Rochester, NY	Birmingham, AL
Outdoor Track & Field	Selections	May 19	May 18	May 17
	Finals	May 23-25	May 22-24	May 21-23
	Host	Coastal Carolina University/Myrtle Beach Regional Sports Alliance	North Coast Athletic Conference/Greater Cleveland Sports Commission	University of Wisconsin, LaCrosse
	Location	Myrtle Beach, SC	Geneva, OH	LaCrosse, WI

## DIVISION III FUTURE CHAMPIONSHIP SITES AND DATES 2023-2026

		2023-24	2024-25	2025-26
<b>Men's Volleyball</b>	Selections	April 14	April 13	April 12
	Preliminary Round	Apr. 19-20	April 18-19	April 17-18
	Finals	Apr 26 and 28	April 25 and 27	April 24 and 26
	Host	Loras College	Old Dominion Athletic Conference/City of Salem	Springfield College
	Location	Dubuque, IA	Salem, VA	Springfield, MA
<b>Women's Volleyball</b>	Selections	Nov. 12	Nov. 17	Nov. 16
	Regionals	Nov. 16-18	Nov. 21-23	Nov. 20-22
	Finals	Nov. 29-30 and Dec. 2	Dec. 4-5 and 7	Dec. 3-4 and 6
	Host	Claremont-Mudd-Scripps	Old Dominion Athletic Conference/City of Salem	Illinois Wesleyan University
	Location	Claremont, CA	Salem, VA	Bloomington, IL
<b>Wrestling</b>	Regionals	March 1-3	Feb. 28-Mar. 2	Feb. 27-Mar. 1
	Finals	March 15-16	March 14-15	Mar. 13-14
	Host	University of Wisconsin, LaCrosse	Johnson & Wales University	American Rivers Conference
	Location	LaCrosse, WI	Providence, RI	Cedar Rapids, IA

### Division III Championships Liaisons to Sports Committees

Staff liaisons to Division III Championships Committee  
 Laura Peterson-Mlynski – [lpeterson@ncaa.org](mailto:lpeterson@ncaa.org); 317-917-6477  
 JP Williams – [jpwiliams@ncaa.org](mailto:jpwiliams@ncaa.org); 317-917-6761  
 Margaret Gaines – [mgaines@ncaa.org](mailto:mgaines@ncaa.org); 317-917-6450

Sport Committee	Tournament Operations (Phone: 317-917-XXXX)	
Baseball	JP Williams – 6761 <a href="mailto:jpwiliams@ncaa.org">jpwiliams@ncaa.org</a>	Jonathan Youngblood - 6965 <a href="mailto:jyoungblood@ncaa.org">jyoungblood@ncaa.org</a>
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Women's Basketball	Kelly Whitaker – 6511 <a href="mailto:kwhitaker@ncaa.org">kwhitaker@ncaa.org</a>	Ethan Walker – 6476 <a href="mailto:ewalker@ncaa.org">ewalker@ncaa.org</a>
Men's and Women's Cross Country	Laura Peterson – 6477 <a href="mailto:lpeterson@ncaa.org">lpeterson@ncaa.org</a>	Margaret Gaines - 6450 <a href="mailto:mgaines@ncaa.org">mgaines@ncaa.org</a>
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Men's Ice Hockey	Ashley Caldwell – 6226 <a href="mailto:acaldwell@ncaa.org">acaldwell@ncaa.org</a>	Lance Pedersen – 6357 <a href="mailto:lpedersen@ncaa.org">lpedersen@ncaa.org</a>
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Women's Soccer	Kelly Whitaker – 6511 <a href="mailto:kwhitaker@ncaa.org">kwhitaker@ncaa.org</a>	Ethan Walker – 6476 <a href="mailto:ewalker@ncaa.org">ewalker@ncaa.org</a>
Softball	Caleb Kolby – 6180 <a href="mailto:ckolby@ncaa.org">ckolby@ncaa.org</a>	Markell Staton - 6502 <a href="mailto:mstaton@ncaa.org">mstaton@ncaa.org</a>
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Men's Tennis	Victoria Lipscomb – 6764 <a href="mailto:vlipscomb@ncaa.org">vlipscomb@ncaa.org</a>	Ryan Richardson - 6338 <a href="mailto:rrichardson@ncaa.org">rrichardson@ncaa.org</a>
Women's Tennis	Lindsey Eldred - 6747 <a href="mailto:leldred@ncaa.org">leldred@ncaa.org</a>	Bryce Peters – 6855 <a href="mailto:bpeters@ncaa.org">bpeters@ncaa.org</a>
Men's and Women's Track and Field	Laura Peterson – 6477 <a href="mailto:lpeterson@ncaa.org">lpeterson@ncaa.org</a>	Margaret Gaines - 6450 <a href="mailto:mgaines@ncaa.org">mgaines@ncaa.org</a>
Men's Volleyball	Jonathan Youngblood - 6965 <a href="mailto:jyoungblood@ncaa.org">jyoungblood@ncaa.org</a>	N/A
Women's Volleyball	Victoria Lipscomb – 6764 <a href="mailto:vlipscomb@ncaa.org">vlipscomb@ncaa.org</a>	Ryan Richardson - 6338 <a href="mailto:rrichardson@ncaa.org">rrichardson@ncaa.org</a>
Wrestling	JP Williams – 6761 <a href="mailto:jpwiliams@ncaa.org">jpwiliams@ncaa.org</a>	Jonathan Youngblood - 6965 <a href="mailto:jyoungblood@ncaa.org">jyoungblood@ncaa.org</a>

# Overview of the NCAA Playing Rules Process

## Basics

NCAA Playing Rules cover situations:

1. On the competition area (e.g., field, court, etc.);
2. When game officials are present; and
3. When the competition is between two teams.

Playing rules do NOT deal with the following:

- Recruiting
- Scrimmage
- Practices
- Compliance issues
- NCAA championship policies

In general, the playing rules book is intended to include only those things that a game official can reasonably control. There are some cases where the rules book may be the best place to house a certain rule (e.g., wrestling weight-management policies and procedures), but as a guiding principle, enforceability of rules for officials generally is a prerequisite for inclusion in the rules book.

## Sports with NCAA Playing Rules

The NCAA publishes 15 rules books for the 18 sports listed below (cross country, indoor track and field, and outdoor track and field, and men's and women's water polo are in one book) and has 15 playing rules committees/subcommittees.

Fall	Winter	Spring
Cross Country	Men's and Women's Basketball	Baseball
Football	Bowling	Men's and Women's Lacrosse
Soccer	Ice Hockey	Softball
Women's Volleyball	Swimming and Diving	Outdoor Track and Field
Men's Water Polo	Indoor Track and Field	Women's Water Polo
	Wrestling	

## Non NCAA Rules Sources

In cases where the rules of an international or other governing body serve the needs of the NCAA membership, a sport may be played under these rules. In most cases, the championship sports committees will make minor modifications to these rules. These modifications go through a similar process as do proposals from NCAA playing rules committees (e.g., PROP oversight). The sports are listed below, noting the governing body handling these competition rules:

Sport	Governing Body
Fencing	United States Fencing Association
Field Hockey	International Hockey Federation
Golf	United States Golf Association
Gymnastics	Federation Internationale de Gymnastique
Rifle	USA Shooting

Sport	Governing Body
Rowing	United States Rowing Association
Skiing	International Ski Federation/US Ski Association
Tennis	Intercollegiate Tennis Association
Men's Volleyball	United States Volleyball

### **Relationship to NCAA Championship Sport Committees**

All NCAA playing rules are used during regular-season and championship competition. Playing rules are written somewhat broadly in some areas to allow for the wide range of NCAA members during the regular season. However, championships committees may be more stringent with some policies (e.g., facility requirements, number of squad members, etc.).

Championship sport committees are given the opportunity to provide input and feedback during the rules process. However, a championship committee is not permitted to alter an NCAA playing rule or overrule a rules committee. Similarly, the playing rules committee is not able to create different rules for championship play or make policy that would affect only championship competition.

In many cases, the secretary-rules editor and chair of the rules committee serve as liaisons to the championship.

### **Secretary-Rules Editors**

The NCAA secretary-rules editors are the official rules interpreters for each NCAA playing rules committee. This individual serves on the committee but does not have a formal vote. In general, secretary-rules editors are long-time members of their sport community with extensive backgrounds in coaching, officiating and educating. This position is critical to the success of the playing rules process and the work of these committees.

Secretary-rules editors are limited to two, four-year terms. The historical knowledge and understanding of rules history is a key element the secretary-rules editor brings to committee discussions and decisions.

### **Interpretations**

There are times when the NCAA rules books do not cover a situation that may be encountered during play. In other cases, a new rule may affect competition in a way the committee did not expect, and a clarification may be required.

In between annual rules sessions, the secretary-rules editor may issue interpretations intended to amplify and clarify the spirit and intent of NCAA playing rules. These interpretations, which are made in consultation with the chair and sometimes the full committee, are to be taken as the rule for play immediately. At the annual rules meetings, the full committee will confirm or overturn these rules interpretations.

### **Officiating Programs**

Many NCAA sports have an officiating improvement program, which is designed to educate and assign the best officials for NCAA championship competition. The sports with an officiating improvement program are listed below:

- Baseball
- Men's Basketball
- Women's Basketball
- Women's Bowling
- Field Hockey
- Men's Ice Hockey
- Women's Ice Hockey
- Men's Lacrosse
- Women's Lacrosse
- Men's and Women's Soccer
- Softball
- Women's Volleyball
- Men's and Women's Water Polo
- Wrestling



Several other sports have well established officiating programs with a national association (e.g., swimming and diving and women's volleyball), and the NCAA has contracted with those groups to assist in assigning and developing officials for championship competition.

Generally, the national coordinator of officials attends NCAA playing rules meetings sessions and provides input from an officiating perspective. This input is critical for the committee and has strengthened the bond between officiating and the rules process. Also, starting in 2007, the NCAA has allocated funding for an active official to attend each rules committee meeting.

### **Coaches Associations**

The NCAA playing rules administration staff relies on the respective coaching associations for feedback from and communication with the coaching community. At each coaches association's annual convention, the secretary-rules editor, rules committee chair and NCAA staff member attend and present regarding the playing rules process and procedures.

In recent years, coaching associations have been increasingly helpful by assisting the rules committees in the distribution of surveys, bulletins and other materials. Coaching associations often have the most up-to-date databases and e-mail contacts for coaches, who are a key constituency for playing rules committees.

In some cases, the coaches associations have reserved space in newsletters and Web sites, and have allowed secretary-rules editors and staff to write articles for their publication. This enhances the communication with this important constituency.

### **Typical Playing Rules Cycle**

The rules process involves four key steps. They are:

- Proposal development/annual meeting
- Approval process
- Feedback/communication
- Education/training

To illustrate how this process works, a typical cycle for football is listed below:

- *Proposal Development/Annual Meeting (February)*. This is the only time the committee meets in person as a group. At this meeting, the committee considers the results of the annual rules survey, reviews proposals from the membership and has a general discussion on the health of the game. Statistics, a balance between offense and defense, and other issues are also discussed.
- *Approval Process (March)*. Once the proposed rules changes are developed and voted on, the committee publishes its proposals. The proposals are sent to the membership for comment. At a minimum, a two-week window is provided for membership comment.
- *Feedback/Communication (April)*. The feedback is compiled by the NCAA staff and shared with the rules committee. If needed, the committee has the option of reconsidering or altering a proposal based on the feedback received.

Once finalized, the proposals and membership comments are submitted to PROP for approval. The PROP member assigned to each sport has a separate call with the secretary-rules editor, chair and staff liaison to review the proposals in more detail. The full Panel holds calls periodically to approve and receive reports from its committees. On the PROP call, the member assigned to each sport reviews the changes with the full group. If approved by PROP, the changes go into effect upon publications of the next rules book. If any proposals are not approved, NCAA staff communicates this to the membership and committee in a separate announcement.

- *Education/Training (May-July)*. Once PROP takes action, the rules book and other materials are produced,

depending on each sport. In football, this includes the rules book, video, preseason guide and mechanics manual. The secretary-rules editor and national coordinator make presentations to various coaching and officiating groups at clinics and preseason sessions.

### **History of PROP**

In 1996, when the NCAA federated most of its legislative operations, playing rules remained an Association-wide rules making group. In several instances (most notably the basketball three-point line and expanded lane proposal), the divisions disagreed on a rules proposal. Eventually, the Executive Committee was asked to break the impasse. It was determined that the Executive Committee was not the right group to be making determinations that dealt with the finer points of the game. Therefore, the Playing Rules Oversight Panel (PROP) was created. PROP's broad charge – other than breaking ties – is to review playing rules proposals for consistency and to assist NCAA staff in directing and supporting the efforts of the rules committees.

### **PROP Oversight**

PROP has three specific areas it is responsible for reviewing with relation to rules committee proposals:

- Student-athlete safety;
- Financial impact; and
- Negative impact on integrity or image of the game.

### **PROP Composition**

The composition of the Panel mirrors that of the rules committees. Half of its members are Division I; half come from Divisions II and III. Within the Division I membership, there are three members directly appointed to the Panel from the Collegiate Commissioners Association (CCA). Additionally, at least one member of the Panel sits on the Division I Championships/Competition Cabinet and one member each comes from the Division II and III Championships Committees.

# Governance Federated Rules: Division III Process

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The Division III federated playing rules process reflects three key points of emphasis: (1) The process should include more Division III input; (2) The process should encourage common rules; and (3) The process, to the extent possible, should work within the current rules making framework.

The key elements of the model are: (1) The Division III members on the playing rules committees or the Playing Rules Oversight Panel (PROP) will be the only ones to vote on Division III issues. (This includes adopting a Division III specific rule or deciding not to adopt for Division III a proposed common rule). (2) To inform this vote, the Division III members of the sport playing rules committee will meet with or seek feedback from the members of the sport championship committee prior to both the annual meeting and the comments review meeting, to discuss and provide a position on potential action. (3) This proposed process is incorporated within the current framework, for adopting playing rules.

## Playing rules process.

The following describes how the Division III process would be incorporated into the existing playing rules process. The “existing process” would not change but rather the “Division III process” would be incorporated into to the existing process.

1. Information gathering stage.
  - a. Existing process. During the non-championship and championship seasons, the secretary-rules editor and rules committee members compile hot topics from coaches, commissioners, athletics administrators, and other stakeholders (e.g., coaches associations, sport management committees, officials, etc.). A call for proposals is sent to all head coaches and conference commissioners. Topics are presented and discussed at the coaches' convention, if possible.

A rules survey is conducted to determine membership positions on certain issues.

- b. Division III process. The model does not have any alternatives to this step of the process.
2. Annual rules committee meeting.
  - a. Existing process. The rules committee meets to discuss and vote on rules proposals.
  - b. Division III federated process. Prior to the annual meeting, the Division III members of the rules committee will meet with the members of the relevant Division III sports championship committee to provide additional Division III perspectives on the proposals for consideration.

During the annual meeting, based on the consultation with the sports championship committee and other Division III specific input/information gathered, the Division III members of the playing rules committee

may recommend and vote on rules proposals that are specific to Division III. A simple majority vote of the Division III members is required to approve a proposal for the division.

If the playing rules committee adopts a rule that is not supported by the Division III members at the annual meeting, it shall still go forward as a common rule for purposes of soliciting Division III comments. The Division III members will consider whether or not the common rule should apply to Division III after the comment period.

Finally, during the annual meeting, any proposed rules that are going out for comment, that: (1) have a financial impact whether that is a direct impact, impacts personnel or requires additional resources; or (2) could be construed to impact a fundamental Division III principle (e.g., student-athlete participation opportunities) shall be communicated to Division III governance staff. The purpose of notifying governance is to raise awareness so that communication efforts can be made with NADIII AA, D3CA and other constituent groups to highlight the need for feedback during the comment period.

3. Comment period.

a. Existing process: After the annual meeting, a list of proposals approved by the rules committee is sent to head coaches, conference commissioners and athletics directors for feedback. This comment period (no less than two weeks) allows the membership to see and respond to the final language of the proposals. Proposals that are intended to apply to all divisions are sent to all divisions for feedback.

b. Division III federated process: Proposals that are approved for Division III by the Division III members of the rules committee are sent to Division III for feedback and may be, at the discretion of the full rules committee, sent to other divisions for feedback, noting that the proposal would apply to Division III.

4. Rules committee review of comment period results.

a. Existing process: At the end of the comment period, the rules committee meets to review the comment period results and qualitative feedback. If needed, the committee has the option of reconsidering or altering a proposal based on the feedback received. The rules committee determines which proposals to forward to the PROP for final consideration.

b. Division III federated process: Prior to the meeting the Division III members of the playing rules committee will meet with the relevant Division III sports championship committee to review the comments.

Based on the input from the sports committee and the comments from the Division III membership, the Division III members of the playing rules committee may do the following:

(1) Reconsider, delay implementation or alter a Division III specific proposal.

(2) Reconsider, delay implementation or alter a common rule as it applies to Division III.

(3) For Division III, reconsider, delay implementation or alter proposed common rules that were not ultimately approved by the playing rules committee.

The vote for any of these actions would be a simple majority of the Division III members of the playing rules committee.

5. Playing Rules Oversight Panel review of proposals.

a. Existing process. PROP reviews all proposals the rules committee recommends and all feedback from the membership. A recommendation from a rules committee shall be considered valid unless the PROP determines that the recommendation: (1) harms the image of the games; (2) creates an unsafe environment for student-athletes; or (3) places an unreasonable financial burden on the membership. PROP may request that playing rules committee chairs and/or secretary-rules editors present their cases to PROP when proposed changes are controversial or unusually complicated.

The full PROP votes on common rules proposals.

b. Division III federated process. The Division III members of the Playing Rules Oversight Panel vote on Division III specific proposals. In addition, if a common rules proposal is not supported by the full PROP, the Division III members of the panel may vote to determine whether the proposal is approved for Division III. The Division III members may also vote to remand a common rule back to the playing rules committee for Division III only.

**Non-NCAA Playing Rules.**

The Division III federated playing rules process for non-NCAA playing rules modifications would, to the extent possible, be the same as the process for NCAA published rules. The primary difference is that instead of a playing rules committees for these sports, there is a subgroup of the sports championships committees.

Existing process. Currently, the NCAA may adopt modifications to the non-NCAA rules. Prior to 2019 those modifications could be division specific. Modifications are proposed by the governing sports championships committees as there are not separate playing rules committees for these sports. The current process involves a subgroup of the divisional championship sport committees based on the same structure as the playing rules committees (i.e., 50% Division I; 25% Div. II; 25% Div. III) to determine whether to propose modifications. Those modifications are similarly subject to membership comments and final PROP approval.

Division III federated process. The process would apply the same to the sports championship subgroups as it does for the playing rules committees in those sports the NCAA publishes rules. The full divisional sports championship committee would meet to discuss proposals and offer a position to the Division III representatives on the subgroup before that Association wide subgroup meets. All voting processes would remain the same as the process for NCAA published rules.

# Timeline of Important Dates : Two-Year Rules Process

## WHAT ARE PLAYING RULES?

- Playing rules are what happens on the field, court, pool, pitch, mat, rink, lane, track, slope or range when an opponent and officials are present.
- Playing rules are the same for all three divisions.
- Playing rules are the same for regular-season and championship competition.

## INFORMATION GATHERING STAGE – Year One

- During the season, the secretary-rules editor and committee members compile hot topics (comments , ideas, questions) from coaches, commissioners and athletics administrators. A rules survey may be conducted to determine how the membership feels about certain issues. A rules proposal may be forwarded to any committee member for consideration.

## ANNUAL MEETING – Year One

- The committee meets to discuss and determine rules proposals to improve the game.

## COMMENT PERIOD – Year One

- A list of proposals approved by the committee is sent to coaches and conference commissioners for feedback. This two-week comment period allows the membership to see and respond to the exact language of the proposals.

## PROP APPROVAL – Year One

- The Playing Rules Oversight Panel (PROP) reviews all of the rules-change proposals the committee approved and all comments from the membership. PROP's charge is to review all proposals for financial implications, safety concerns and harm to the image of the game. Items approved by PROP are incorporated into the rules book.

## TWO-YEAR RULES BOOK – Year One

- A complimentary copy of the playing rules book is mailed to head coaches and conference commissioners. Additional copies of the book may be ordered or downloaded online at [NCAApublishations.com](http://NCAApublishations.com).

## INFORMATION GATHERING STAGE – Year Two

- During the season, the secretary-rules editor and committee members compile hot topics. A nontraditional playing season rules survey may be offered.

## ANNUAL MEETING – Year Two

- The committee meets to discuss item for future consideration and educational opportunities. The committee submits a report to PROP.

## NCAA PLAYING RULES AND OFFICIATING STAFF

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football

ice hockey

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soccer

softball

men's wrestling

### BEN BROWNLEE

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swimming and diving

water polo

### JAY FITZWATER

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track and field/cross country

women's lacrosse

videos

### ANDY SUPERGAN

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men's basketball

women's bowling

men's lacrosse



**Division:** III

**Legislative Cite:** 31.3.1.1

**Title:** Principles of Establishing Bracket Sizes.

**Text:**

**31.3.1.1 Principles of Establishing Bracket Sizes.** In team sports, overall bracket sizes shall be established based on an approximate access ratio of 1:6.5. In golf and tennis, the team portion of the bracket shall be based on an approximate access ratio in the range of 1:7 to 1:7.5 with the specific access ratio to be recommended by the NCAA Division III Men's and Women's Golf Committees and NCAA Division III Men's and Women's Tennis Committees, respectively, subject to approval by the NCAA Division III Championships Committee. The individual participant access ratio shall be determined according to Championships Committee policy (see Bylaw [31.3.1.1.1](#) for maximum bracket sizes). The overall team bracket size shall be determined by dividing the total number of active Division III institutions sponsoring the sport by 6.5 or the number specified for golf and tennis, and then adjusted as necessary by the Championships Committee. Bracket composition shall be based on three pools (A, B and C) and shall be established using the following principles:-- -- *(Adopted: 1/13/03 effective 8/1/05, Revised: 1/10/05 effective 8/1/06, 1/9/06 effective 8/1/06, 1/13/10, 4/13/10)*

- (a) **Pool A --** Conferences that meet the automatic-qualification requirements per Bylaw [31.3.3](#). No conference shall receive more than one automatic berth per sport;
- (b) **Pool B --** Independent institutions plus institutions from conferences that do not meet the automatic-qualification requirements.
  - (1) **Eligible institutions.** The number of eligible institutions in Pool A (total number of institutions in conferences with automatic qualification) subtracted from the total number of active Division III institutions sponsoring the sport.
  - (2) **Available berths.** The number of institutions eligible in Pool B divided by the access ratio for Pool A (total number of institutions in conferences with automatic qualification divided by the number of Division III conferences with automatic qualification). *(Revised: 12/10/04)*
- (c) **Pool C --** Institutions in conferences with automatic qualification that are not the conference champion plus remaining independents and members of nonqualifying conferences. The number of Pool C berths is determined by subtracting Pool A and Pool B from the total bracket size. There shall be a minimum of two berths in Pool C.

## Proposals

Proposal Number	Title
2018-	EXECUTIVE REGULATIONS - PRINCIPLES OF ESTABLISHING BRACKET SIZE - POOL A - TWO AUTOMATIC QUALIFIER BERTHS FOR CONFERENCES WITH OVER 15 MEMBERS
ADM-2011-1	EXECUTIVE REGULATIONS -- SELECTION OF TEAMS AND INDIVIDUALS FOR CHAMPIONSHIPS PARTICIPATION -- AUTOMATIC QUALIFICATION -- PRINCIPLES OF ESTABLISHING BRACKET SIZES -- GOLF AND TENNIS
2006-11	EXECUTIVE REGULATIONS -- SELECTION OF TEAMS AND INDIVIDUALS FOR CHAMPIONSHIPS PARTICIPATION -- MAXIMUM SIZE OF CHAMPIONSHIPS FIELDS

Proposal Number	Title
2006-10	DIVISION III MEMBERSHIP -- PHILOSOPHY STATEMENT -- ELIMINATION OF IN-REGION COMPETITION EMPHASIS
ER-2005-18	EXECUTIVE REGULATIONS -- ELIGIBILITY FOR BERTHS -- POOL B

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## 2023 or 2024 NCAA Division Gender Sport Championship Preliminary-Round Information and Bid Checklist

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### Selections

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Selections for the 2023 or 2024 NCAA Division Gender Sport Championship will be announced at Time Eastern time, Day, Date via web stream on ncaa.com.

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### Preliminary-Round Schedule

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Opening Round: (day), (Month and date): (start time-end time)  
First Round: (day), (Month and date): (start time-end time)  
Second Round: (day), (Month and date): (start time-end time)  
Third Round: (day), (Month and date): (start time-end time)  
Quarterfinals: (day), (Month and date): (start time-end time)  
(day), (Month and date): (start time-end time) or  
Semifinals: (day), (Month and date): (start time-end time) (if necessary)

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### Bid Checklist

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The following materials must be submitted by institutions that wish to be considered as hosts for preliminary-round competition. All materials are due by 5 p.m. Eastern time, (day), (Month and date).

Each of the online forms listed below may be accessed and submitted through the championships bid portal at <https://championships.ncaa.org>.

To begin the process of submitting a bid, you will need to locate the specific divisional sport and round in the Championships Available for Bidding section and click on Start Bid.

- ☐ **Proposed Budget(s).** An online proposed budget must be completed for each round of competition you wish to host. For those institutions submitting bids for multiple rounds, a 'copy' function is available in the system and will allow you to copy the budget or bid for another round. The appropriate round and date of competition must be indicated on each budget. Please be sure to include projected ticket sales in the Receipts section.

**Note: Due to budget system upgrades, budgets submitted before the 2023-24 academic year can no longer be copied. Any newly submitted budgets will again be available for copying for future years/additional rounds. Previous budgets may still be accessed via the Home tab.**

Free-form fields in the budget templates have been eliminated. Bidders will have to make their selections from a predetermined menu of options for each category. To assist with determining the appropriate option, bidders can hover over each option for examples/details.

Please carefully review pages (page #s) of the 2023-24 NCAA Division (div) (gender) (sport) Pre-Championship Manual (linked), before submitting a proposed budget, and make note of the following for all preliminary-round competition:

- All lodging expenses for officials and site representatives (if needed) must be included in your budget. Officials' fees, per diem and travel expenses do not need to be included, nor do per diem and travel expenses for site representatives – the NCAA will pay those expenses directly.
- If needed, this space can be used for other pertinent information related to sport-specific championship budgets (i.e., do not budget for specific equipment; this will be provided by the NCAA).

- ☐ **Facility Profile.** An online facility profile must be completed and/or maintained as necessary by each institution interested in hosting preliminary-round competition. Information regarding video board, LED board and/or ribbon boards should be entered via the "Boards/Control Room" tab of the applicable venue profile.

A facility profile can be maintained and updated on a regular basis. If a facility can host multiple sports, check the appropriate box(es) under the Sports tab of the facility profile to provide the information for that facility. Refer to page (page #) of the pre-championship manual for facility requirements and site selection procedures. Beginning in 2023-24, facility information must be reviewed for completeness and accuracy once a year. Instructions on the process are included in the bid portal.

- ☐ **Key Contacts.** The key contacts for your institution should be entered and/or maintained as necessary within your profile. Please enter the information for the key personnel associated with running a championship at your site.

When starting a bid, you will be prompted to enter new key personnel, or edit or confirm your existing key personnel. In addition, you will be asked to designate individuals who should receive the various host shipments (e.g., sport equipment, merchandise, awards, etc.). Please include the proper mailing address for overnight deliveries. P.O. box addresses will not be accepted.

Personnel who will administer the competition also will be listed and can be edited within the Profile section of the Championships Bid and Host portal. When entering individuals in this manner, information must be entered on both the General tab and the Role/Titles by Sport or Facility tab.

- ☐ **Critical Incident Response Team Contact Information.** Beginning in 2023-24, the system automatically will generate a critical incident response team contact information form based on data entered into the key contacts form and the new Emergency Numbers tab in the facility profile. If applicable, site representative information will be added by the championship manager once a site has been selected for hosting.
- ☐ **Safety and Security Plan.** Based on a review of current and future championships competition venues, discussions with safety and security experts, and their own expertise and knowledge, the NCAA has established a Safety and Security Advisory Group to develop a compilation of *Best Practices* for NCAA Championships, which can be found [here](#). We urge each competition venue to take these *Best Practices* into account when developing its safety and security program.

As part of your bid, **please submit a safety and security plan** for your venue. Your safety and security plan documents should be uploaded in the document section of the facility profile, under the Safety and Security tab.

- ☐ **Alcoholic Beverages.** All Division I, Division II and National Collegiate championships are eligible to engage in the sale of beer and wine, provided certain criteria are met. After starting a bid in the Championships Bid and Profile System, users will be prompted to answer a few questions that will determine their institution's eligibility to sell beer and wine at a given venue. If a school is deemed eligible and is interested in selling beer and wine, it will be required to complete one of the agreement options that must be signed and uploaded into the bid portal. Please thoroughly review the Championships Alcohol Sales Policy before determining and completing the appropriate agreement. A host that indicates it plans to sell alcohol at its site will see a new "Concessions Reporting" section in the budget. This section will need to be completed AFTER the conclusion of competition and submitted along with the actual expenses.
- ☐ **Lodging.** The host institution/agency shall negotiate a courtesy hold for the participating institutions/student-athlete(s). The selected hotel properties shall be within no more than 30 miles of the competition site and be priced at a fair and reasonable market room rate while remaining sensitive to daily divisional per diem allowances. The selection of a competition site may be dependent on availability and quality of rooms for participating institutions/student-athletes. A [letter of intent template](#) is provided by the NCAA for the host to use to confirm the hold with the hotel(s).

Beginning in 2023-24, all prospective hosts for non-predetermined sites will be required to identify the hotel properties they secured for the event via the Hotels tab, along with an upload of signed hotel agreement(s)/letter(s) of intent.

- ☐ **Liability Insurance.** Host institutions must maintain and provide proof of at least \$1 million of general liability insurance on an occurrence form for Bodily Injury and Property Damage, including Products Liability (including completed-operations coverage), coverage for contractual liability, independent contractors, and personal and advertising injury. Coverage cannot exclude liability arising from athletic participation, spectators, alcohol, or food-borne illness. The certificate must be submitted to NCAA prior to competition. State institutions subject to state governing tort laws are permitted to provide proof of limited liability under state laws instead of general liability coverage. (This is the minimum requirement per NCAA bylaws).

If applicable, off-campus venues must also maintain and provide a minimum of \$1 million in general liability insurance on an occurrence form for Bodily Injury and Property Damage, including Products Liability (including completed-operations coverage), coverage for contractual liability, independent contractors, and personal and advertising injury. Coverage cannot exclude liability arising from athletic participation, spectators, alcohol, or food-borne illness. The NCAA must be named as an additional insured.

All insurance must be provided by an insurance company with an A.M. Best Rating of A-, VII or higher.

Host institutions must provide the national office with the appropriate certificates of insurance or documentation of self-insurance. This information must be provided via the Certificate of Insurance link in the bid portal. As this is a new feature in the portal, all prospective hosts must upload their documentation once. Depending on the coverage, users must subsequently verify their documentation is still valid, or upload a new certificate once the previous version has expired.

- ☐ **[Other additional requirement(s)]**. If you have any additional sport-specific bid requirements, they should be added here. If other documents are required, they can be uploaded in to the Championships Bid and Host portal system.
- ☐ **[Other additional requirement(s)]**. If you have any additional sport-specific bid requirements, they should be added here. If other documents are required, they can be uploaded in to the Championships Bid and Host portal system.

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#### **Additional Host Information/Resources**

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**Host Operations Manual.** The 2023-24 NCAA Division (div) (gender) (sport) Championship Host Operations Manual ([linked](#)) will assist your institution in all stages of the bidding and hosting process.

**Drug Testing.** Drug testing may occur at any round of the championship and the assistance of the host institution will be a vital part of the testing. You will be notified in advance if the round you are hosting has been selected for drug testing. Please review the [drug testing site coordinator manual](#) and note that Drug Free Sport International will provide materials to assist in the program.

**Americans with Disabilities Act.** The Americans with Disabilities Act requires that public establishments offer equal access and services to people who are physically and mentally challenged. The host institution/conference is required to confirm that each facility in which an NCAA championship or ancillary event occurs is in compliance with the Act by the various facilities hosting NCAA championship events. The host institution/conference is responsible for determining if the competition site will be in compliance as of the dates of the championship. If the host institution/conference becomes aware that a competition site hosting an NCAA championship event will not be in compliance, it shall immediately notify the NCAA national office staff member with responsibility for the event in order to discuss the issue.

**Statement of Inclusion.** The host institution/conference plays a central role in fostering, growing and preserving an inclusive culture on-site at NCAA championship events. Potential hosts should review the NCAA statement of inclusion [here](#) and prepare to deliver and maintain an environment that is safe, healthy and free of discrimination and respects the dignity of all persons.

**NCAA Bylaw 31.** Please review Bylaw 31 of the NCAA Division (div) Manual as it contains policies regarding the administration of an NCAA event.



**Contact Information.** If you have any questions regarding the bid process, please contact the (championship administrator) at 317-917-XXXX or [xxxxxxxx@ncaa.org](mailto:xxxxxxxx@ncaa.org).

## APPENDIX H ● 2023-24 DIVISION III AUTOMATIC QUALIFICATION SPORT CHAMPIONSHIP BERTHS

Tentative allocations pending review of 2022-23 sponsorship.

SPORT	BRACKET SIZE	POOL A	POOL B	POOL C
BASEBALL	60	39	2	19
M BASKETBALL	64	42	0	22
W BASKETBALL	64	42	1	21
FIELD HOCKEY	26	18	1	7
FOOTBALL	32	28	0	4
#M GOLF	43 teams 6 individuals	34	1	8
#W GOLF	26 teams 6 individuals	22	2	2
M ICE HOCKEY	12	9	0	3
W ICE HOCKEY	11	7	1	3
M LACROSSE	38	27	1	10
W LACROSSE	46	32	1	13
ROWING	8	4	0	4
M SOCCER	64	41	1	22
W SOCCER	64	42	1	20
SOFTBALL	62	41	1	20
#M TENNIS	44 teams 32 singles 16 doubles	34	4	6
#W TENNIS	49 teams 32 singles 16 doubles	38	2	9
M VOLLEYBALL	16	11	3	2
W VOLLEYBALL	64	42	1	21
WRESTLING	180	n/a	n/a	n/a

**Pool A** – the number of conferences that meet the automatic qualification requirements.

**Pool B** – the number of independent institutions plus the number of institutions from conferences that do not meet the automatic qualification requirements divided by the Pool A access ratio in that sport (total number of institutions in conference with automatic qualification divided by the number of Division III conferences with automatic qualification – for example, 118 eligible institutions divided by 13 AQs = 1:9.07).

To determine Pool B, for example, a sport has 24 institutions that are in conferences which do not receive automatic qualifications and 10 independents, for a total of 34. The Pool A access ratio in that sport is 1:9.07. As a result, there would be three berths in Pool B [34 divided by 9.07 = 3.7 truncated down to the nearest whole number (e.g., 3.7 truncates to 3)]. An additional berth is only provided if the next whole number is achieved.

If the number of institutions being considered in Pool B are less than the access ratio (e.g., three schools and a ratio of 1:9), those institutions would be considered in Pool C.

**Pool C** – The bracket size minus the number of Pool A and Pool B berths. This would be a national selection based on the team sport selection criteria. For example, a bracket of 48 – (Pool A + Pool B) = Pool C.

# Individual/team sports that qualify for automatic qualification selection principles. The Pool A access ratio for individual/team sports is 1:7.8 (golf, 1:7.0) and the individual participant access for each championship varies.

Notes:

- Brackets are based on the previous academic year's sponsorship numbers (eligible institutions).
- Pool berths are based on the current academic year's sponsorship numbers (eligible institutions).
- Bracket size and format (i.e., additional preliminary-round games) may fluctuate based on sport sponsorship numbers. The team sport access ration is 1:6.5.
- Pool C will maintain a minimum of two berths.
- Bracket sizes when applying the 1:6.5 ratio have been rounded to the nearest whole number (e.g., 55.23 rounds to 5 teams and 52.61 rounds to 53 teams).
- Pool B berths when applying the Pool A access ratio have been truncated down to the nearest whole number (e.g., 3.7 truncates to 3).



DIVISION III  
DISCOVER | DEVELOP | DEDICATE

# ***Guide to Institution Pronunciations***

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# Pronunciation Guide



## Allegheny Mountain Collegiate Conference

<b>Alfred</b> State College	AL-fred
<b>Carlow</b> University	KAHR-loh
<b>Hilbert</b> College	HIL-bert
<b>La Roche</b> University	luh-ROHSH
Mount <b>Aloysius</b> College	al-oh-ISH-uhs
Penn State University, <b>Altoona</b>	al-TOO-nuh
Pennsylvania State University <b>Erie</b> , the <b>Behrend</b> College	EER-ee, BAIR-uhnd
University of <b>Pittsburgh, Bradford</b>	PITS-burg, BRAD-ferd
University of <b>Pittsburgh, Greensburg</b>	PITS-burg, GREENZ-burg
<b>Wells</b> College	WELZ



## American Rivers Conference

<b>Buena Vista</b> University	BWE-nah VEES-tah
<b>Central</b> College (Iowa)	SEN-truhl
<b>Coe</b> College	KOH
<b>Loras</b> College	LAWR-is
<b>Luther</b> College	LOO-ther
Nebraska <b>Wesleyan</b> University	WES-lee-uhn
<b>Simpson</b> College	SIMP-suhn
University of <b>Dubuque</b>	duh-BYOOK
<b>Wartburg</b> College	WAWRT-burg



## American Southwest Conference

<b>Concordia</b> University Texas	kon-KAWR-dee-uh
East Texas <b>Baptist</b> University	BAP-tist
<b>Hardin-Simmons</b> University	HAHR-dn - SIM-uhnz
<b>Howard Payne</b> University	HOW-erd PEYN
<b>LeTourneau</b> University	leh-TUR-noh
<b>McMurry</b> University	muhk-MUR-ee
University of <b>Mary Hardin-Baylor</b>	MAIR-ee HAHR-dn - BEY-ler
University of Texas at <b>Dallas</b>	DAL-uhs
University of the <b>Ozarks</b> (Arkansas)	OH-zahrks

# Pronunciation Guide



## Atlantic East Conference

<b>Cabrini</b> University	kuh-BREE-nee
<b>Centenary</b> University (New Jersey)	sen-TEN-uh-ree
<b>Gwynedd Mercy</b> University	GWIN-ed MUR-see
<b>Immaculata</b> University	ih-MAK-yuh-la-ta
<b>Marymount</b> University (Virginia)	MAIR-ee-mount
<b>Marywood</b> University	MAIR-ee-wood
<b>Neumann</b> University	NOO-muhn



## Centennial Conference

<b>Bryn Mawr</b> College	BRIN mahr
<b>Dickinson</b> College	DIK-in-suhn
<b>Franklin &amp; Marshall</b> College	FRANGK-lin & MAHR-shuhl
<b>Gettysburg</b> College	GET-iz-burg
<b>Haverford</b> College	HAV-er-ferd
<b>Johns Hopkins</b> University	jonz HOP-kinz
<b>McDaniel</b> College	muhk-DAN-yuhl
<b>Muhlenberg</b> College	MYOO-luh n-burg
<b>Swarthmore</b> College	SWAWRTH-mohr
<b>Ursinus</b> College	ur-SAHY-nis
<b>Washington</b> College (Maryland)	WOSH-ing-tuhn



## City University of New York Athletic Conference

<b>Baruch</b> College	buh-ROOK
<b>Brooklyn</b> College	BROOK-lin
<b>Hunter</b> College	HUHN-ter
<b>John Jay</b> College of Criminal Justice	JON JEY
<b>Lehman</b> College	LEE-muhn
<b>Medgar Evers</b> College	MED-ger EV-erz
The City College of <b>New York</b>	NOO YAWRK
<b>York</b> College (New York)	YAWRK

# Pronunciation Guide



## Coast-To-Coast Conference

<b>Christopher Newport</b> University	KRIS-tuh-fer NOO-pawrt
Mount <b>Mary</b> University	MAIR-ee
<b>Pratt</b> Institute	PRAT
<b>Salisbury</b> University	SAWLZ-ber-ee
University of California, <b>Santa Cruz</b>	SAN-tuh KROOZ
University of <b>Mary</b> Washington	MAIR-ee
<b>Warren Wilson</b> College	WAWR-uhn WIL-suhn



## College Conference of Illinois & Wisconsin

<b>Augustana</b> College (Illinois)	aw-guhst-AN-uh
<b>Carroll</b> University (Wisconsin)	KAIR-uhl
<b>Carthage</b> College	KAHR-thij
<b>Elmhurst</b> University	ELM-hurst
<b>Illinois Wesleyan</b> University	il-uh-NOI WES-lee-uhn
<b>Millikin</b> University	MIL-ih-kin
<b>North Central</b> College	nawrth SEN-truhl
<b>North Park</b> University	nawrth PAHRK
<b>Wheaton</b> College (Illinois)	WEET-n



## Collegiate Conference of the South

<b>Agnes Scott</b> College	AG-nis
<b>Belhaven</b> University	BEL-hey-vuhn
<b>Berea</b> College	buh-REE-uh
Covenant College	KUHV-uh-nuhnt
<b>Huntingdon</b> College	HUHN-ting-duhn
<b>LaGrange</b> College	luh-GREYNJ
<b>Maryville</b> College (Tennessee)	MAIR-ee-vil
<b>Piedmont</b> University	PEED-mont
<b>Wesleyan</b> College (Georgia)	WES-lee-uhn

# Pronunciation Guide



## Commonwealth Coast Conference

<b>Curry</b> College	KUR-ee
<b>Endicott</b> College	EN-di-kot
<b>Gordon</b> College	GAWR-dn
<b>Nichols</b> College	NIK-uhlz
<b>Roger Williams</b> University	ROJ-er WIL-yuhmz
<b>Suffolk</b> University	SUHF-uhk
University of <b>Hartford</b>	HAHRT-ferd
University of <b>New England</b>	noo ING-gluhnd
<b>Wentworth</b> Institute of Technology	WENT-wurth
Western <b>New England</b> University	noo ING-gluhnd



## Empire 8

<b>Alfred</b> University	AL-fred
<b>Elmira</b> College	eI-MAHY-ruh
<b>Hartwick</b> College	HAHRT-wik
<b>Houghton</b> University	HOHT-n
<b>Keuka</b> College	KYOO-kah
<b>Nazareth</b> College	NAZ-er-uhth
<b>Russell Sage</b> College	RUHS-uhl seyj
St. <b>John Fisher</b> University	jon FISH-er
<b>Utica</b> University	YOO-ti-kuh

# Pronunciation Guide



## Great Northeast Athletic Conference

<b>Albertus Magnus</b> College	al-BUR-tuhs MAG-nuhs
<b>Anna Maria</b> College	AN-uh muh-REE-uh
<b>Colby-Sawyer</b> College	KOHL-bee SOI-er
<b>Dean</b> College	DEEN
<b>Elms</b> College	ELMZ
<b>Emmanuel</b> College (Massachusetts)	ih-MAN-yoo-uhl
<b>Johnson &amp; Wales</b> University (Providence)	JON-suhn & weylz
<b>Lasell</b> University	lah-SEL
<b>Mitchell</b> College	MICH-uhl
<b>New England</b> College	noo ING-glulnd
<b>Norwich</b> University	NAWR-ich
<b>Regis</b> College (Massachusetts)	REE-jis
<b>Rivier</b> University	riv-ee-AIR
Saint <b>Joseph's</b> College (Maine)	JOH-suhfs
<b>Simmons</b> University	SIM-uhnz
University of St. <b>Joseph</b> (Connecticut)	JOH-suhf



## Heartland Collegiate Athletic Conference

<b>Anderson</b> University (Indiana)	AN-der-suhn
<b>Bluffton</b> University	BLUHF-tuhn
<b>Defiance</b> College	dih-FAHY-uhns
<b>Earlham</b> College	URL-uhm
<b>Franklin</b> College	FRANGK-lin
<b>Hanover</b> College	HAN-oh-ver
<b>Manchester</b> University	MAN-ches-ter
Mount St. <b>Joseph</b> University	JOH-suhf
<b>Rose-Hulman</b> Institute of Technology	roh-z - HUHL-muhn
<b>Transylvania</b> University	tran-sil-VEYN-yuh

## Independents

<b>Asbury</b> University	AS-ber-ee
<b>Maranatha Baptist</b> University	mar-uh-NATH-uh BAP-tist
Penn State <b>Brandywine</b>	BRAN-dee-wahyn
<b>Trinity</b> Washington University	TRIN-i-tee



# Pronunciation Guide



## Landmark Conference

<b>Catholic</b> University	KATH-lik
<b>Drew</b> University	DROO
<b>Elizabethtown</b> College	ih-LIZ-uh-buh th-toun
<b>Goucher</b> College	GOW-cher
<b>Juniata</b> College	joo-nee-AH-tuh
<b>Lycoming</b> College	lie-COMB-ing
<b>Moravian</b> University	moh-REY-vee-uhn
<b>Susquehanna</b> University	suhs-kwuh-HAN-uh
University of <b>Scranton</b>	SKRAN-tn
<b>Wilkes</b> University	WILKS



## Liberty League

<b>Bard</b> College	BAHRD
<b>Clarkson</b> University	KLAAHRK-suhn
<b>Hobart and William</b> Smith Colleges	HOH-bahrt and WIL-yuhm
<b>Ithaca</b> College	ITH-uh-kuh
<b>Rensselaer Polytechnic</b> Institute	ren-suh-LEER pol-ee-TEK-nik
<b>Rochester</b> Institute of Technology	ROCH-es-ter
<b>Skidmore</b> College	SKID-mohr
St. <b>Lawrence</b> University	LAWR-uh ns
<b>Union</b> College (New York)	YOON-yuhn
<b>Vassar</b> College	VAS-er



## Little East Conference

<b>Castleton</b> University	KAS-uhl-tuhn
Eastern <b>Connecticut</b> State University	kuh-NET-i-kuht
<b>Keene</b> State College	KEEN
<b>Plymouth</b> State University	PLIM-uhth
<b>Rhode Island</b> College	roh d AHY-luhnd
University of Massachusetts <b>Boston</b>	BAW-stuhn
University of Massachusetts, <b>Dartmouth</b>	DAHRT-muhth
University of Southern <b>Maine</b>	MEYN
Western <b>Connecticut</b> State University	kuh-NET-i-kuht

# Pronunciation Guide



## Massachusetts State Collegiate Athletic Conference

<b>Bridgewater</b> State University	BRIJ-waw-ter
<b>Fitchburg</b> State University	FICH-burg
<b>Framingham</b> State University	FREY-ming-ham
<b>Massachusetts</b> College of Liberal Arts	mas-uh-CHOO-sits
Massachusetts <b>Maritime</b> Academy	MAR-i-tahym
<b>Salem</b> State University	SEY-luhm
<b>Westfield</b> State University	WEST-feeld
<b>Worcester</b> State University	WUH-stir



## Michigan Intercollegiate Athletic Association

<b>Adrian</b> College	EY-dree-uhn
<b>Albion</b> College	AL-bee-uhn
<b>Alma</b> College	AL-muh
<b>Calvin</b> University	KAL-vin
<b>Hope</b> College	HOHP
<b>Kalamazoo</b> College	kal-uh-muh-ZOO
<b>Olivet</b> College	ah-lih-VET
Saint <b>Mary's</b> College (Indiana)	MAIR-eez
<b>Trine</b> University	TRAHYN



## Middle Atlantic Conference

<b>Albright</b> College	AWL-bright
<b>Alvernia</b> University	al-VER-nee-uh
<b>Arcadia</b> University	ahr-KAY-dee-uh
<b>Delaware Valley</b> University	DEL-uh-wair VAL-ee
<b>DeSales</b> University	De-SALES
<b>Eastern</b> University	EE-stern
<b>Fairleigh Dickinson</b> University, <b>Florham</b>	FAIR-lee DIK-in-suhn, FLOR-uhm
<b>Hood</b> College	HOOD
<b>King's</b> College (Pennsylvania)	KINGZ
<b>Lebanon Valley</b> College	LEB-uh-nuhn VAL-ee

# Pronunciation Guide



## Middle Atlantic Conference cont'd.

<b>Messiah</b> University	mah-SIGH-uh
<b>Misericordia</b> University	miz-uh-ruh-KOR-dee-uh
<b>Stevens</b> Institute of Technology	STEE-vuhn-z
<b>Stevenson</b> University	STEE-vuhn-suhn
<b>Widener</b> University	WIDE-ner
<b>York</b> College (Pennsylvania)	your-k



## Midwest Conference

<b>Beloit</b> College	buh-LOIT
<b>Cornell</b> College	kawr-NEL
<b>Grinnell</b> College	grin-NEL
<b>Illinois</b> College	il-uh-NOI
<b>Knox</b> College	NOKS
Lake <b>Forest</b> College	FAWR-ist
<b>Lawrence</b> University	LAWR-uhns
<b>Monmouth</b> College (Illinois)	MON-muhth
<b>Ripon</b> College	RIP-in



## Minnesota Intercollegiate Athletic Conference

<b>Augsburg</b> University	AWGZ-burg
<b>Bethel</b> University (Minnesota)	BETH-uhl
<b>Carleton</b> College	KAHRL-tuhn
College of Saint <b>Benedict</b>	BEN-i-dikt
<b>Concordia</b> College, <b>Moorhead</b>	kon-KAWR-dee-uh MOOR-hed
<b>Gustavus Adolphus</b> College	gus-TAY-vuhs uh-DOLF-us
<b>Hamline</b> University	HAM-lin
<b>Macalester</b> College	ma-CAL-es-ter
Saint <b>John's</b> University (Minnesota)	JONZ
Saint <b>Mary's</b> University of Minnesota	MAIR-eez
St. <b>Catherine</b> University	KATH-er-in
St. <b>Olaf</b> College	OH-luff
The College of St. <b>Scholastica</b>	skuh-LAS-tika

# Pronunciation Guide



## New England Small College Athletic Conference

<b>Amherst</b> College	AM-erst
<b>Bates</b> College	BEYTS
<b>Bowdoin</b> College	BO-duhn
<b>Colby</b> College	KOHL-bee
<b>Connecticut</b> College	kuh-NET-i-kuht
<b>Hamilton</b> College	HAM-uhl-tuhn
<b>Middlebury</b> College	MID-I-ber-ee
<b>Trinity</b> College (Connecticut)	TRIN-i-tee
<b>Tufts</b> University	TUHFTS
<b>Wesleyan</b> University (Connecticut)	WES-lee-uhn
<b>Williams</b> College	WIL-yuhmz



## New England Women's and Men's Athletic Conference

<b>Babson</b> College	BAB-suhn
<b>Clark</b> University (Massachusetts)	KLAHRK
<b>Emerson</b> College	EM-er-suhn
<b>Massachusetts</b> Institute of Technology	mas-uh-CHOO-sits
Mount <b>Holyoke</b> College	HOH-lee-ohk
<b>Salve Regina</b> University	SAHL-vey ri-JEE-nuh
<b>Smith</b> College	SMITH
<b>Springfield</b> College	SPRING-feeld
U.S. <b>Coast Guard</b> Academy	KOYST GAHRD
<b>Wellesley</b> College	WELZ-lee
<b>Wheaton</b> College (Massachusetts)	WEET-n
<b>Worcester Polytechnic</b> Institute	WUH-stir pol-ee-TEK-nik

# Pronunciation Guide



## New Jersey Athletic Conference

<b>Kean</b> University	KAYN
<b>Montclair</b> State University	mont-KLAIR
<b>New Jersey</b> City University	NOO JUR-zee
<b>Ramapo</b> College	RAM-uh-poh
<b>Rowan</b> University	ROH-uhn
<b>Rutgers</b> , The State University of New Jersey, <b>Camden</b>	RUHT-gers, KAM-duhn
<b>Rutgers</b> , The State University of New Jersey, <b>Newark</b>	RUHT-gers, NOO-erk
<b>Stockton</b> University	STOK-tuhn
The College of <b>New Jersey</b>	NOO JUR-zee
<b>William Paterson</b> University of New Jersey	WIL-yuhm PAT-er-suhn



## North Atlantic Conference

Eastern <b>Nazarene</b> College	naz-uh-REEN
<b>Husson</b> University	HUHS-uhn
<b>Lesley</b> University	LEZ-lee
<b>Maine Maritime</b> Academy	MEYN MAR-i-tahym
Northern <b>Vermont</b> University- <b>Johnson</b>	ver-MONT - JON-suhn
Northern <b>Vermont</b> University- <b>Lyndon</b>	ver-MONT - LIN-duhn
State University of New York at <b>Canton</b>	KAN-tn
State University of New York at <b>Cobleskill</b>	KOH-buh l-skil
State University of New York at <b>Delhi</b>	DEL-hi
State University of New York at <b>Morrisville</b>	MAWR-is-vil
State University of New York <b>Polytechnic</b> Institute	pol-ee-TEK-nik
<b>Thomas</b> College	TOM-uhs
University of Maine at <b>Presque Isle</b>	PRESK AHYL
University of Maine, <b>Farmington</b>	FAHR-ming-tuhn

# Pronunciation Guide



## North Coast Athletic Conference

<b>Denison</b> University	DEN-uh-suhn
<b>DePauw</b> University	dih-PAW
<b>Hiram</b> College	HI-ruh-m
<b>Kenyon</b> College	KEN-yuhn
<b>Oberlin</b> College	OH-bur-lin
Ohio <b>Wesleyan</b> University	WES-lee-uhn
The College of <b>Wooster</b>	WOOS-ter
<b>Wabash</b> College	WAW-bash
<b>Wittenberg</b> University	WIT-n-burg



## Northern Athletics Collegiate Conference

<b>Alverno</b> College	al-VER-no
<b>Aurora</b> University	uh-RAWR-uh
<b>Benedictine</b> University (Illinois)	ben-i-DIK-tin
<b>Concordia</b> University Chicago	kon-KAWR-dee-uh
<b>Concordia</b> University Wisconsin	kon-KAWR-dee-uh
<b>Dominican</b> University (Illinois)	duh-MIN-i-kuhn
<b>Edgewood</b> College	EJ-wood
<b>Illinois</b> Institute of Technology	il-uh-NOI
<b>Lakeland</b> University	LEYK-luhnd
<b>Marian</b> University (Wisconsin)	MAIR-ee-uhn
<b>Milwaukee</b> School of Engineering	mil-WAW-kee
<b>Rockford</b> University	ROK-ferd
St. <b>Norbert</b> College	NAWR-bert
Wisconsin <b>Lutheran</b> College	LOO-ther-uhn



## Northwest Conference

<b>George Fox</b> University	JAWRJ FOKS
<b>Lewis &amp; Clark</b> College	LOO-is & KLAHRK
<b>Linfield</b> University	LIN-feeld
<b>Pacific Lutheran</b> University	puh-SIF-ik LOO-ther-uhn
<b>Pacific</b> University (Oregon)	puh-SIF-ik
University of <b>Puget</b> Sound	PEW-jit
<b>Whitman</b> College	WIT-muhn
<b>Whitworth</b> University	WIT-wurth
<b>Willamette</b> University	wi-LAM-it



# Pronunciation Guide



## Ohio Athletic Conference

<b>Baldwin Wallace</b> University	BAWLD-win WOL-is
<b>Capital</b> University	KAP-i-tl
<b>Heidelberg</b> University	HAHYD-I-burg
<b>John Carroll</b> University	JON KAIR-uhl
<b>Marietta</b> College	mair-ee-ET-uh
<b>Muskingum</b> University	muh-SKING-uhm
<b>Ohio</b> Northern University	oh-HAHY-oh
<b>Otterbein</b> University	OT-er-bahyn
University of Mount <b>Union</b>	YOON-yuhn
<b>Wilmington</b> University (Ohio)	WIL-ming-tuhn



## Old Dominion Athletic Conference

<b>Averett</b> University	AY-vuh-ret
<b>Bridgewater</b> College (Virginia)	BRIJ-waw-ter
Eastern <b>Mennonite</b> University	MEN-uh-nahyt
<b>Ferrum</b> College	FAIR-uhm
<b>Guilford</b> College	GIL-ferd
<b>Hampden-Sydney</b> College	HAMP-duhn - SID-nee
<b>Hollins</b> University	HOL-inz
<b>Randolph</b> College	RAN-dolf
<b>Randolph-Macon</b> College	RAN-dolf - MEY-kuhn
<b>Roanoke</b> College	ROH-uh-nohk
<b>Shenandoah</b> University	shen-uhn-DOH-uh
Sweet <b>Briar</b> College	BRAHY-er
University of <b>Lynchburg</b>	LINCH-burg
Virginia <b>Wesleyan</b> University	WES-lee-uhn
Washington and <b>Lee</b> University	LEE

# Pronunciation Guide



## Presidents' Athletic Conference

<b>Allegheny</b> College	al-i-GEY-nee
<b>Bethany</b> College (West Virginia)	BETH-uh-nee
<b>Chatham</b> University	CHAT-uhm
<b>Franciscan</b> University of <b>Steubenville</b>	fran-SIS-kuhn STOO-buh n-vil
<b>Geneva</b> College	juh-NEE-vuh
<b>Grove</b> City College	GROHV
<b>Saint Vincent</b> College	seynt VIN-suh nt
<b>Thiel</b> College	TEEL
Washington and <b>Jefferson</b> College	JEF-er-suhn
<b>Waynesburg</b> University	WEYNZ-burg
<b>Westminster</b> College (Pennsylvania)	WEST-min-ster



## Skyline Conference

College of Mount Saint <b>Vincent</b>	VIN-suhnt
<b>Farmingdale</b> State College	FAHR-ming-deyl
<b>Manhattanville</b> College	man-HAT-n-vil
Mount Saint <b>Mary</b> College (New York)	MAIR-ee
<b>Purchase</b> College, State University of New York	PUR-chuhs
<b>Sarah Lawrence</b> College	SAIR-uh LAWR-uh ns
St. <b>Joseph's</b> University ( <b>Brooklyn</b> )	JOH-suhfs (BROOK-lin)
St. <b>Joseph's</b> University (Long Island)	JOH-suhfs
State University College at Old <b>Westbury</b>	WEST-ber-ee
State University of New York <b>Maritime</b> College	MAR-i-tahym
U.S. <b>Merchant</b> Marine Academy	MUR-chuhnt
<b>Yeshiva</b> University	yuh-SHEE-vuh



## Southern Athletic Association

<b>Berry</b> College	BER-ee
<b>Birmingham</b> -Southern College	BUR-ming-ham
<b>Centre</b> College	SEN-ter
<b>Hendrix</b> College	HEN-driks
<b>Millsaps</b> College	MIL-saps
<b>Oglethorpe</b> University	OH-guhl-thawrp
<b>Rhodes</b> College	ROHDZ
University of the South ( <b>Sewanee</b> )	suh-WAH-nee

# Pronunciation Guide



## Southern California Intercollegiate Athletic Conference

California <b>Institute</b> of Technology	IN-sti-toot
California <b>Lutheran</b> University	LOO-ther-uhn
<b>Chapman</b> University	CHAP-muhn
<b>Claremont McKenna-Harvey</b>	KLAIR-mont muh-KEN-uh -
<b>Mudd-Scripps</b> Colleges	HAHR-vee muhd - skrips
<b>Occidental</b> College	ok-si-DEN-tl
<b>Pomona-Pitzer</b> Colleges	puh-MOH-nuh - PIT-ser
University of <b>La Verne</b>	luh VURN
University of <b>Redlands</b>	RED-luhndz
<b>Whittier</b> College	WIT-ee-er



## Southern Collegiate Athletic Conference

<b>Austin</b> College	AW-stuhn
<b>Centenary</b> College (Louisiana)	sen-TEN-uh-ree
<b>Colorado</b> College	kol-uh-RAH-do
<b>Schreiner</b> University	SHRAHY-ner
<b>Southwestern</b> University (Texas)	south-WES-tern
Texas <b>Lutheran</b> University	LOO-ther-uhn
<b>Trinity</b> University (Texas)	TRIN-i-tee
University of <b>Dallas</b>	DAL-uhs
University of St. <b>Thomas</b> (Texas)	TOM-uhs



## St. Louis Intercollegiate Athletic Conference

<b>Blackburn</b> College	BLAK-bern
<b>Eureka</b> College	yuh-REE-kuh
<b>Fontbonne</b> University	FONT-bawn
<b>Greenville</b> University	GREEN-vil
<b>Lyon</b> College	LION
<b>Mississippi</b> University for Women	mis-uh-SIP-ee
<b>Principia</b> College	prin-SIP-ee-uh
<b>Spalding</b> University	SPAWL-ding
<b>Webster</b> University	WEB-ster
<b>Westminster</b> College (Missouri)	WEST-min-ster

# Pronunciation Guide



## State University of New York Athletic Conference (SOO-nee-ack)

State University of New York at <b>Brockport</b>	BROK-pohrt
<b>Buffalo</b> State	BUHF-uh-loh
State University of New York at <b>Cortland</b>	CORT-land
The State University of New York at <b>Fredonia</b>	free-DOHN-yah
State University of New York at <b>Geneseo</b>	jen-uh-SEE-oh
State University of New York at <b>New Paltz</b>	new-PAWLTZ
State University of New York at <b>Oneonta</b>	oh-nee-ON-tuh
State University of New York at <b>Oswego</b>	os-WEE-goh
<b>Plattsburgh</b> State University of New York	PLATS-burg
State University of New York at <b>Potsdam</b>	POTS-dam



## United East Conference

<b>Bryn Athyn</b> College	BRIN ATH-in
<b>Cairn</b> University	KAIRN
<b>Cedar Crest</b> College	SEE-der krest
<b>Clarks Summit</b> University	klahrks SUHM-it
<b>Gallaudet</b> University	gal-uh-DET
<b>Keystone</b> College	KEE-stohn
<b>Lancaster</b> Bible College	LANG-kuh-ster
<b>Notre Dame</b> of Maryland University	noh-truh DAHM
Penn State <b>Berks</b> College	BURKS
Penn State <b>Harrisburg</b>	HAIR-is-burg
Penn State University, <b>Abington</b>	AB-ing-tuhn
<b>Pennsylvania</b> College of Technology	pen-suh I-VEYN-yuh
<b>Rosemont</b> College	ROHZ-mont
Saint <b>Elizabeth</b> University	ih-LIZ-uh-buhth
St. <b>Mary's</b> College of Maryland	MAIR-eez
University of <b>Valley Forge</b>	VAL-ee fohrj
<b>Wilson</b> College	WIL-suhn

# Pronunciation Guide



## University Athletic Association

<b>Brandeis</b> University	BRAN-dice
<b>Carnegie Mellon</b> University	KAHR-ni-gee MEL-uhn
<b>Case Western</b> Reserve University	CASE WES-tern
<b>Emory</b> University	EM-uh-ree
<b>New York</b> University	NOO YAWRK
University of <b>Chicago</b>	shi-KAH-goh
University of <b>Rochester</b>	ROCH-es-ter
Washington University in St. <b>Louis</b>	LOO-is



## Upper Midwest Athletic Conference

<b>Bethany Lutheran</b> College	BETH-uh-nee LOO-ther-uh n
<b>Crown</b> College (Minnesota)	KROUN
<b>Martin Luther</b> College	MAHR-tn LOO-ther
North <b>Central</b> University	SEN-truhl
<b>Northland</b> College	NAWRTH-luhnd
University of Minnesota, <b>Morris</b>	MAWR-is
University of Northwestern-St. <b>Paul</b>	PAWL
University of Wisconsin- <b>Superior</b>	suh-PEER-ee-er



## USA South Athletic Conference

<b>Brevard</b> College	Bree-Vhard
<b>Greensboro</b> College	Greens-Borough
<b>Mary Baldwin</b> University	MAIR-ee BAWLD-win
<b>Meredith</b> College	Mer-uh-dith
<b>Methodist</b> University	METH-uh-dist
North Carolina <b>Wesleyan</b> College	WES-lee-uhn
<b>Pfeiffer</b> University	Fi-Fur
<b>Salem</b> College (North Carolina)	SEY-luhm
Southern <b>Virginia</b> University	ver-JIN-yuh
<b>William Peace</b> University	WIL-yuhm PEES

# Pronunciation Guide



## Wisconsin Intercollegiate Athletic Conference

University of Wisconsin- <b>Eau Claire</b>	OH KLAIR
University of Wisconsin- <b>La Crosse</b>	LUH KROS
University of Wisconsin- <b>Oshkosh</b>	OSH-kosh
University of Wisconsin- <b>Platteville</b>	PLAT-vil
University of Wisconsin- <b>River Falls</b>	RIV-er FAWLZ
University of Wisconsin- <b>Stevens</b> Point	STEE-vuhnz
University of Wisconsin- <b>Stout</b>	STOUT
University of Wisconsin- <b>Whitewater</b>	WAHYT-waw-ter