



DIVISION III
DISCOVER | DEVELOP | DEDICATE

**NEW DIRECTOR OF
ATHLETICS HANDBOOK**

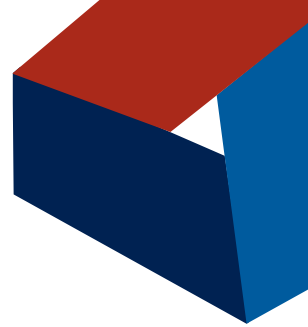
2024-25

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Last Updated: November 2024

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Division III Philosophy Statement



The purpose of the National Collegiate Athletic Association (NCAA) is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual members to determine their own unique objectives and programs. The philosophy 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.

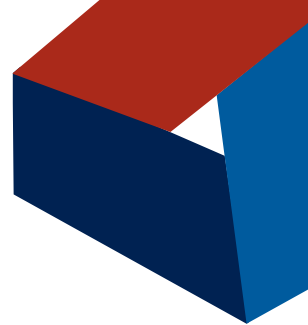
DIVISION III MEMBERS AFFIRM THE PURPOSES AND FUNDAMENTAL POLICY OF THE NCAA, AS SET FORTH IN CONSTITUTION ARTICLE 1 WITH EMPHASIS ON:

1. Division III members shall establish and maintain an environment in which a student-athlete's activities are conducted with the appropriate primary emphasis on the student-athlete's academic experience.
2. Division III intercollegiate athletics shall be conducted in a manner designed to protect, support, and enhance the physical and mental health and safety of student-athletes.
3. Division III members shall be committed to the creation of diverse and inclusive environments with respect for and sensitivity to the dignity of every person.
4. Division III athletics shall be conducted in a manner free of gender bias.

NCAA CONSTITUTION ARTICLE 2 ESTABLISHES THE INDEPENDENT AUTHORITY OF DIVISION III TO ORGANIZE ITSELF AND DETERMINE ITS OWN GOVERNING STRUCTURE AND MEMBERSHIP.

1. Institutional presidents and chancellors have the ultimate responsibility and final authority for the conduct of Division III intercollegiate athletics at the national, conference and institutional levels.
2. Institutional and conference members determine policy at the national level through the Division III governance and legislative processes.
3. Key institution and conference constituents who play an integral role in the governance and operation of Division III at the national, conference and institutional levels include, but are not limited to athletics direct reports, athletics diversity and inclusion designees, athletics health care administrators, coaches, conference commissioners, directors of athletics, faculty athletics representatives, presidents and chancellors, senior compliance administrators, senior woman administrators, and student-athletes.

Division III Philosophy Statement



DIVISION III MEMBERS ABIDE BY THE FOLLOWING PRINCIPLES THAT HELP TO DEFINE AND DISTINGUISH THE DIVISION AND ITS POLICIES AND LEGISLATION.

1. Student-Athlete Collegiate Experience.

- i. Primarily focus on intercollegiate athletics as a four-year undergraduate experience.
- ii. Seek to establish and maintain an environment in which a student-athlete's athletics activities are conducted as an integral part of their educational experience.
- iii. Assure that student-athletes are supported in their efforts to meaningfully participate in nonathletic pursuits to enhance their overall educational experience.

2. Student-Athlete Athletics Experience.

- i. Support student-athletes in their efforts to reach the highest levels of athletics performance, with a primary emphasis on conference and regional competition, while providing access to national championships.
- ii. Prioritize the experience of the participants, and the internal constituency (e.g., students, alumni, institutional personnel) rather than on the entertainment needs of spectators or the general public.
- iii. Develop and maintain an environment that promotes sportsmanship and a positive culture for student-athletes, coaches, and administrative personnel, recognizing the role intercollegiate athletics can play in human development. Ensure spectators contribute to a positive sporting experience in support of all participants.

3. Member Responsibility and Oversight.

- i. Encourage participation and provide equitable opportunities with support for gender and ethnic/racial diversity. Give equal emphasis to men's and women's sports.
- ii. 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.
- iii. Assure all teams are provided with appropriate facilities, competent coaching, and competitive opportunities.
- iv. Assure student-athletes are treated similarly to the student-body in areas that include, but are not limited to, admissions, enrollment, financial aid, academic and career support, academic performance, and degree completion.
- v. Assure that financial aid is not awarded to any student on the basis of athletics leadership, ability, participation or performance.

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	Comprehensive Learning	Passion	Responsibility	Sportsmanship	Citizenship
Appropriate balance of academics, athletics and additional collegiate opportunities.	Opportunity for broad-based education and success.	Playing for the love of the game, competition, enjoyment, self-improvement, and our teammates and communities.	Development of accountability through personal commitment and choice.	Fair and respectful conduct toward all participants and supporters.	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.

Division III Supporting Features

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

2024-26 Budget Biennium **[Year 1: 2024-25]**

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.

Mission Statement: Promoting the student-athlete academic and athletic experience, with a commitment and dedication to the membership through effective inclusion, communication, and engagement.



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INTRODUCTION

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

The purpose of the National Collegiate Athletic Association (NCAA) is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual members to determine their own unique objectives and programs. The philosophy 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.

(a) Division III members affirm the purposes and fundamental policy of the NCAA, as set forth in Constitution Article 1 with emphasis on:

- (1) Division III members shall establish and maintain an environment in which a student-athlete's activities are conducted with the appropriate primary emphasis on the student-athlete's academic experience.
- (2) Division III intercollegiate athletics shall be conducted in a manner designed to protect, support, and enhance the physical and mental health and safety of student-athletes.
- (3) Division III members shall be committed to the creation of diverse and inclusive environments with respect for and sensitivity to the dignity of every person.
- (4) Division III athletics shall be conducted in a manner free of gender bias.

⁷(b) NCAA Constitution Article 2 establishes the independent authority of Division III to organize itself and determine its own governing structure and membership.

- (1) Institutional presidents and chancellors have the ultimate responsibility and final authority for the conduct of Division III intercollegiate athletics at the national, conference and institutional levels.
- (2) Institutional and conference members determine policy at the national level through the Division III governance and legislative processes.
- (3) Key institution and conference constituents who play an integral role in the governance and operation of Division III at the national, conference and institutional levels include, but are not limited to athletics direct reports, athletics diversity and inclusion designees, athletics health care administrators, coaches, conference commissioners, directors of athletics, faculty athletics representatives, presidents and chancellors, senior compliance administrators, senior woman administrators, and student-athletes.
- (c) Division III members abide by the following principles that help to define and distinguish the division and its policies and legislation.

- (1) Student-Athlete Collegiate Experience.

- (i) Primarily focus on intercollegiate athletics as a four-year undergrad experience.

- (ii) Seek to establish and maintain an environment in which a student-athlete's athletics activities are conducted as an integral part of their educational experience.

- (iii) Assure that student-athletes are supported in their efforts to meaningfully participate in nonathletic pursuits to enhance their overall educational experience.

(2) Student-Athlete Athletics Experience.

- (i) Support student-athletes in their efforts to reach the highest levels of athletics performance, with a primary emphasis on conference and regional competition, while providing access to national championships.

- (ii) Prioritize the experience of the participants, and the internal constituency (e.g., students, alumni, institutional personnel) rather than on the entertainment needs of spectators or the general public.

- (iii) Develop and maintain an environment that promotes sportsmanship and a positive culture for student-athletes, coaches, and administrative personnel, recognizing the role intercollegiate athletics can play in human development. Ensure spectators contribute to a positive sporting experience in support of all participants.

(3) Member Responsibility and Oversight.

- (i) Encourage participation and provide equitable opportunities with support for gender and ethnic/racial diversity. Give equal emphasis to men's and women's sports.

- (ii) 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.

- (iii) Assure all teams are provided with appropriate facilities, competent coaching, and competitive opportunities.

- (iv) Assure student-athletes are treated similarly to the student-body in areas that include, but are not limited to, admissions, enrollment, financial aid, academic and career support, academic performance, and degree completion.

- (v) Assure that financial aid is not awarded to any student on the basis of athletics leadership, ability, participation or performance.

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 19 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 200,000 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 one of the 2024-26 biennium.**

DIVISION III STRATEGIC PRIORITIES FOR 2021-24 BUDGET TRIENNium [YEAR 1: 2024-25]

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 (2024-2025).
- Continue to monitor the division's current mandated reserve.

1. Provide Quality Division III Championships. FY25 budget equals \$36.3 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. 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. **Incorporate approved FY25 budget enhancements (e.g., per diem, bracket increases, flexibility to protect highly ranked teams, officiating fees, livestreaming of preliminary rounds of NCAA team championships) and recommendations from the Deloitte consultant analysis.**

2. Provide Division III Conference Office Support. FY25 budget equals \$4.5 million. These funds support the Strategic Initiatives Conference Grant Program, annual commissioner meeting with NCAA staff and a grant to support officiating resources.

- 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, staff and administrators of color, 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. Aides conference offices to provide documentation of a third-party external review of grant fund usage to the national office annually.
 - **Incorporate recommendations recommended by Lewis Rice consultant outside review to increase efficiencies.**
 - **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 grant fund provided for FY25 and FY26.**
 - All conferences will be represented annually; commissioners will be provided with the opportunity to discuss Division III hot topics, governance, and championships issues. Additional funding is provided through Tier One of the Strategic Initiatives Conference Grant Program to supplement a portion the conference office's travel costs.
- 3. Effectively Advance Diversity, Equity, and Inclusion. FY25 budget equals \$2.8 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 individuals of color (e.g., SWA Program, Institute for Administrative Advancement, Student Immersion Program). **Incorporate recommendations from the Lewis Rice consultant review.**
 - Continue to fund the Division III diversity grants – ethnic minority and women, strategic alliance matching and coaching enhancement. **Incorporate recommendations from the Lewis Rice consultant review.**
 - Support the office of inclusion in promoting resources for the athletics diversity and inclusion designee.
 - **Create a new Management and Presidents Council subcommittee to absorb the work of the LGBTQIA+ and Diversity and Inclusion Working Groups.**
 - **Update the LGBTQ OneTeam program and train new facilitators.** The program 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.
 - Promote the Inclusive Leaders Program that provides education on improving the recruitment and retention.

- 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 individuals of color that have participated in an NCAA program. Continue to distribute and promote Continue to send out a quarterly Diversity and Inclusion newsletter.
 - Monitor NCAA emerging sports (e.g., triathlon, acrobatics and tumbling, flag football).
 - **Monitor with the office of inclusion and the membership new emerging sports for women and specifically, vote on the creation of a women's wrestling championship at the 2025 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. FY25 budget equals \$625K.**
- Maintain the promotion and use of the Injury Surveillance Program, SST'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 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. **Incorporate recommendations from the Lewis Rice consultant review.**

- 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.
 - Monitor and promote institutional commitment to the Board of Governor's policy 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.
 - **Support the Sport Science Institute's resources related to mental health. Maintain a pilot related to waivers for mental health. Incorporate recommendations from the Deloitte analysis.**
- 5. Maintain the Value of Division III Athletics. FY25 budget equals \$335K.** 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.
- Communicate the distinct Division III philosophy as articulated in the Philosophy Statement and supported by the Strategic Positioning Platform.
 - **Emphasize, promote, and steward the Division III brand, identity, and unique philosophy as articulated in the division's Strategic Positioning Platform to prospective student-athletes and their families, guidance counselors and high school and club coaches.** 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.
 - 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.
 - **Monitor the federated 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. Release recommendations to the membership. Provide institutional funding to assist with resources and professional development.**

- 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 \$602K.**
- 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 NADIIIAA 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. **Develop a new program to provide professional development to athletics communication staff. Update the Strategic Communications resource.**
 - 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.
 - Provide a live-stream option for the annual Regional Rules Seminar to enhance compliance education. The live-stream will not replace the once in three-year in-person requirement.

7. Enhance Formal Accountability of the Governance Structure and National Office Support. FY23 budget equals \$88K.

- Continue to distribute the annual performance scorecard to committee members for regular accountability of key Division III programs and committee staff liaisons.
- 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.

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, student-athlete compensation, select litigation).
- Support relevant issues identified through the Association's Business Review (e.g., fan database, purchasing collective, post-eligibility insurance) and couple with recommended opportunities identified by the Deloitte analysis.
- 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 2024-25 Budget Breakdown		Division III Philosophy Statement and Constitutional Principles Justifying Funded Programs
Revenue:		<i>Division III Institutions...</i>
Division III 3.18% Revenue Allocation (ESTIMATE)	\$44,142,854	
Additional Revenue	42,250	
Membership Dues	NA for FY25	
Championships Expenses:		
Total Championships Expense	\$36,371,212	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)
Conference Office Expenses:		
Strategic Initiatives Conference Grant Program	\$4,376,703	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)
Grant funding to support officiating resources	\$40,000	With the on-going crisis in the recruitment and retention of officials, this two-year grant will provide funding for the D3CA to establish relationships and build resources.
Diversity, Equity and Inclusion Expenses:		
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	\$275,000	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	\$85,000	Funding for the annual LGBTQ of the Year recognition (\$30K) and update the OneTeam Program and train additional facilitators (\$55K – one-time expense). Partner with office of inclusion.
Student-Athlete Support Expenses:		
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)
Convention Programming including specific student-athlete programs	\$100,000	Continue to create specific programming for student-athletes attending the annual Convention to help better engage and educate on the Division III philosophy.
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 (College Sports Communicators)	\$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).
Campus Based Student-Athlete Leadership Programming	\$20,000	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.
CSC Student Program	\$15,000	Programming for students interested in sports information/athletics communication.

Projected NCAA Division III 2024-25 Budget Breakdown		
Expenses, continued:		
Value of Division III Expenses:		
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).
Professional Development Expenses:		
Athletic Trainer Initiatives	\$85,000	Resources to support the Division III Athletic Trainer Working Group recommendations.
Athletics Communication Initiatives	\$85,000	Resources to support the professional development of athletics communication/sports information directors.
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)
NADIIIAA 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.
17		
CSC DIII Day	\$12,000	This initiative supports sports information directors to receive professional development.
NADIIIAA and D3CA leadership meeting	\$10,000	The executive leadership groups from NADIIIAA 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	NA	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.
Division III National Office Expenses:		
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.
Working Groups	\$5,000	This initiative exists to provide opportunities for working groups/task forces in the future.
NCAA staff professional development	\$7,000	Allows annual professional development for NCAA Division III staff.
Total Division III Expenses	\$45,245,519	

* 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 \$3 million in supplemental spend (webstreaming preliminary rounds of team championships, mental health training for coaches and grants to assist athletic trainers) 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). 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

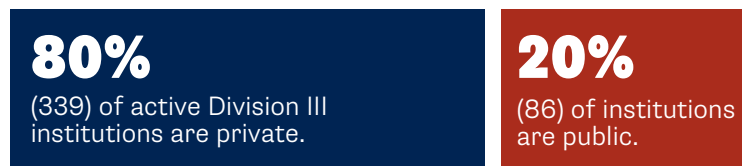
The Division will maintain the following budget policies. SPFC must recommend, with final approval from the Management and Presidents Councils, to change the policies.

- 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 2024-25 Facts and Figures

MEMBERSHIP

Division III is the NCAA's largest division (approximately 39% of total membership).



Source: 2024 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 1.5% to more than 74%.)



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

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

Source: 2024 Sports Sponsorship and Demographics 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



Source: 2024 Sports Sponsorship and Demographics Forms

SPORTS SPONSORED PER INSTITUTION

19 average number of sports that Division III schools sponsor.

Source: 2024 Sports Sponsorship and Demographics Forms

ATHLETICS PARTICIPATION

(Including emerging sports)

Approximately **37.3%** of NCAA student-athletes compete at Division III institutions.

	Division III	NCAA Overall
Men	121,785 (59%)	308,853 (57%)
Women	84,913 (41%)	235,735 (43%)
Total	206,698	544,588

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

Source: 2024 Sports Sponsorship and Demographics Forms

PRIORITY INITIATIVES

- Provide quality Division III Championships.
- Provide Division III conference office support.
- Effectively advance diversity, equity and inclusion.
- Ensure student-athlete support.
- Maintain the value of Division III athletics.
- Provide professional development for Division III constituents.
- Enhance formal accountability of the governance structure and national office support.
- Support Association-wide initiatives.

Source: 2024-25 NCAA Division III Strategic Plan

DIII-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 2024-25 Budget Overview

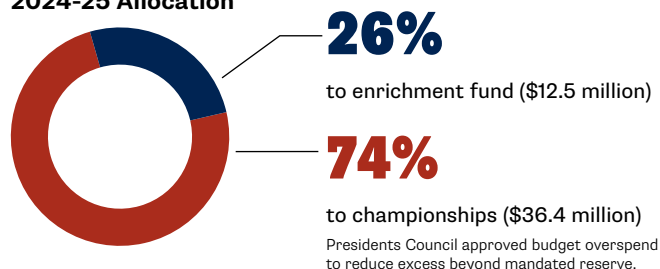
REVENUE



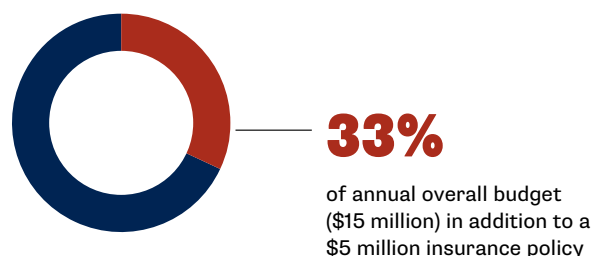
Source: 3.18% of NCAA operating revenue allocation

BUDGET ALLOCATION

2024-25 Allocation



Mandated Annual Reserve



VALUE OF MEMBERSHIP

With an annual budget of **\$45.1 million** and annual membership dues of **\$900 or less**, the estimated annual per institution value of Division III membership is **\$95,501**.

ASSOCIATION-WIDE BENEFITS

Division III members also benefit from Association-wide services and support. The NCAA funds these services with more than \$200 million dollars annually.

Legal Services, Communication	\$70 M
Insurance Programs, Drug Testing, Student-Athlete Leadership	\$64.1 M
Technology and National Office Support	\$49.5 M
Membership Support (e.g., Committees and Interpretations)	\$27.6 M
Educational Programs	\$5.2 M

CHAMPIONSHIPS

(28 DIVISION III SPECIFIC)

	Men's Budget	Women's Budget
Baseball	\$3,506,520	NA
Basketball	\$1,717,658	\$1,723,841
Cross Country	\$822,016	\$842,094
Field Hockey	NA	\$799,626
Football	\$3,336,842	NA
Golf	\$860,189	\$687,563
Ice Hockey	\$746,704	\$625,315
Lacrosse	\$1,369,020	\$1,447,212
Rowing	NA	\$556,494
Soccer	\$1,765,626	\$1,768,357
Softball	NA	\$2,348,591
Swimming and Diving	\$860,716	\$912,833
Tennis	\$976,517	\$1,033,417
Indoor Track and Field	\$1,068,292	\$994,974
Outdoor Track and Field	\$1,323,712	\$1,247,813
Volleyball	\$560,619	\$1,607,638
Wrestling	\$861,013	NA
Overall Totals	\$19,775,444	\$16,595,768

Source: NCAA Financial Statements

ENRICHMENT FUND

2024-25 Budget

Conference Office Support

Strategic Initiative Conference Grants	\$4,376,730
Conference Commissioners Meeting	\$40,000
Conference Officiating Enhancement	\$40,000

Diversity, Equity and Inclusion

Women & Minority Intern Program	\$1,600,000
Strategic Alliance Matching Grant	\$708,550
DIII Diversity Initiatives	\$275,000
Coaching Enhancement Grant	\$100,000
LGBTQIA+ Inclusion Program	\$85,000

Student-Athlete Support

Health and Safety	\$1,210,000
Student-Athlete Leadership Conference	\$400,000
Annual Convention	\$100,000
SAAC Associate Member Travel	\$45,000
CSC Academic All-American Program	\$44,000
Campus-Based Student-Athlete Leadership Programs	\$20,000
CSC Student Program	\$15,000

Value of Division III

Championships Media	\$2,456,000
Branding and Promotion	\$300,000
Special Olympics Partnership	\$35,000

Professional Development

Athletic Communication Initiatives	\$85,000
Athletic Trainers Initiatives	\$85,000
New AD and Commissioner Orientations	\$85,000
ADR Professional Development	\$75,000
FAR Institute/Orientation	\$75,000
NADIIIAA Partnership	\$75,000
Regional Rules Seminar Live Streaming	\$50,000
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	\$20,000
NCAA Staff Professional Development	\$7,000

Overall Total	\$12,540,280
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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>
ACTIVE SCHOOLS*	355 (32%)	293 (27%)	425 (39%)
MEDIAN UNDERGRADUATE ENROLLMENT	8,883	2,169	1,617
STUDENTS WHO ARE ATHLETES	1 in 23 	1 in 7 	1 in 5 
AVERAGE NUMBER OF TEAMS PER SCHOOL	19	17	19
PERCENTAGE OF NCAA STUDENT-ATHLETES IN EACH DIVISION	 37%	 24%	 38%
ATHLETICS SCHOLARSHIPS	Multiyear, cost-of-attendance athletics scholarships available. 59% of athletes receive athletics aid.	Partial athletics scholarship model. 64% 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 28,692 undergraduates. The smallest? 270 .

*The number of schools for each division is current as of the 2024-25 academic year. All other figures are based on 2023-24 data. Percentages shown for schools and student-athletes represent numbers at active NCAA schools, so they do not add up to 100%.

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. For more information, visit on.ncaa.com/governance.

What are the eligibility requirements in each division?

If you want to compete at an NCAA Division I or II school, you must meet academic and amateurism standards set by NCAA members. **Academic** and **amateurism standards** are outlined in this guide and can be found on each division's page on ncaa.org.



HOW THE NCAA WORKS:

Division III

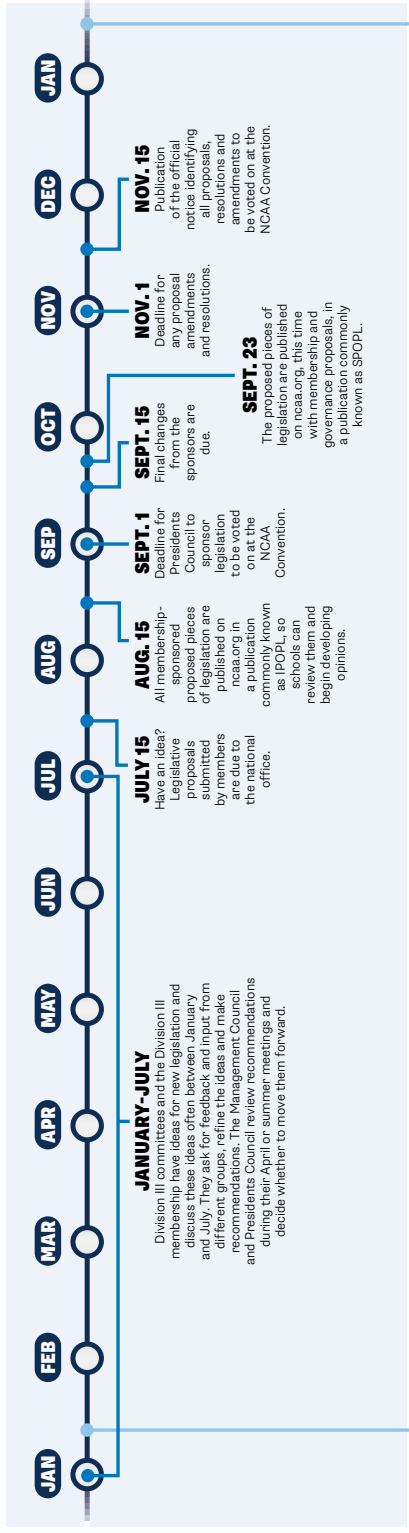
The Division III philosophy maintains that a student-athlete's athletics are an integral part of a well-rounded college experience. The athletic experience is designed to complement time spent in the classroom and pursuing other activities – some related to coursework, others extracurricular.

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 200,000 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

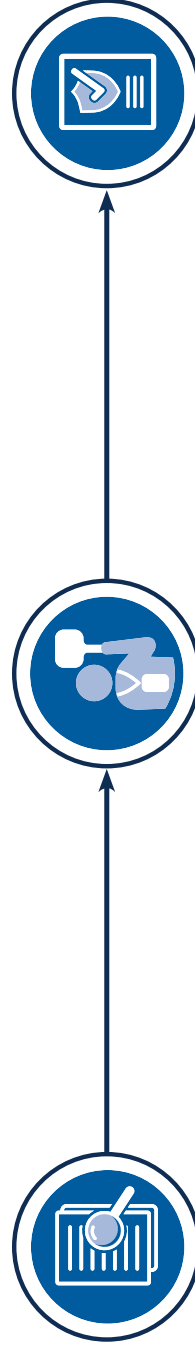
Legislative Calendar



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. The Division III Student-Athlete Advisory Committee also has 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.

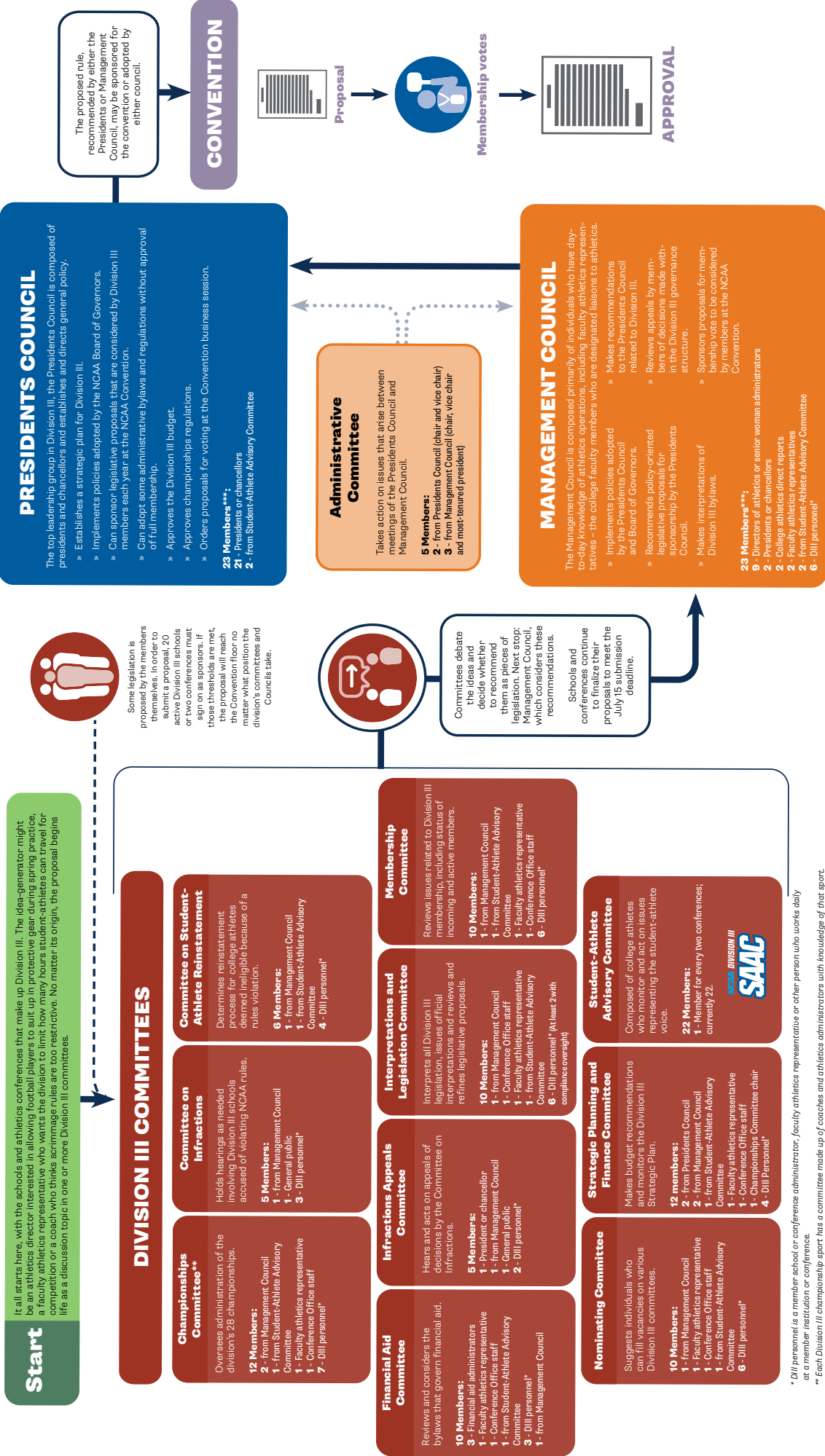
Membership Votes

In most cases, Division III legislation requires only a simple majority vote of members present. Sometimes – such as in 2016, when the NCAA added beach volleyball as a championship sport – legislation can apply to the entire Association membership, in which case it 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



NCAA is a trademark of the National Collegiate Athletic Association, March 2023.

DIII Resources Webpage

<https://www.ncaa.org/sports/2021/2/19/membership-d3.aspx>



NCAA Recruiting Facts

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

Division I

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

PARTICIPATION

188,373

Student-Athletes

351

Colleges and Universities

ATHLETICS SCHOLARSHIPS

58%

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

ACADEMICS

2023 Graduation Success Rate



OTHER STATS

8,500

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

133,059

Student-Athletes

293

Colleges and Universities

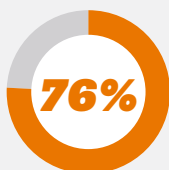
ATHLETICS SCHOLARSHIPS

67%

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

ACADEMICS

2023 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

202,230

Student-Athletes

430

Colleges and Universities

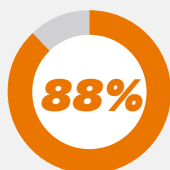
FINANCIAL AID

80%

of all student-athletes receive some form of academic scholarship or need-based grant.

ACADEMICS

2023 Academic Success Rate



OTHER STATS

1,700

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 include those who transfer from one school to another.

Revised Fall 2023:
The number of schools for each division is current as of the 2023-24 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 2022-23 academic year.

* Each division also participates in 11 cross divisional National Collegiate Championships.

Facts About NCAA Sports

Does the NCAA award athletics scholarships?

Individual schools award athletics scholarships. NCAA Division I and II schools provide more than \$3.8 billion in athletics scholarships annually to over 195,000 student-athletes. 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.

Do many high school athletes earn athletics scholarships?

Very few, in fact. Only about 2% of high school athletes are awarded athletics scholarships to compete in college.

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

Overall, student-athletes graduate at higher rates than their peers in the student body, and those rates rise each year. [Click here](#) for more information on graduation rates.

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

Of the student-athletes participating in college sports with professional leagues, less than 2% become professional athletes. In reality, most student-athletes depend on academics to prepare them for life after college. Education is important. There are over 500,000 NCAA student-athletes, and most of them will go pro in something other than sports.

Estimated Probability Of Competing In Athletics Beyond High School

	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
High School to NCAA	7%	3.5%	4.1%	7.3%	7.5%	12.3%
NCAA to Major Professional*	2%	1.2%	0.8%	1.6%	9.9%	7.4%

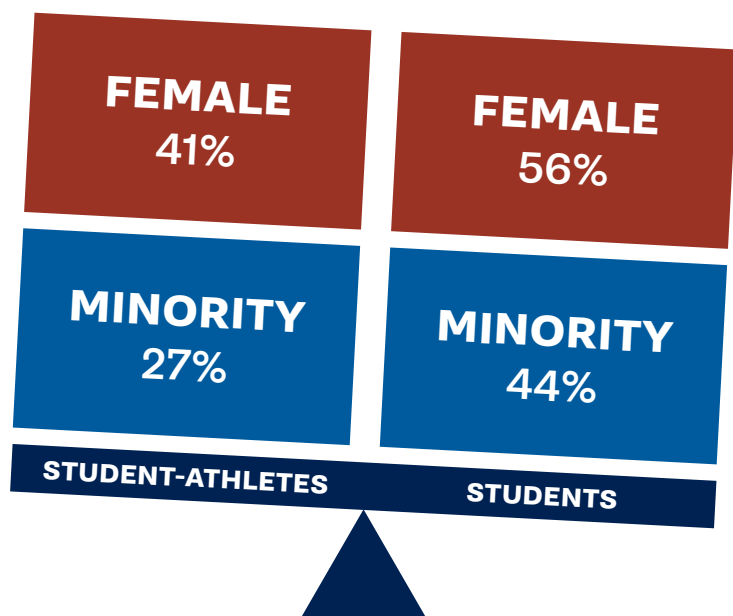
*Percent NCAA to major professional figures are based on the number of draft picks made in the NBA, WNBA, NFL, MLB and NHL drafts.



More than 500,000 Student-Athletes
20,000 Teams
3 Divisions
1 Association

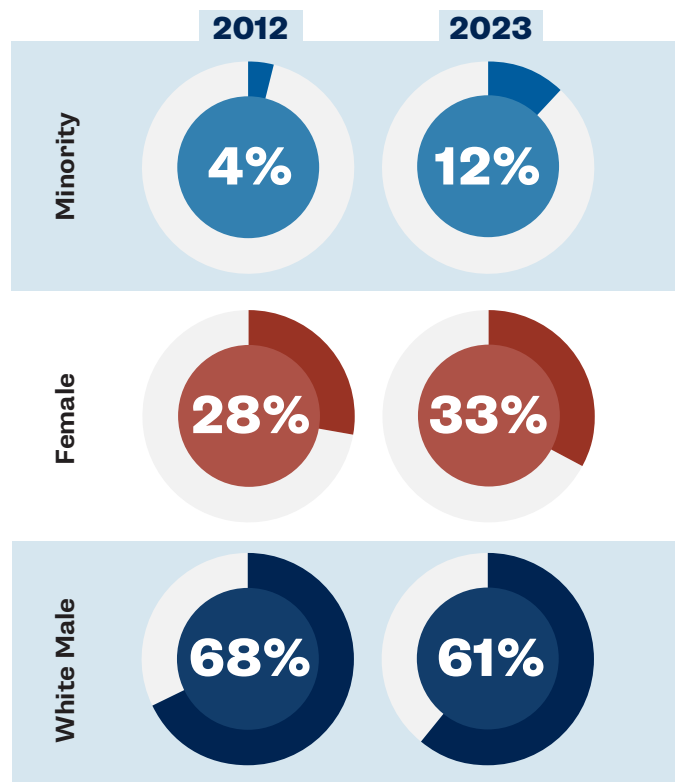
NCAA Division III Diversity and Inclusion Fast Facts

DIFFERENCES AMONG STUDENT AND STUDENT-ATHLETE POPULATIONS



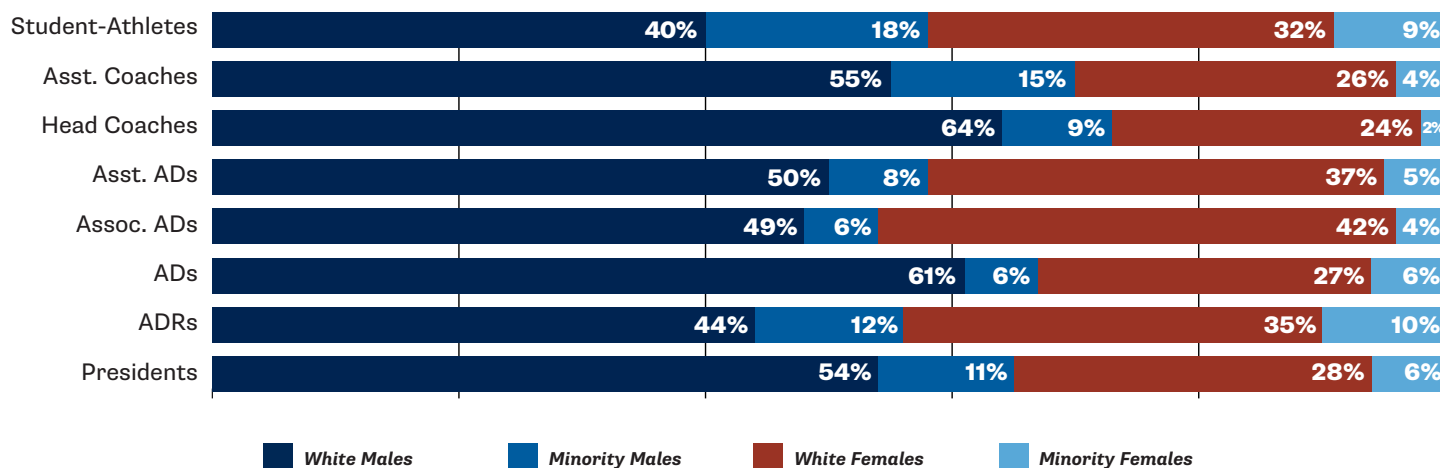
Note: Data reflect comparisons of the 2022-23 NCAA Sports Sponsorship and Demographic Form and 2022 IPEDS.

CHANGE IN DIRECTOR OF ATHLETICS POSITIONS BY GENDER AND ETHNICITY



Note: Information from the NCAA Sports Sponsorship and Demographic Form. Annually, Division III averages 15% or more in director of athletics turnover.

CURRENT POPULATION FIGURES FOR SELECT DIVISION III POSITIONS BY GENDER AND ETHNICITY

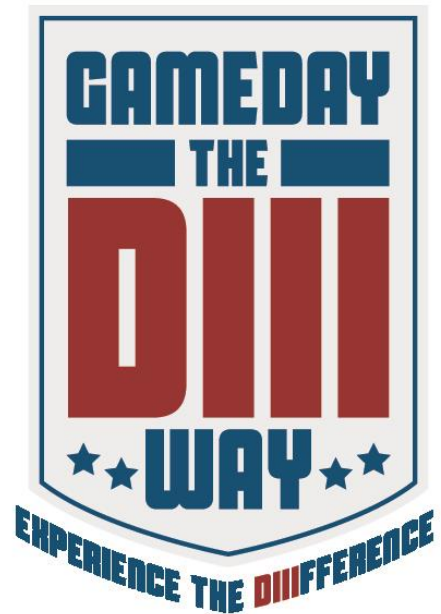


Note: These figures represent the 2021-22 populations and were derived from the data reported in the NCAA annual sport sponsorship and demographic forms.



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:

<https://www.ncaa.org/sports/2013/11/22/ncaa-respect-campaign.aspx>





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 (DIIICA) 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 DIIICA 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
Patrick B. Summers	President	New England Women's and Men's Athletic Conference
Jennifer Dubow	Vice President	Southern California Intercollegiate Athletic Conference
Joe Omlerko	Past-President	Presidents' Athletic Conference
Dick Rasmussen	Secretary/Treasurer	University Athletic Association
Tom Di Camillo	Member	State University of New York Athletic Conference
Tom Hart	Member	USA South Athletic Conference
Tracy King	Member	Liberty League
Kim Wenger	Member	Northwest Conference

In order to maximize its impact and productivity, the DIIICA 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 DIIICA. 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.”

DIIICA Dennis Collins Award:

Created in 2019 to honor the legacy of Collins who served as president of the DIIICA, 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 was no recipient for the 2021-2022 academic year. In 2023, the honor was given to Chuck Yrigoyen, American Rivers Conference.

DIIICA Daniel T. Meritorious Service Award:

Awarded annually to an individual, who, over time, has made significant and substantial contributions to Division III athletics consistent with the purposes of the Division III Commissioners Association. Candidates shall be a current or former conference or institutional representative, including, but not limited to, conference executives, athletics administrators, faculty athletics representatives and academic administrators. In 2023, the honor was given to Dr. Alan Cureton, President of the University of Northwestern-St. Paul.

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 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, Community Partnerships, 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 One-Time Activity category winner was awarded to Howard Payne University, the Community Partnerships category winner is Stevens Institute of Technology and the winner of the Special Olympics Activity Category is Juniata College.

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 2024 Transitioning Athletic Administrator was awarded to Sara Lee, from Denison and the 2024 Emerging Athletic Administrator was awarded to Katie Gonzalez, from Illinois Wesleyan.

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, was named as the recipient of the 2023-2024 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



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.

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

360 Proof

360 Proof is a comprehensive, evidence-based program that helps institutions reduce the consequences of high-risk alcohol use and enhance collaboration between athletics and other campus departments focused on student well-being

<https://www.ncaa.org/sports/2022/8/31/360-proof.aspx>





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:

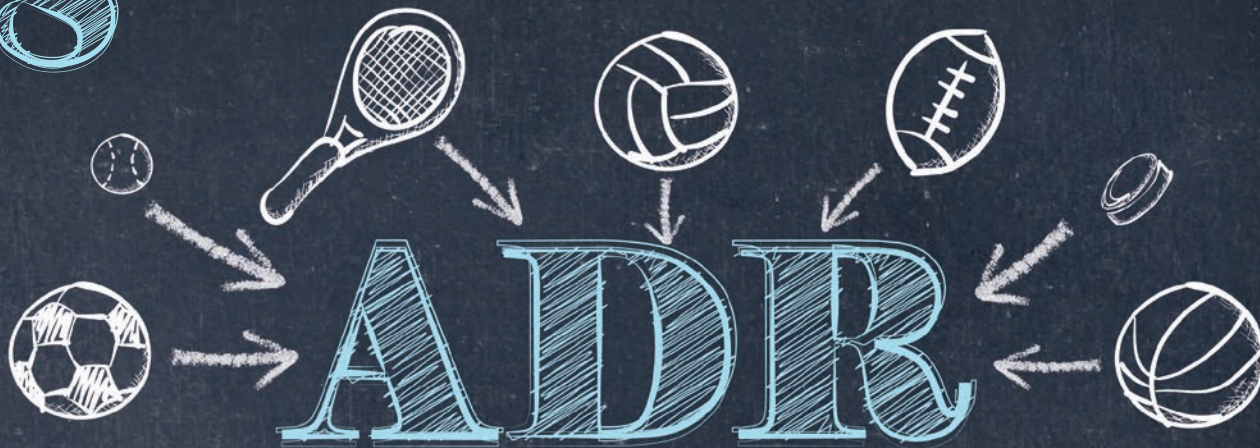
- Enhance communication between those two groups.
- Encourage informed decision-making at the national, conference and institutional levels of Division III.
- Define the role each group plays within their conference and the NCAA governance structure.

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



SENIOR WOMAN ADMINISTRATOR 101

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

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.



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- 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:

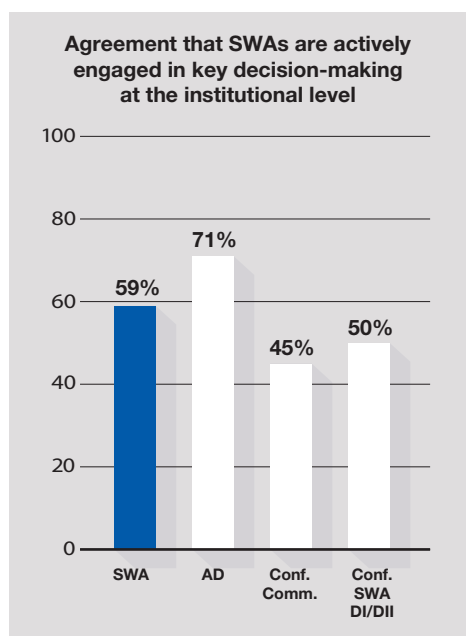
- The SWA receives information and stays up to date on NCAA communications and important national issues.
- The AD and president/chancellor support SWA participation on national committees and attendance at national conferences.
- The institution considers the perspective of the SWA in its position or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

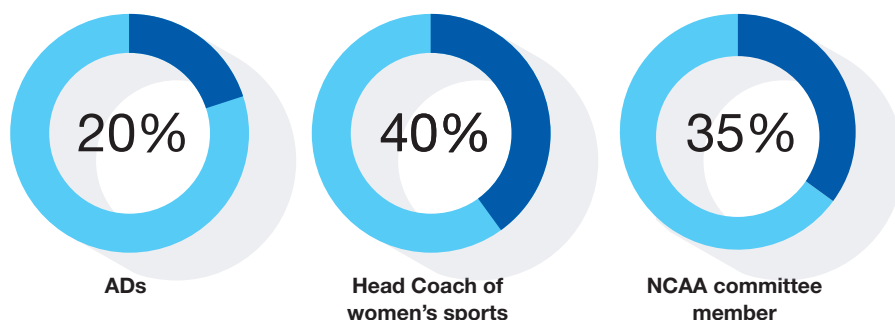


- Meaningful involvement varies by division.
- Seventy-five percent of SWAs report being actively engaged in the hiring process for senior-level positions, but only 46 percent are involved in major financial decisions.
- Sixty-six percent of SWAs have sport oversight responsibilities, but only 13 percent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

Impact on Representation

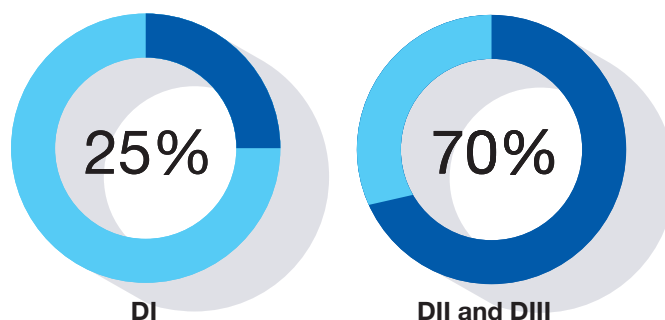
- The SWA designation has enhanced representation of female experience and perspective at the institutional, conference and national levels.
- Yet, women remain under-represented in the most visible positions** (AD, head coach and NCAA committee member).

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).

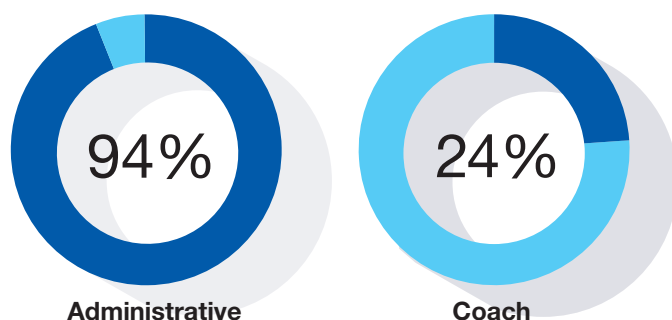
PERCENTAGE OF INSTITUTIONS WITH 0 TO 1 FEMALE ADMINISTRATORS*



Experience of SWAs

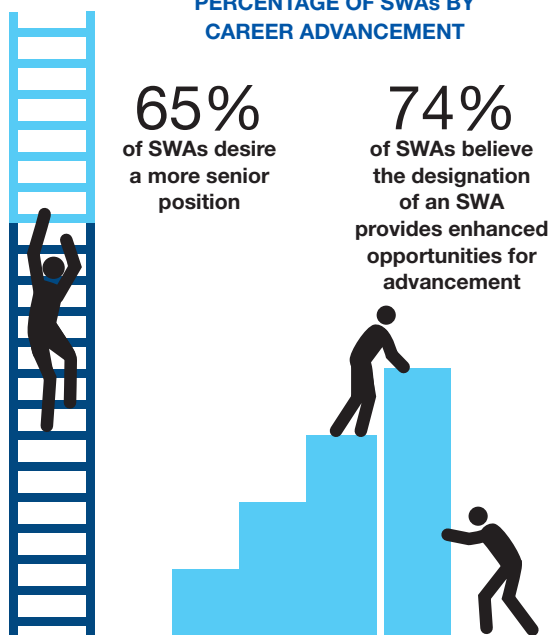
- The experiences of SWAs vary greatly by division.
- While there are perceptual challenges related to the role, **most SWAs find the designation to be desirable, and that it helps to advance their career.**

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

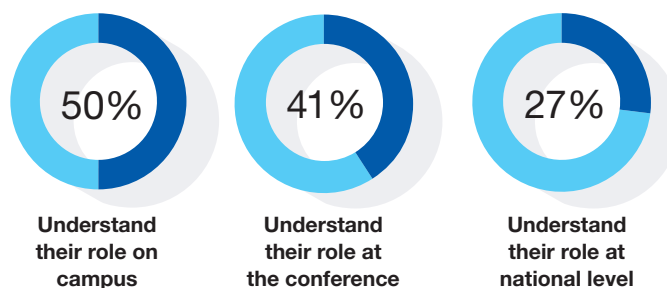
A subcommittee of the Committee on Women's Athletics is currently creating action plans for these opportunities and will be engaging other NCAA membership committees in these efforts.

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?

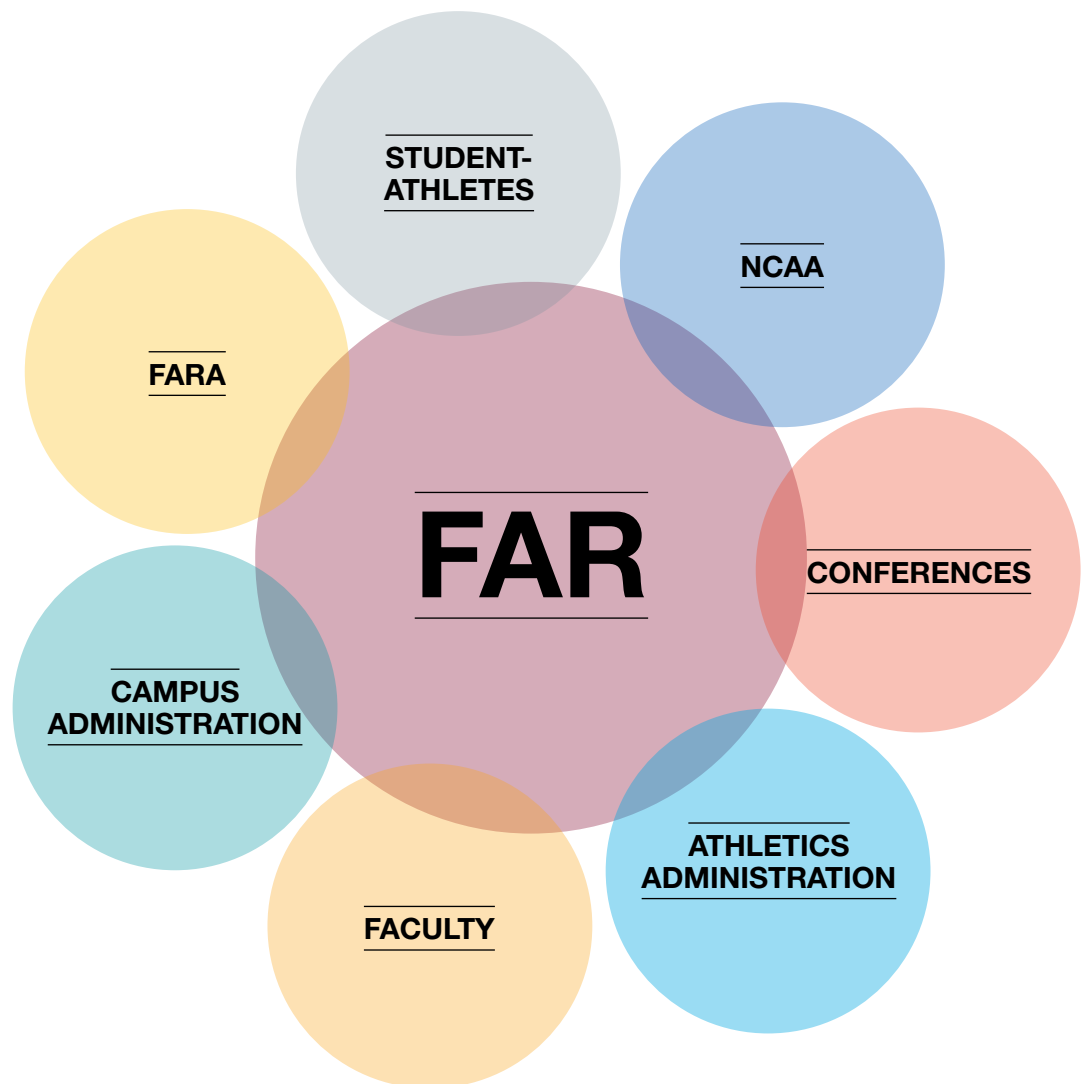
- ⌋ An estimated two-thirds of Division III conferences identify FARs as a key constituent per the conference constitution or bylaws. All Division III conferences should identify FARs as a key constituent.
- ⌋ Sixty percent (60%) of conferences identify a specific role for the FARs in the governance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

NCAA Division III Homepage

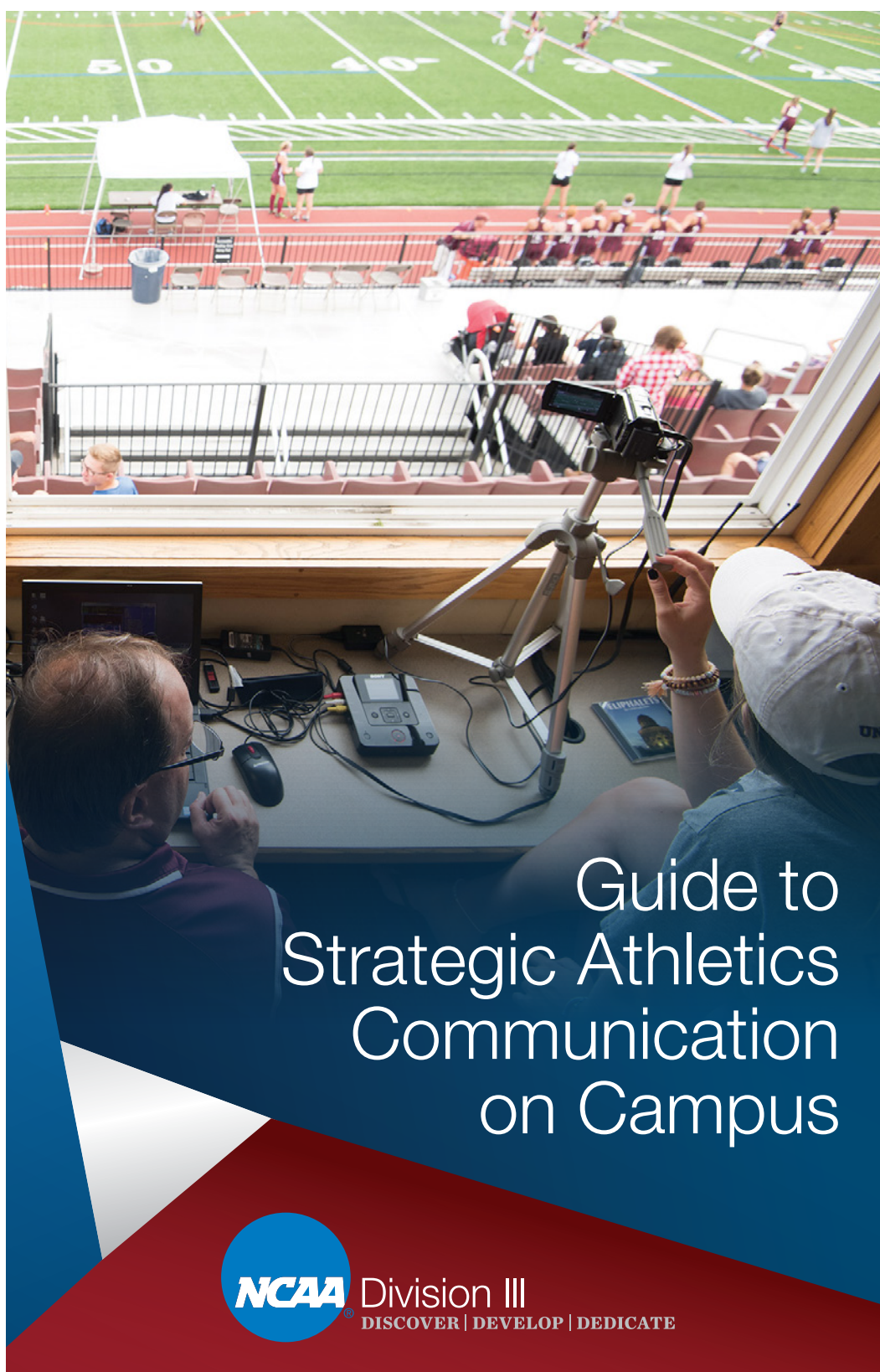
ncaa.org/d3

Division III FAR Fellows Institute

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

Division III New FAR Orientation

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



Guide to Strategic Athletics Communication on Campus



Division III
DISCOVER | DEVELOP | DEDICATE



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INTRODUCTION

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

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

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.

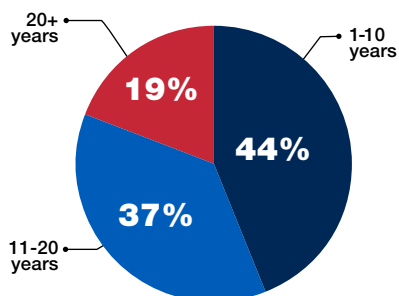
85%
2012

82%
2018

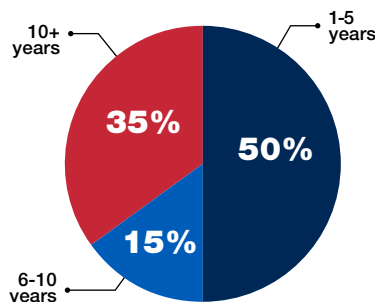
Nearly **43%** of Division III athletics communication directors hold the traditional title of **director of sports information**, and **24%** use the primary title of **athletics communication director**. A significant number (approaching **44%**) perform secondary duties as an **associate or assistant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

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.

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.



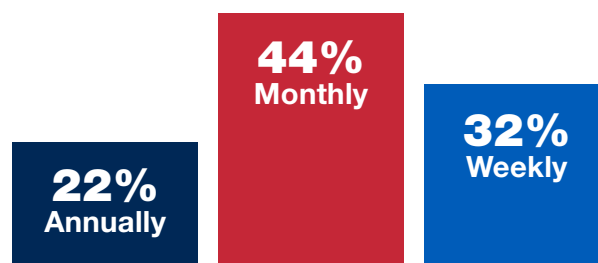
78%
said they
work an
average
of **50 or
more
hours a
week**



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.

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.**

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%).**

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

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

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)

CoSIDA Resources

- CoSIDA.com [www.cosida.com]
- CoSIDA Twitter (@CoSIDAnews) [twitter.com/cosidanews]
- CoSIDA listserv
- D3SIDA Facebook [facebook.com/pages/D3SIDA]

NCAA Division III Resources

- Division III Strategic Positioning Platform
- NCAA.org (public) [www.ncaa.org] (@InsidetheNCAA)
- NCAA.org/D3SpecialOlympics [www.ncaa.org/D3SpecialOlympics]
- NCAA.com [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]
- NCAA Division III Instagram [www.instagram.com/ncaadiii/]
- NCAA Division III Twitter [twitter.com/NCAADIII] (@NCAADIII) #whyd3
- NCAA Division III YouTube [www.youtube.com/ncaadivisioniii]
- NCAA News archives
[<http://ncaanewsarchive.s3.amazonaws.com/index.html>]

PROFESSIONAL DEVELOPMENT RESOURCES

Memberships/Affiliations

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





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



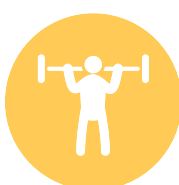
Competition



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.

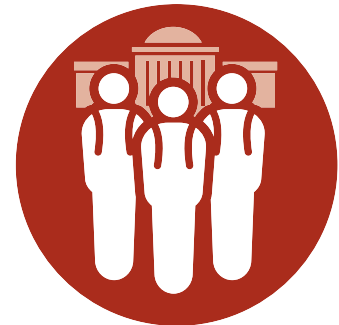
*Based on the 2019 NCAA GOALS study.



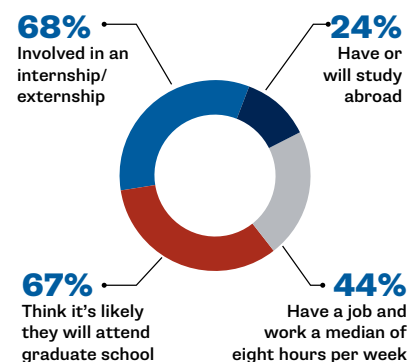
Division III

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.

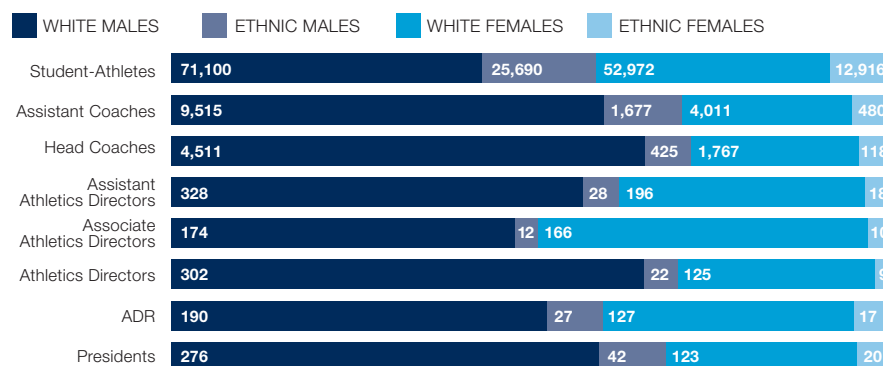
Introduction

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.

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

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

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

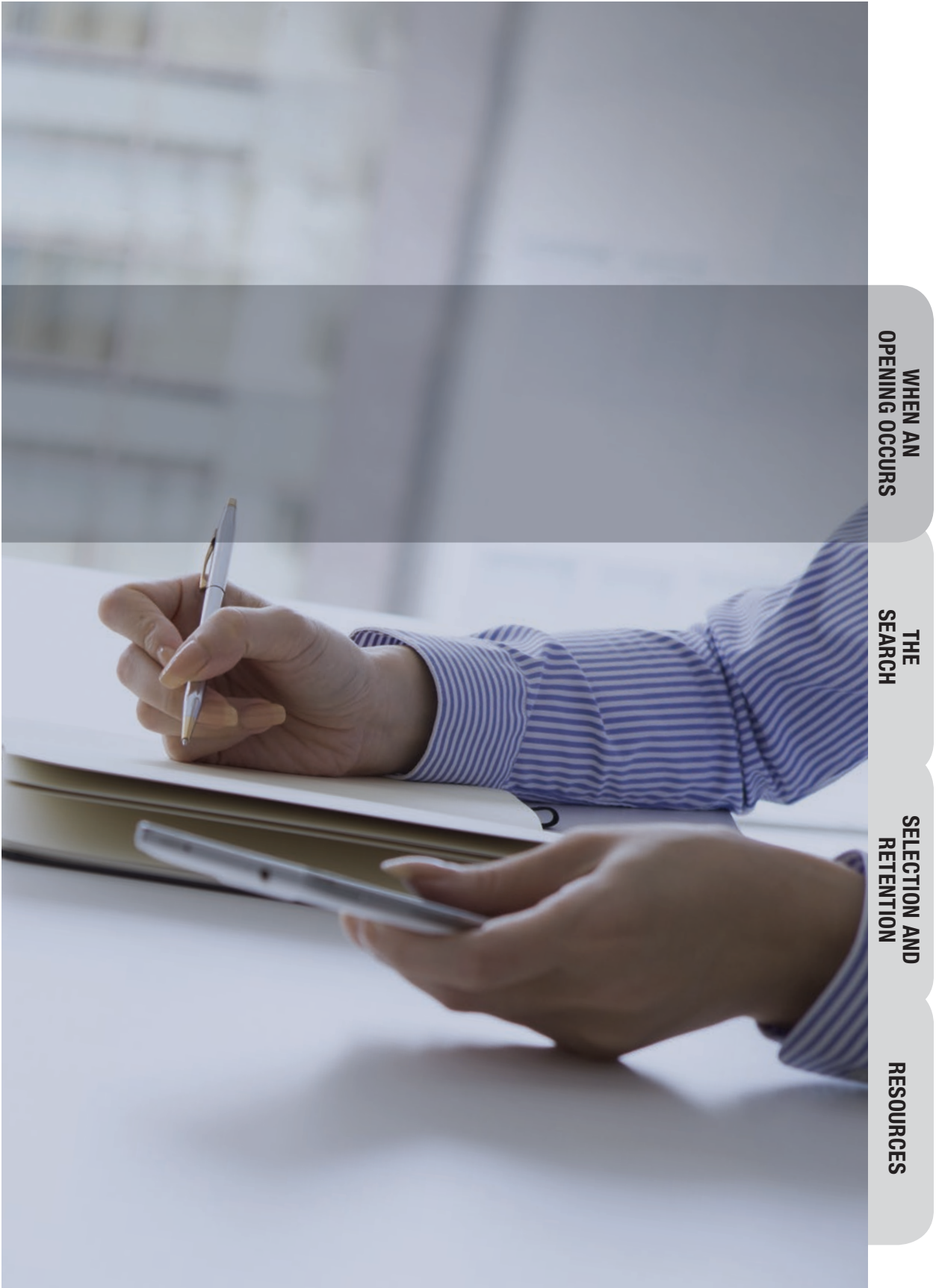
If you've already hired quality women and ethnic minorities at the entry level, develop and nurture their preparation for leadership positions by using resources the NCAA and its affiliated groups provide.

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**

**SELECTION AND
RETENTION**

RESOURCES

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**

RESOURCES

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,

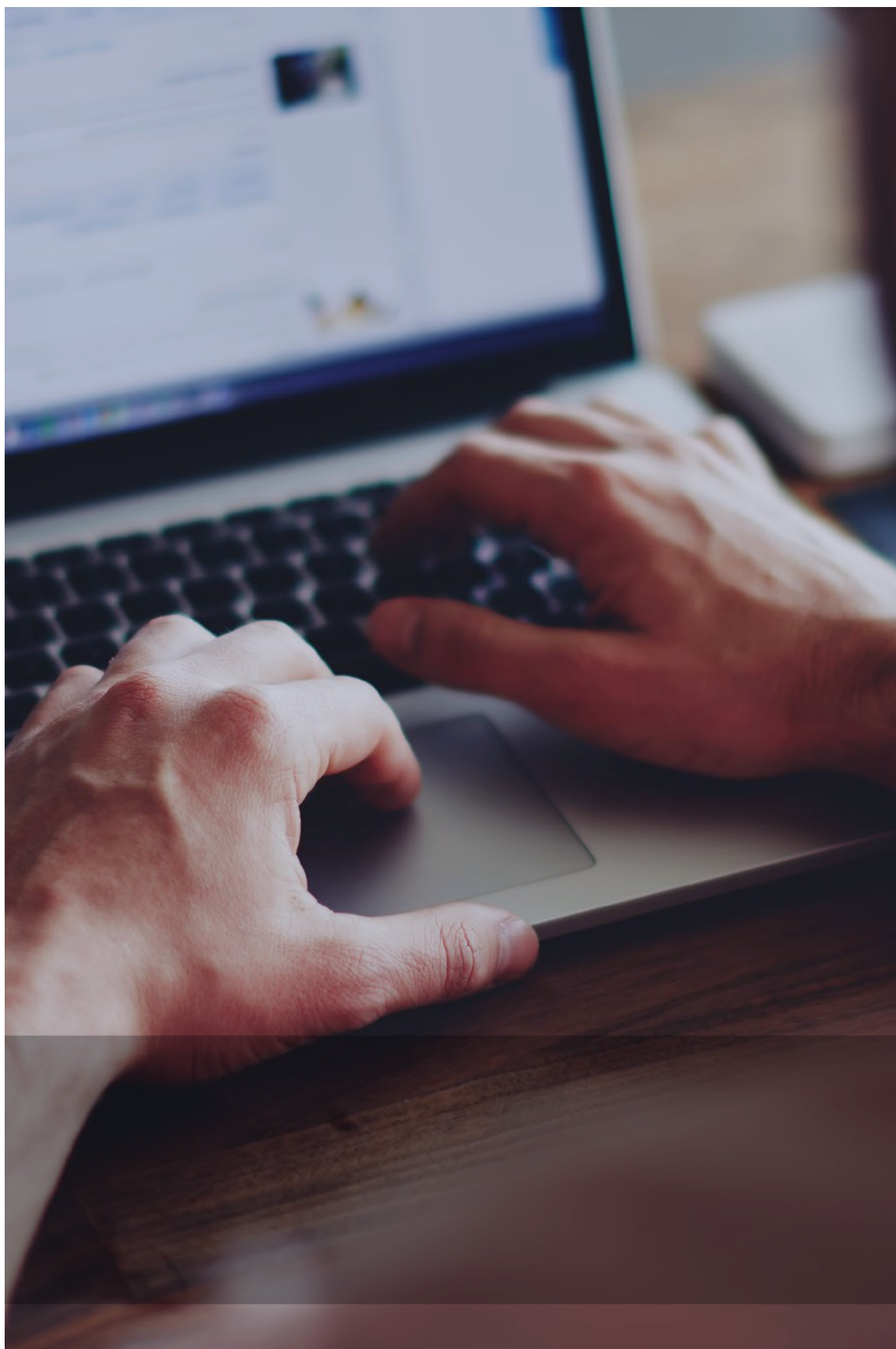
QUESTIONS TO CONSIDER FOR AN EXIT INTERVIEW

- 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

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

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)
- Division III Conference Commissioners Association (DIIICCA)
- 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

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, 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

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

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

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

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

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

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

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

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

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

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
	Doesn't Meet Criteria		Meets Criteria	5 Exceeds Criteria
Education: _____				
Notes: _____ <small>(List expectations: e.g., college degree is essential; in related field is preferred; master's degree is preferred)</small>				
Years Experience as College Coach: _____ Quality of Teams coached: _____				
Notes: _____ <small>(List minimum expectations: e.g., 3 years minimum; head coaching/senior administration preferred, record of success at similar institution is beneficial)</small>				
Experience at Like Institutions: _____				
Notes: _____				
Recruiting/Administrative Experience: _____				
Notes: _____ <small>(Must show specific / significant experience)</small>				
Other Relevant Related Experience: _____				
Notes: _____ <small>(high school coach, camps, leadership experience, committee service, etc.)</small>				
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 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 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 identity
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

NCAA Five Ways to Have an LGBTQ-Inclusive Athletics Department

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

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

NCAA LGBTQ Organizational Resources

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

Division III LGBTQ+ Communication Inclusive Language Recommendations

Introduction: Benefits of LGBTQ+ Inclusion

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).

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

Website presentation

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.

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

- » 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.

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.

- » 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

- » 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

[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.

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).

Health, Safety & Performance

<https://www.ncaa.org/sports/health-safety>



Mental Health Best Practices: Understanding and Supporting Student-Athlete Mental Health

SECOND EDITION

An Inter-Association Consensus Document

Copyright 2016, Revised 2020, Updated 2024

**Note: Schools are legislatively required to make mental health services and resources available to their student-athletes consistent with this document.*



**SPORT SCIENCE
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The Mental Health Best Practices: Understanding and Supporting Student-Athlete Mental Health, Second Edition, is an inter-association consensus document developed in collaboration with the NCAA Mental Health Advisory Group and the Committee for Competitive Safeguards and Medical Aspects of Sports. The recommendations in the Mental Health Best Practices, Second Edition, reflect core consensus of the NCAA Mental Health Advisory Group and are recognized in Association-wide legislation.



Organizations represented on the NCAA Mental Health Advisory Group include:

External Organizations

- Alliance of Social Workers in Sports.
- American Medical Society for Sports Medicine.
- American Orthopaedic Society for Sports Medicine.
- Asian American Psychological Association.
- Association for Applied Sport Psychology.
- Athlete Ally.
- College Athletic Trainers' Society.
- Clinical/Counseling Sport Psychology Association.
- Faculty Athletics Representatives Association.
- Higher Education Mental Health Alliance.
- International Society for Sport Psychiatry.
- National Alliance on Mental Illness.
- National Athletic Trainers' Association.
- Sleep Research Society.
- Society for Sport, Exercise and Performance Psychology.
- Society of Indian Psychologists.
- The JED Foundation.
- The Trevor Project.
- United States Olympic & Paralympic Committee.

NCAA

- Division I Student-Athlete Advisory Committee (2).
- Division II Student-Athlete Advisory Committee (2).
- Division III Student-Athlete Advisory Committee (2).
- Board of Governors Student-Athlete Engagement Committee.
- Division I governance.
- Division II governance.
- Division III governance.
- CSMAS.

Overview

PURPOSE

Recognizing mental health as an important dimension of overall health, the NCAA membership's commitment to student-athlete mental health and well-being is codified in the NCAA Constitution, which states that intercollegiate athletics programs shall be conducted in a manner designed to protect, support and enhance the mental and physical health of student-athletes. Further, the NCAA Constitution speaks to the Association's development of guidance based on the consensus of the medical, scientific, sports medicine and sport governing communities for student-athlete mental and physical health. Mental Health Best Practices: Understanding and Supporting Student-Athlete Mental Health, Second Edition, (Mental Health Best Practices) provides Association-wide recommendations to support and promote student-athlete mental health and well-being. These recommendations reflect core consensus and are recognized in Association-wide legislation, which requires schools to make mental health services and resources available to its student-athletes. Provision of services and resources should be consistent with the Mental Health Best Practices.

The Mental Health Best Practices are not intended to provide guidance about the clinical and/or medical care of individual student-athletes with mental health symptoms and disorders; it is expected that primary athletics health care providers and licensed mental health providers will provide evidence- and consensus-based health care that is consistent with standards of care for ongoing licensure in their profession. Rather, the Mental Health Best Practices provide the membership with recommendations for team, athletics, campus and community-based approaches to supporting, promoting and managing student-athlete mental health concerns. Additionally, these recommendations provide guidance on how member schools may prepare for and respond to mental health emergencies.

STRUCTURE

This document highlights historical background on the Mental Health Best Practices, discusses important foundational principles for understanding and supporting student-athlete mental health and provides member schools with four best practices that provide the building blocks for each member school's mental health services, resources and education:

1. Creating Healthy Environments that Support Mental Health and Promote Well-Being.
2. Procedures for Identification of Student-Athletes with Mental Health Symptoms and Disorders, Including Mental Health Screening Tools.
3. Action Plans that Outline Referral Pathways of Student-Athletes to Qualified Providers.
4. Licensure of Providers who Oversee and Manage Student-Athlete Mental Health Care.

*Each best practice contains "**core components**" that should be considered for incorporation into each member school's approach to supporting student-athlete mental health and well-being, as well as "**additional elements to consider**" that may also be of benefit for member schools to consider in their approach.*

Approaches to supporting student-athlete mental health and well-being will vary by school due to differences in student-athlete needs, as well as differences in local and state resources.

Please also see the Resource page, which contains additional resources that may be considered to support implementation of the Mental Health Best Practices.

Background

HISTORY

In 2013, upon the recommendation of the **NCAA Committee on Competitive Safeguards and Medical Aspects of Sports**, a multidisciplinary **Mental Health Task Force** was convened to discuss considerations for the mental health of NCAA student-athletes. In 2014, the NCAA published **Mind, Body and Sport: Understanding and Supporting Student-Athlete Mental Wellness**, which was based on consensus from the task force. In 2016, the NCAA, in association with 25 endorsing sports medicine, scientific and mental health organizations, released the NCAA Inter-Association Consensus Document: Best Practices for Understanding and Supporting Student-Athlete Mental Wellness, which provided member schools with recommendations for supporting and promoting student-athlete mental health and well-being. The Mental Health Best Practices were updated in 2017 and 2020. In 2019, Association-wide legislation was adopted requiring member schools to make mental health services and resources available consistent with the Mental Health Best Practices.

In 2020, upon the recommendation of CSMAS, the NCAA Sport Science Institute and Office of Inclusion hosted the **Diverse Student-Athlete Mental Health and Well-Being Summit** with the goal of developing foundational statements addressing diverse student-athlete mental health and well-being. Following the Diverse Student-Athlete Mental Health and Well-Being Summit, CSMAS determined the need for further update of the Mental Health Best Practices, with additional consideration for the mental health and well-being of student-athletes of color, LGBTQ+ student-athletes, student-athletes with disabilities and international student-athletes. To address this, CSMAS created the **Mental Health Advisory Group**

in 2021, empowering the MHAG to advise CSMAS on emerging developments in mental health science and policy, including considerations for updating the Mental Health Best Practices. In 2023, the MHAG provided CSMAS consensus-based recommendations for updating the Mental Health Best Practices. These recommendations, along with membership feedback, have been incorporated into the NCAA Inter-Association Consensus Document: Best Practices for Understanding and Supporting Student-Athlete Mental Wellness, Second Edition.





Fig. 1: The spectrum of mental health represents many possible states of well-being. Resilience and thriving may indicate optimal mental wellness, while impaired function and performance may indicate a student-athlete in need of mental health support.

FOUNDATIONAL PRINCIPLES FOR UNDERSTANDING AND SUPPORTING STUDENT-ATHLETE MENTAL HEALTH

The following evidence- and consensus-based foundational principles provide important context related to student-athlete mental health. This includes information on risk and protective factors that can impact student-athlete mental health. These foundational principles help inform how each best practice can be operationalized by member schools.

- **Mental health is an important dimension of overall student-athlete health and optimal functioning.** Adapting the [World Health Organization's definition of mental health](#) to athletes, mental health is a state of well-being that enables student-athletes to cope with complex stressors associated with their various roles and to realize their abilities in athletics, academics, other personally important domains and to contribute to their community. Mental health exists on a continuum, with mental wellness and thriving on one end of the spectrum and mental health symptoms, conditions and disorders that disrupt a student-athlete's athletic, academic and/or psychosocial functioning at the other¹⁻⁷.
- **Emerging adulthood is a particularly important time for supporting mental health.** Emerging adulthood is a critical developmental period in an individual's life course; it is comprised of physical growth, ongoing brain development, changes in social environment and establishing health-related behaviors that persist into adulthood⁸⁻¹⁰. Emerging adulthood is also a common time for mental health challenges to emerge⁹. The U.S. Centers for Disease Control and

Prevention report that more than one in five adults live with a mental health condition and rates of emerging adults with poor mental health are increasing⁸. Even in the absence of a clinically diagnosable mental health disorder, student-athletes may have impaired overall well-being because of sub-clinical mental health symptoms such as anxiety, depression, disordered eating, insomnia or substance misuse¹⁻⁷.

- **Mental health risk and protective factors occur across settings and over time.** Every student-athlete enters the college sport environment with different resiliencies and vulnerabilities because of different individual, family, community and societal experiences and exposures over the course of their life^{1,5-7,11-15}. While data from the [2022 ACHA-NCHA survey](#) suggests collegiate sport participation may be a possible protective factor for mental health, student-athletes continue to report mental health concerns¹⁶.

Sport settings differ for each student-athlete and include risk and protective factors for mental health at multiple levels: individual, team, athletics department, campus and societal factors^{1,5-6}. At its best, sport can help college student-athletes learn important mental skills, build strong team relationships and experience growth and confidence that they can carry with them outside of sport. It can also be a setting for destigmatizing mental health help-seeking and helping connect student-athletes with the mental health resources they need to thrive.

- **Coaches play an important role in student-athlete mental health and well-being.** Coaches have the potential to play a critical role in creating healthy, positive team environments that support mental health and promote help-seeking behavior⁵⁻⁶. The mental health and well-being of coaches and staff can be a contributing factor to healthy team environments. Promoting and supporting the mental health and well-being of coaches and staff is an important consideration for creating healthy, positive team environments that support student-athlete mental health.

- **Mental and physical health are inextricably linked.** Student-athletes who experience anxiety or depression, misuse substances or have disordered eating behaviors may be at elevated risk of injury to musculoskeletal and/or other body systems^{2,3,11,13,17-19}. Additionally, the student-athlete's psychological response to injury may impact their mental health; injured student-athletes are at elevated risk of experiencing symptoms of depression or anxiety, substance misuse or disordered eating behaviors^{2,11}. Insomnia and sleep disorders can be both an indicator of and risk factor for mental health disorders and may also compromise academic and athletic performance^{3,20}.

- **Discrimination, maltreatment and psychosocial trauma negatively impact mental health.** Experiences of highly acute or chronic stressors can have lasting psychosocial impacts that elevate risk of mental health difficulties^{3,14,19}. This includes the chronic, or in some cases acutely traumatic stressor of discrimination. Discrimination is unjust differences in treatment related to race, ethnicity, nationality, gender identity and presentation, sexual orientation, disability or other personal characteristics and identities²¹. Student-athletes who experience discrimination based on their identities, which are intersectional, are at increased risk of poor mental health. In addition to discrimination, student-athletes may also have experienced other traumatic or chronic stressors that negatively impact their mental health^{3,7,22-25}. This includes but is not limited to non-accidental violence such as harassment, bullying, abuse, neglect, interpersonal violence, sexual violence, hazing or other forms of maltreatment, as well as experiences of childhood adversity^{14,19}.

Member schools can play an important role in limiting the impact of such stressors by creating an inclusive and equitable sport environment that is responsive to the heightened needs of individuals who have experienced or are experiencing discrimination, maltreatment and/or traumatic or chronic psychosocial stressors. Diversity in licensed mental health provider characteristics, such

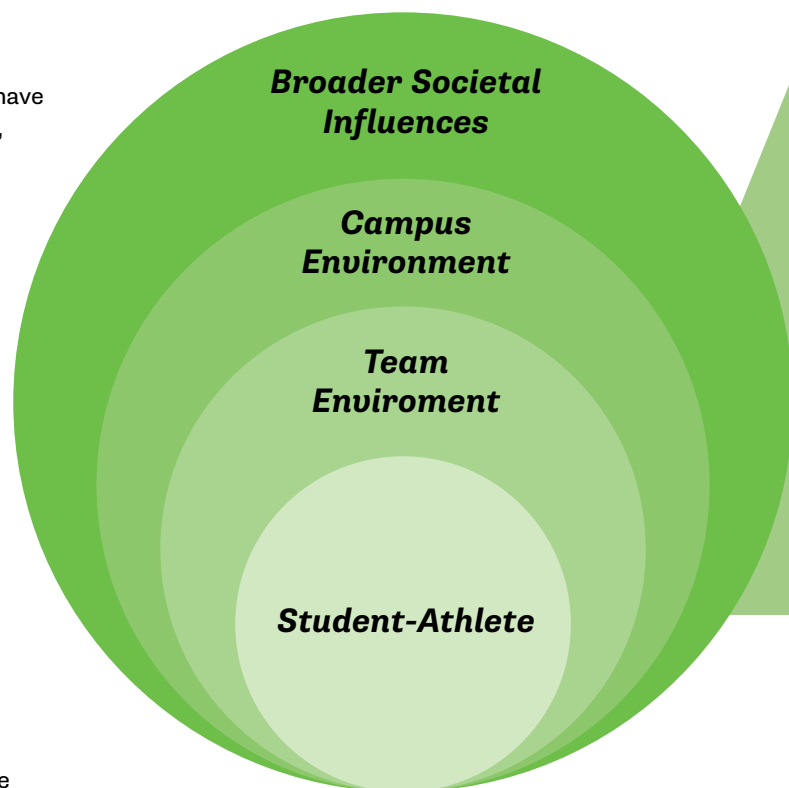


Fig. 2: Student-athletes exist in a multitude of intersecting environments that may impact their mental health and wellness. The team environment includes coaches and teammates, while societal influences may include state and federal laws.

as aspects of provider identity, clinical competencies and modalities of care, can play an important role in best meeting the mental health needs of all student-athletes.

- **Social media is an evolving and concerning risk factor for poor mental health.** According to the [U.S. Surgeon General's Advisory on Social Media and Youth Mental Health](#), youth have "nearly universal" social media use, with 95% of youth reporting using social media⁹. Initial research has suggested that while social media use may have some potential benefits, it also poses risk factors for youth and may perpetuate systemic racism and discrimination^{1,9-10}. For student-athletes, it is possible these risk factors are magnified by their intersection with other rapidly evolving areas of college sports, such as opportunities for student-athletes to be compensated for their name, image and likeness, as well as sports wagering^{3,26}. For example, some student-athletes may experience greater external pressures related to performance, body image and self-presentation that have implications for identity, stress and interpersonal relationships. Further research is needed on this topic.

- **Collaboration and continuous improvement are essential.** Student-athlete mental health and well-being is best served through a collaborative process that engages the full complement of available campus and community resources, which may include athletics, campus health, counseling services, disability services and community agencies^{3,5,27}. Identifying and integrating available resources, fostering strong working relationships across these areas and building a collaborative model of care is critical to maximizing the support of student-athlete wellness.

A commitment to continuous improvement is needed to meet the changing mental health needs of student-athletes^{3,5,27}. Continuous improvement can be viewed as an ongoing cycle of implementation, information gathering and subsequent changes based on evaluation of that information. Diversity, equity and inclusion should be an intentional consideration across all continuous improvement activities; student-athlete input and the inclusion of under-represented voices are important to continuous improvement efforts. Resources and needs will change over time, as should approaches to mental health promotion and prevention. Additional considerations for continuous improvement are noted within each best practice.



Mental Health Best Practices

Best Practice 1

Create Healthy Environments That Support Mental Health and Promote Well-Being

Recommendation: Schools should have a written plan related to mental health promotion efforts that is responsive to risk and protective factors at multiple levels, including individual, team, athletics department, campus and societal factors. This plan should be developed in collaboration with a licensed mental health care provider. Diversity, equity and inclusion are important influences on mental health and well-being that should be addressed in this plan.

CORE COMPONENTS:

- **Plan is developed in collaboration with a licensed mental health care provider.** The athletics environment can help support positive mental health and psychological well-being among all student-athletes by normalizing care-seeking and fostering experiences and interactions that promote personal growth, self-acceptance, autonomy and positive relations with others¹⁷. While many stakeholders may be involved in identifying school-specific needs and opportunities for mental health promotion, a licensed mental health care provider should be included in development and approval of this plan.
- **Plan is multilevel.** Risk and protective factors for mental health occur at multiple levels (individual, team, athletics department, campus and societal), meaning a multilevel approach is needed when creating a health-promoting environment. This means that educating only one group of stakeholders or addressing only one form of pressure or support is not sufficient for optimizing student-athlete mental health and well-being.
- **Plan addresses diversity, equity and inclusion.** Diversity, equity and inclusion are critical for health-promoting environments and should be considered across campus settings. Attention should be paid to creating an inclusive environment for all student-athletes, including underrepresented groups, by considering how individuals can be supported through team, athletics and campus culture, as well as how policies and practices related to staffing can create an inclusive environment.

ADDITIONAL ELEMENTS TO CONSIDER:

- **Train and support coaches.** Coaches play a critical role in creating healthy, positive team environments that support mental health help-seeking when necessary. Schools should consider providing coaches annual professional development related to their role in mental health promotion. Relevant topics may evolve to meet emergent coach needs and could include mental health first aid; mental health literacy; trauma-informed coaching; cultural sensitivity; empathic listening; and resources for promotion and support of coach mental health.
- **Attend to the unique needs of student-athletes who have experienced or are experiencing psychosocial trauma.** Athlete-facing staff may be better positioned to meet the needs of student-athletes who have experienced or are experiencing discrimination, maltreatment and/or forms of psychosocial trauma if they have a working knowledge of trauma-informed approaches. According to the Substance Abuse and Mental Health Services Administration (SAMHSA), key principles of a trauma-informed approach include an emphasis on: (1) safety; (2) trustworthiness and transparency; (3) peer support; (4) collaboration and mutuality; (5) empowerment, voice and choice; and (6) cultural, historical and gender issues.
- **Focus on sleep.** Student-athletes, coaches and others who work with student-athletes or who oversee practice, competition and travel schedule for student-athletes, may benefit from annual education about the importance of sleep for health and performance and strategies for improving sleep hygiene.
- **Provide guidance and support related to social media and Name, Image and Likeness.** Guidance and support related to social media and NIL is an important consideration for helping student-athletes navigate these evolving spaces and opportunities in a way that is supportive of good mental health. Regular feedback from student-athletes about the guidance and support they receive related to social media and NIL is an important consideration for continuous improvement to ensure student-athlete needs are being met.

- **Engage families and prospective student-athletes.** Athletic prospective student-athletes and the families of prospective student-athletes may benefit from receiving information about the campus and athletic department mental health resources and their mental health promotion and prevention initiatives.
- **Support student-athletes experiencing a transition in sport.** Transition in or from sport, including but not limited to injury, transfer, being cut from a team and/or graduation, can increase risk for psychological distress among student-athletes. Member schools should consider developing a written plan for how student-athletes are supported in preparing for a successful transition in or from sport. Examples include identifying programming and practices across a student-athlete's career that can help build a well-rounded identity, as well as help student-athletes learn how to apply positive mental skills learned in sport to non-sport challenges.
- **Considerations for continuous improvement strategies.** Ongoing continuous improvement helps to ensure each member school's written health promotion plan meets the evolving needs of student-athletes and may include monitoring and responding to the dynamic multilevel risk and protective factors for student-athlete mental health and well-being. Diversity, equity and inclusion should be an intentional consideration across all continuous improvement activities, as should the inclusion of student-athlete input.

ADDITIONAL RESOURCES:

For additional resources to assist with creating healthy environments that support mental health and promote well-being, please see:

- Mental Health Best Practices Checklist.
- Resource page.



Procedures for Identification of Student-Athletes with Mental Health Symptoms and Disorders, Including Mental Health Screening Tools

Recommendation: Identification of student-athletes with mental health symptoms and disorders may occur in multiple settings; however, screening for mental health symptoms and disorders is one important way to identify student-athletes who may benefit from further support. Using a validated screening tool, all student-athletes should be screened for psychological distress at least once annually. Screening tools should be used in consultation with the primary athletics health care provider and/or licensed mental health provider.

CORE COMPONENTS:

- **Screening tools used in consultation with primary athletics health care provider and/or licensed mental health provider.** Examples of validated screening tools are provided for consideration on the resources page. Decisions related to mental health screening tools should be made in consultation with the primary athletics health care providers and the licensed mental health care providers who are qualified to oversee and manage mental health care services to student-athletes. Such decisions may include what mental health signs and symptoms or disorders student-athletes are screened for, how often and when they receive screening, who responds to screening tools and how screening tools are incorporated into referral pathways (please see Building Block 3 for additional discussion).
- **Use validated screening tools.** Screening should use validated questionnaires or other validated clinical approaches. Validated means there is reputable scientific evidence that the tool measures what it says it is supposed to measure.
- **Screen for psychological distress.** There are many mental health symptoms and disorders and other aspects of mental health and well-being that can be measured using validated screening tools. At a minimum, screening should be used to identify individuals experiencing psychological distress who would benefit from further evaluation.
- **Screen all student-athletes at least once annually.** Schools may opt for screening at differing and/or multiple time periods; however, all student-athletes should be screened for mental health symptoms at least once annually. For example, screening could occur routinely in conjunction with a pre-participation examination, with additional screening considered during high stress times such as exams, while experiencing injury or after a traumatic event.

ADDITIONAL ELEMENTS TO CONSIDER:

- **Screen for specific mental health disorders and risk factors.** Schools may select different approaches to screening based on needs and resources. In addition to identifying student-athletes experiencing psychological distress who would benefit from further evaluation, other screening measures may be considered. Use of disorder-specific screening tools may provide greater sensitivity in the initial screening phase. Additionally, screening that addresses social determinants of health can help identify risk factors for psychological distress, such as screening for food or housing insecurity, racism and sexual violence.
- **Consider populations in which screening tools have been validated.** While all screening methods should use validated questionnaires or other validated clinical approaches, additional priority may be considered to screening approaches that have evidence of validity in diverse and/or athlete populations.
- **Work with student-athletes to foster trust.** To increase student-athlete trust and buy-in of mental health screening, member schools may consider sharing information about screening-related activities with student-athletes on an annual basis. Such information sharing may include the purpose of screening and what happens after screening is completed, noting mental health as a component of health and safety and providing reassurance that screening is not performed for reasons of determining athletic performance opportunities, eligibility or scholarship status. As part of this process, respect for student-athlete privacy in the data collection process must be considered.
- **Address mental health literacy.** In addition to screening, all athlete-facing staff at member schools have the potential to help identify individuals at risk of mental health difficulties. Completion of an evidence-based mental health literacy training is an important way

to help staff build skills in identification of the signs and symptoms of mental health disorders.

- **Considerations for continuous improvement strategies.** Ongoing continuous improvement is needed to ensure mental health screening is meeting student-athlete and member school needs. Continuous improvement may include monitoring trends in how and when student-athletes are screened for psychological distress and identifying opportunities for screening-related process improvement and responding accordingly.

ADDITIONAL RESOURCES:

For additional resources to assist with creating health-promoting environments that support mental health and promote well-being, please see:

- Mental Health Best Practices Checklist.
- Resource page.



Mental Health Action Plans that Outline Referral Pathways of Student-Athletes to Qualified Providers

Recommendation: All member schools should have written and rehearsed mental health action plans with well-defined pathways to mental health care, addressing both routine and emergency mental health care needs. While mental health action plans will look different across schools as a result of differences in organizational structures and in campus and community resources for mental health care, all mental health action plans should address the full spectrum of care from identification of student-athletes with mental health symptoms and disorders to ongoing treatment, follow-up and reentry when indicated.

CORE COMPONENTS:

☐ **Action plans address full spectrum of care.**

Mental health action plans should discuss ways in which student-athletes with mental health symptoms and disorders are identified and referred to licensed and qualified mental health care providers for further evaluation, ongoing treatment, follow-up and reentry when indicated. Referral pathways should include student-athlete self-referral as well as the time frame and logistics for which member schools respond to validated mental health screening tools.

☐ **Action plans address emergency mental health care needs.** Emergency Mental Health Action Plans include the full spectrum of care for student-athletes with emergency mental health care needs. Emergency mental health care needs should be defined in the action plan and include but are not limited to suicidal and/or homicidal ideation; victims of sexual assault with clarification regarding exemption from mandated reporting in this context; highly agitated or threatening behavior; acute psychosis or paranoia; acute delirium/confused state; and acute intoxication or drug overdose.

☐ **Action plans address routine mental health care needs.** Routine Mental Health Action Plans include the full spectrum of care for student-athletes with non-emergent mental health care needs.

☐ **Action plans are written and rehearsed.** All member schools should have written documentation of their action plans, as well as plans for when and how action plans will be rehearsed.

ADDITIONAL ELEMENTS TO CONSIDER:

- **In developing the action plan, recognize that student-athletes may have experienced or be experiencing psychosocial trauma.** An important consideration for developing mental health action plans is incorporating trauma-informed practices. This means prioritizing student-athlete safety and trust, striving to provide athletes with choice and opportunities for empowerment in the care process and attending to racial, cultural, historical and gender factors that may impact identification, referral and treatment of mental health concerns.
- **Conduct regular outreach about the action plan.** Annual outreach about mental health action plans to all stakeholders is an important consideration for successful implementation. Important aspects of supporting learning and skill building about mental health action plan implementation include knowing one's role in the action plan and being able to successfully apply one's role within mock practice scenarios individually and as part of the action plan team. Outreach about mental health action plans, including scenarios for rehearsals, should consider centering on the experiences and needs of higher risk student-athletes.
- **Make sure the action plan is easily usable.** Schools should consider preparing a brief visual summary of mental health action plans. Examples of visual communication strategies include decision trees and flow charts. This brief visual summary should include emergency services numbers (e.g., 911 and 988).
- **Create a post-crisis action plan.** An important aspect of mental health action plans is addressing how student-athletes, coaches and others in the athletics department will be supported in a crisis or other highly stressful or traumatic event, including discriminatory events, death by suicide, campus violence, natural disaster and other traumatic events. Suicide contagion, defined by the Centers for Disease Control and Prevention as, "the process by which suicide or suicidal behavior influences an increase in the suicidal behaviors of others," is an important consideration in post-crisis plan creation³⁰.
- **Consider non-clinical aspects of care.** Member schools may benefit from having action plans consider the possible role of a multidisciplinary team to assist in addressing non-clinical needs of student-athletes, such as care coordination, addressing non-clinical psychosocial needs and addressing co-morbid physical health needs. For example, a student-athlete may have

a comorbid musculoskeletal injury, nutritional disorder or other physical health care needs. The composition of care teams will vary by student-athlete need and campus and community resources. Coordinating and managing mental health care should be distinguished from more formal evaluation and treatment of student-athletes with mental health disorders or mental illness.

- **Consult with campus disability services.** Consulting with campus disability services may be advantageous in better understanding how disability-related accommodations or more accessible practices may mitigate the impact of mental health symptoms and disorders. When student-athletes indicate that they are anxious or depressed or exhibit concerning behaviors, disability services may be able to determine a reasonable accommodation or advise on more inclusive and accessible strategies.

- **Considerations for continuous improvement strategies.** To ensure action plans are responsive to student-athlete and school needs, a commitment to continuous improvement is needed. This means regularly reviewing action plan implementation, obtaining regular feedback about awareness and understanding of mental health action plans and learning how action plans are experienced by different groups of student-athletes and other stakeholders, with an emphasis on experiences of individuals with diverse identities.

ADDITIONAL RESOURCES:

For additional resources to assist with creating health promoting environments that support mental health and promote well-being, please see:

- Mental Health Best Practices Checklist.
- Resource page.



Licensure of Providers Who Oversee and Manage Student-Athlete Mental Health Care

Recommendation: Formal evaluation and treatment of student-athletes with mental health symptoms and disorders should be performed by a licensed mental health provider acting within the scope of activities covered by their clinical licensure. The licensed provider who is qualified to provide mental health services may be employed by the athletics department, sports medicine department or by an administrative unit outside of athletics such as student health services or campus counseling. The provider may also be a local, off-campus provider or telehealth provider.

CORE COMPONENTS:

- **Licensure of mental health care provider.** Formal evaluation and treatment of student-athletes with mental health symptoms and disorders should be performed by qualified mental health providers acting within the scope of their licensure. The licensed provider must adhere to all guidelines for ethical practice of their respective association and state licensing boards.

ADDITIONAL ELEMENTS TO CONSIDER:

- **Recognize accessibility and the value of choice.** Student-athletes may benefit from having accessible options for mental health care. Where there are multiple options for licensed mental health care providers, important considerations for who provides care include student-athlete needs and preferences, as well as provider characteristics. Provider characteristics may include, but are not limited to, aspects of their identity, clinical competencies and modalities of care.

- **Work toward a diverse and culturally responsive staff.** Schools should consider reviewing their policies and practices for recruiting, hiring and retaining licensed mental health providers to prioritize cultural sensitivity issues that address diversity, equity and inclusion. Such cultural sensitivity issues include, but are not limited to race, ethnicity, nationality, sexual orientation, gender identity and disability status. Professional development training in cultural humility related to minoritized identities may be helpful, as well as professional development opportunities related to the culture of sport and athletics.
- **Considerations for continuous improvement strategies.** As part of ongoing continuous improvement efforts, schools should consider engaging in regular audits of wait times for student-athletes to access mental health care and engage in efforts to increase timely access to care. Regular feedback from student-athletes about their experiences is an important component of continuous improvement, being mindful that approaches to collecting student-athlete data must respect for student-athlete privacy in data collection.

ADDITIONAL RESOURCES:

For additional resources to assist with creating health promoting environments that support mental health and promote well-being, please see:

- Mental Health Best Practices Checklist.
- Resource page.

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Checklist

MENTAL HEALTH BEST PRACTICES CHECKLIST: BEST PRACTICES FOR MEMBER SCHOOLS IN SUPPORTING AND PROMOTING STUDENT-ATHLETE MENTAL HEALTH AND WELL-BEING

This checklist serves as a supplement to the Mental Health Best Practices, Second Edition, and is intended to aid membership in implementation of Mental Health Best Practices; it is not intended to serve as a stand-alone document. Completion of the Mental Health Best Practices Checklist should be done in accordance with the best practice recommendations and foundational principles discussed in the Mental Health Best Practices.

Best Practice 1:

Create Healthy Environments That Support Mental Health and Promote Well-Being

CORE COMPONENTS:

- ☐ A written plan that is developed in collaboration with a licensed mental health care provider.
- ☐ Plan includes multiple levels for mental health promotion programming, such as:
 - Individual student-athletes.
 - Teams and the personnel that comprise them.
 - Athletics departments.
 - Campus culture and policy.
 - Community, state and federal culture and policy.
- ☐ Plan considers diversity, equity and inclusion throughout all aspects of health promoting environments.

ADDITIONAL ELEMENTS TO CONSIDER:

- Train and support coaches about mental health and their role in mental health promotion. Relevant topics may include mental health first aid, mental health literacy, trauma-informed coaching, cultural sensitivity, empathic listening and resources for supporting and promoting coach mental health.
- Provide opportunity for athlete-facing staff to have a working knowledge of trauma-informed approaches.
- Provide annual education about the importance of sleep for health and performance and strategies for improving sleep hygiene.
- Provide guidance and support related to social media and NIL.
- Engage recruits and their families through sharing information about mental health resources and mental health promotion initiatives.
- Develop a written plan to support student-athletes in preparing for a successful transition in or from sport.
- Consider continuous improvement processes that consider dynamic multilevel risk and protective factors of student-athlete mental health and well-being.

Best Practice 2:

Procedures for Identification of Student-Athletes With Mental Health Symptoms and Disorders, Including Mental Health Screening Tools

CORE COMPONENTS:

- ☐ Use validated screening tools as part of a process to identify student-athletes experiencing psychological distress.
- ☐ Screen all student-athletes at least once annually, with consideration for pre-participation examination screening as a baseline.
- ☐ Screening is used in consultation with a licensed mental health care provider.

ADDITIONAL ELEMENTS TO CONSIDER:

- In addition to screening for psychological distress, screen for specific mental health disorders and risk factors.
- Use screening tools that have athlete-relevant cut points and/or screening tools that have been validated diverse populations.
- To foster trust with student-athletes, share screening information with student-athletes on an annual basis, including the purpose of screening and what happens after screening.
- Have athlete-facing staff complete evidence-based training in mental health literacy.
- Consider continuous improvement strategies that help ensure mental health screening is meeting student-athlete and member school needs.

Best Practice 3:

Mental Health Action Plans That Outline Referral Pathways of Student-Athletes to Qualified Providers

CORE COMPONENTS:

- ☐ Have written action plans for routine and emergency mental health care needs.
- ☐ Action plans address the full spectrum of mental health care, including:
 - How student-athletes with mental health symptoms are identified.
 - When and how they are referred for mental health care, including evaluation, ongoing treatment, follow up and reentry when indicated.
 - Who is involved in the identification, referral and care process.
- ☐ Action plans provide well-defined considerations for what constitutes a routine and/or emergency mental health condition.
- ☐ Action plans discuss opportunities for regular outreach, including communication, rehearsal and ongoing continuous improvement.

ADDITIONAL ELEMENTS TO CONSIDER:

- Recognize that student-athletes may have experienced or be experiencing maltreatment and/or psychosocial trauma by prioritizing student-athlete safety and trust, empowering athletes in the care process and attending to cultural and individual identity factors.
- Conduct annual outreach about action plans to all stakeholders involved.
- Provide a brief visual summary of the action plan(s).
- Include post-crisis support in the action plan(s).
- Consider non-clinical aspects of care.
- Consult with campus disability services.
- Continuous improvement strategies could consider how action plans are understood, implemented and experienced.

Best Practice 4:

Licensure of Providers Who Oversee and Manage Student-Athlete Mental Health Care

CORE COMPONENTS:

- ☐ Formal evaluation and treatment of student-athletes with mental health symptoms should be performed by qualified mental health care providers acting within the scope of their clinical licensure.

ADDITIONAL ELEMENTS TO CONSIDER:

- Recognize the value of accessible providers and student-athlete choice of provider in the care process.
- Prioritize cultural sensitivity in recruitment, hiring, retention and professional development of licensed mental health care providers.
- Continuous improvement strategies could consider student-athlete experiences with accessing and utilizing mental health services, while being mindful of student-athlete privacy.



Resource Page

Additional resources for consideration in support of the Mental Health Best Practices can be found online using the QR code at right or by visiting ncaa.org/mentalhealth. Resources include educational materials and implementation strategies to supplement concepts discussed in the Mental Health Best Practices.



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Concussion Safety

What Is a Concussion?

Concussion is a mild traumatic brain injury that results from either a direct blow to the head or an impulsive force to the body that causes significant head motion. Concussion symptoms can result immediately or develop over many hours.

Additional information on concussion diagnosis, management and prevention in collegiate athletes, including a complete definition of concussion, can be found [here](#).

How Can I Tell If an Athlete Has a Concussion?

You may notice the athlete has a change in behavior or balance following a hit or impact, or other manifestations such as:

- Appears dazed or stunned.
- Forgets an instruction.
- Is confused about an assignment or position.
- Is unsure of the game, score or opponent.
- Appears less coordinated, unsteady on feet or wobbly.
- Answers questions slowly.
- Loses consciousness.

The athlete may tell you he or she is experiencing ...

- A headache, head pressure or that he or she doesn't feel right following a blow to the head.
- Nausea.
- Balance problems or dizziness.
- Double or blurry vision.
- Sensitivity to light or noise.
- Feeling sluggish, hazy or foggy.
- Confusion, concentration or memory problems.

What Happens If an Athlete Gets a Concussion and Keeps Practicing or Competing?

- Due to brain vulnerability after a concussion, an athlete may be more likely to suffer another concussion while symptomatic from the first one.
- In rare cases, repeat head trauma can result in brain swelling, permanent brain damage or even death.
- Continuing to play after a concussion increases the chance of sustaining other injuries too, not just concussion.
- Athletes with a concussion have reduced concentration and slowed reaction time. This means they won't be performing at their best.
- Athletes who delay reporting concussion may take longer to recover fully.



What Is the Recovery Time for a Concussion?

- Each athlete is different, but emerging information indicates that most athletes fully recover from concussion.
- Some athletes experience persisting post-concussive symptoms, which are managed with exercise and targeted treatment.
- If an athlete's symptoms persist, they may also have another treatable condition unrelated to their concussion. If the athlete is experiencing any ongoing symptoms, they should seek medical care with the team physician.

What Do I Need to Know About Repeated Head Impacts?

- Research into the new concept of repeated head impacts is evolving rapidly.
- Most head impacts in sport occur at low levels well below the force needed to cause a sports-related concussion.
- The medical and scientific community continues to conduct research to determine if long-term exposure to head impacts may be deleterious to brain health.
- While many questions remain unanswered, the NCAA Concussion Checklist recommends that efforts should be made to reduce head impact exposure in both practice and game settings.

No two concussions are the same. Symptoms may appear several hours after the initial impact or even the next day. Symptoms may also evolve over several days. All possible concussions must be evaluated by an athletic trainer or team physician (or physician designee) with concussion experience.

Chronic Traumatic Encephalopathy (“CTE”)

- In recent years, there has been ongoing research into CTE, and more research is needed to answer important questions.
- According to the Centers for Disease Control website, research-to-date suggests that CTE is associated with long-term exposure to repeated head impacts at levels that would cause brain injury.
- According to the CDC, there is no strong scientific evidence that shows that getting one or more concussions (or other mild traumatic brain injuries) or occasional hits to the head leads to CTE.

More research is needed to better understand:

- The causes of CTE, including the role of repeated head impacts.
- Other potential risk factors for CTE, including the role of a person’s sex, genetics, medical history, and environmental and lifestyle factors.
- How the CTE pathology develops, and what symptoms CTE pathology may cause.
- Why some people develop CTE and others do not.

You can find more information on the emerging CTE research at various sources including the [CDC](#), [NINDS](#) and the [Consensus Statement on Concussion in Sport](#).

Did You Know?

- Most contact or collision teams have at least one student-athlete diagnosed with a concussion every season.
- Your school has a concussion management plan, and team physicians and athletic trainers are expected to follow that plan during a student-athlete’s recovery.
- NCAA rules require that team physicians and athletic trainers have the unchallengeable authority to make all medical management and return-to-sport decisions for student-athletes.
- We’re learning more about concussion every day. To find out more about the largest concussion study ever conducted, which is being led by the NCAA and U.S. Department of Defense, visit [ncaa.org/concussion](#).



What Can I Do to Keep Athletes Safe?

	Preseason	In-Season	Time of Injury	Recovery
What can I do?	Create a culture in which concussion reporting is encouraged and promoted.	Know the signs and symptoms of concussions.	Remove athletes from play immediately if you think they have a concussion and refer them to the team physician or athletic trainer.	Follow the recovery and return-to-sport protocol established by team physicians and athletic trainers.
Why does it matter?	Athletes who don’t immediately seek care for a suspected concussion take longer to recover.	The more people who know what to look for in a concussed athlete, the more likely a concussion will be identified.	Early removal from play can mean a quicker recovery and help avoid further, potentially serious injury.	Team physicians and athletic trainers have the training to follow best practices related to the concussion recovery process.
Tips and strategies	Be present when your team physician or athletic trainer provides concussion education material to your team. Tell your team that this matters to you.	Check in with your team physician or athletic trainer if you want to learn more about concussion safety.	Provide positive reinforcement when an athlete reports a suspected concussion.	Tell athletes that health decisions, including clearance for unrestricted return to sport are determined by the team physician and athletic trainer.

You play a powerful role in setting the tone for concussion safety on your team. Let your team know that you take concussion seriously and reporting the symptoms of a suspected concussion is an important part of your team’s values.





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SLEEP AND WELLNESS FOR COLLEGIATE ATHLETES

WHY does sleep matter for collegiate athletes?

Athletic performance ► Poor sleep is associated with delayed response time, fatigue and poor decision-making.

Injury risk and recovery ► Athletes who are sleep deprived have an elevated risk of musculoskeletal injury and delayed recovery following injuries.

Academic performance ► Sleep deprivation impairs cognitive performance and is linked to lower GPA.

Mental health ► Inadequate sleep increases the risk for mental health symptoms and disorders, and mental health symptoms and disorders may reduce sleep quality and quantity.

Are student-athletes getting *ENOUGH* sleep?

On average, in-season student-athletes are getting **6.27 hours of sleep nightly¹** while 8 hours of sleep are recommended.

61% of student-athletes report daytime fatigue at least three or more days in the past week², while 19% of male and 23% of female student-athletes reported difficulty sleeping at least eight of the past 30 days¹.



WHAT are recommendations for restorative sleep?

1. **Try to maintain a regular sleep schedule**, including on weekends. If this is not possible, establish a bedtime routine that can be practiced regularly.
2. **Seek bright light during the day**, especially in the morning, and try to **avoid bright and blue light at night**. This is especially important later at night, when bright and blue light can further delay sleep onset.
3. The **bedroom should be cool** (less than 68 degrees), dark and comfortable.
4. **Caffeine** (e.g., coffee, energy drinks and certain types of sodas and teas) **should be avoided at least six hours before bedtime**. Nicotine is also a stimulant and should be avoided. Alcohol may reduce time to fall asleep, but it can adversely impact sleep quality and should be avoided close to bedtime.
5. Consumption of **excessive food and liquids at night should be avoided**, as these may disrupt sleep.
6. **Avoid obsessive clock watching**. Often, looking at the clock at night can increase mental activity and anxiety, and make resuming sleep more difficult.
7. Individuals who have difficulty falling asleep should **generally avoid naps**. However, sleep-deprived individuals may find that short-duration napping during the day may improve performance and functioning.
8. **Beds should be used for sleep-related activities only**. Other activities such as reading and watching TV, especially if lying awake and unable to sleep, should be done out of the bed. Those who have difficulty falling asleep should get out of bed for a period of time and try again later. This practice (called stimulus control) is supported by strong evidence that it will help prevent insomnia and improve sleep quality over time.

¹ NCAA. NCAA GOALS Study, 2015 [data file]. Indianapolis: IN: NCAA, (2016-01-05).

² American College Health Association. *American College Health Association-National College Health Assessment, Fall 2015, Spring 2016, Fall 2016, Spring 2017, Fall 2017* [data file]. Hanover, MD: American College Health Association [producer and distributor], (2018-11-15).

What can institutions do to improve collegiate athlete sleep?

1. Consider learning more about athlete time demands by conducting an anonymous annual survey.
2. Consider incorporating sleep screening into the pre-participation exam.
 - ▶ The **Athlete Sleep Screening Questionnaire**³ and **Athlete Sleep Behavior Questionnaire**⁴ have been validated for use with athletes.
3. Provide education to athletes and coaches about sleep.
 - ▶ One example is for a sports medicine staff member or a licensed mental health provider to facilitate a team discussion, guided by the content on page 1 of this handout.

BARRIERS TO STUDENT-ATHLETE SLEEP⁵



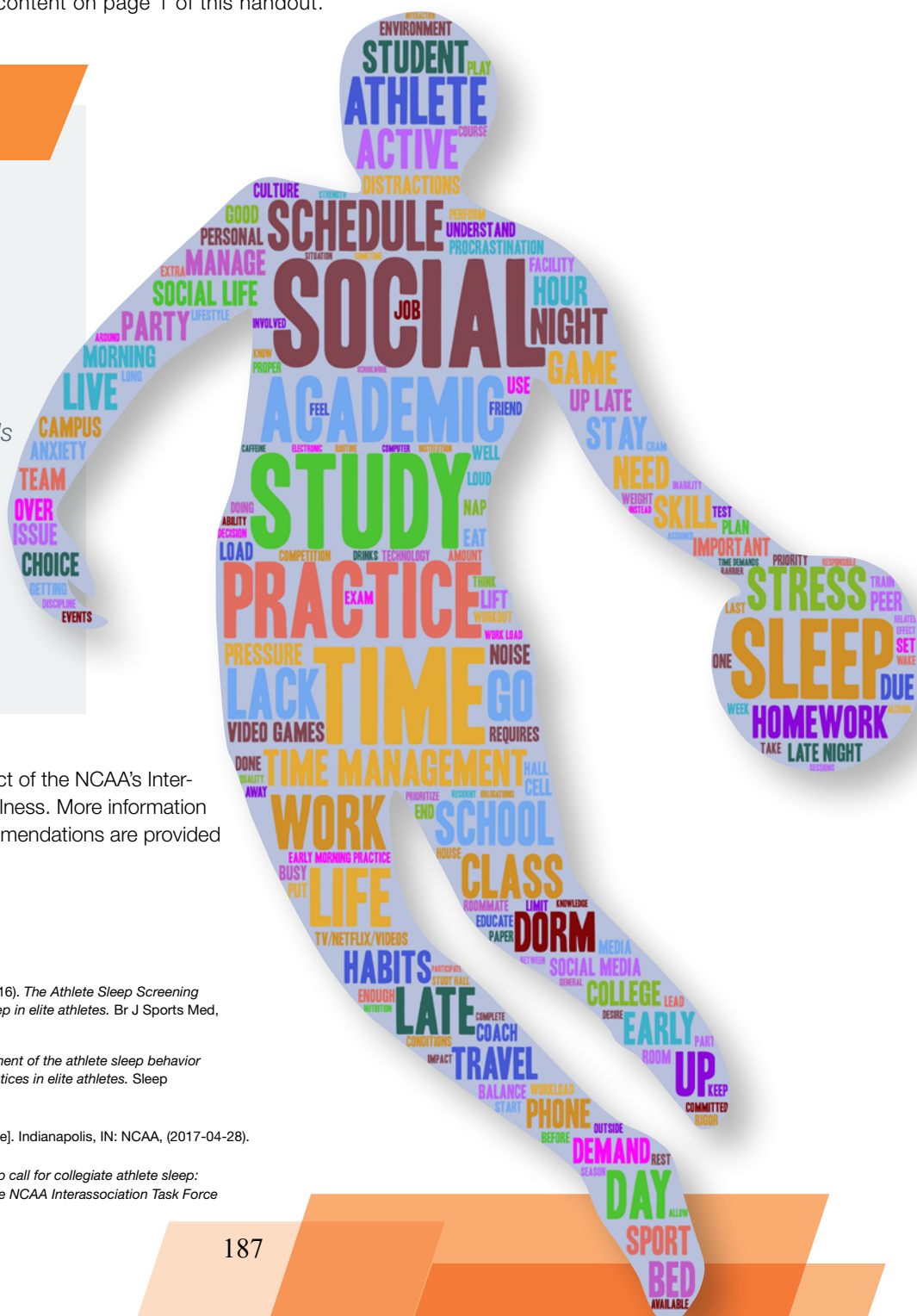
These recommendations were the product of the NCAA's Inter-association Task Force on Sleep and Wellness. More information about the consensus process and recommendations are provided in this [article](#)⁶.

³ Samuels, C., James, L., Lawson, D., & Meeuwisse, W. (2016). *The Athlete Sleep Screening Questionnaire: a new tool for assessing and managing sleep in elite athletes*. Br J Sports Med, 50(7), 418-422.

⁴ Driller, M. W., Mah, C. D., & Halson, S. L. (2018). *Development of the athlete sleep behavior questionnaire: a tool for identifying maladaptive sleep practices in elite athletes*. Sleep Science, 11(1), 37.

⁵ NCAA. Sport Science Institute Sleep Survey, 2017 [data file]. Indianapolis, IN: NCAA. (2017-04-28).

⁶ Kroshus, E., Wagner, J. & Wyrick, D., et al. (2019). *Wake up call for collegiate athlete sleep: narrative review and consensus recommendations form the NCAA Interassociation Task Force on Sleep and Wellness*. Br J Sports Med, 53, 731-736.



Athletic Trainer Recruitment and Retention

Insights and Solutions for Division III



DIVISION III
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Purpose/Charge

The Division III Management Council created the Athletic Trainer Working Group in the summer of 2023 to consider the role and impact of athletic trainers in Division III and propose workable solutions for making Division III more supportive and inclusive for both student-athletes and athletic trainers.

The Issue at Hand

In recent years, many Division III institutions have expressed increasing difficulty in hiring and retaining athletic trainers. While data indicate that the pool of certified athletic trainers has not necessarily decreased, the following factors have contributed to the current challenges:

- The types of workplaces that employ athletic trainers (including K-12 schools, corporate settings, and military bases) have expanded.
 - Athletic trainers now have more options for employment.
 - The connection to the private sector has driven up salaries significantly.
 - The recruitment of athletic trainers has grown much more competitive.
- The COVID-19 pandemic became a breaking point for some athletic trainers to shift from athletics to other areas, as expectations regarding hours, duties and coverage increased dramatically. Those expectations have not relaxed significantly.
 - Stable hours and a stable workload are more attainable elsewhere.
 - The stopgap measures that used to exist, such as the use of graduate assistants and athletic training students, are no longer as available.

Educational Requirements

One of the expressed concerns the working group considered was the current educational requirements needed for an athletic trainer. During a stakeholder meeting between the National Athletic Trainers' Association (NATA), its credentialing groups and the NCAA, the participants discussed the issue of the profession's current academic requirements. Information provided during that meeting indicated that there is no evidence of any decline in the production capacity of the athletic training educational system. In fact, evidence indicates that students graduating from graduate-level programs are remaining in the profession and are not being lost to other health professions.

The working group also was informed that the athletic training profession has no appetite for reconsidering the professional degree level and considers the transition to requiring a master's degree to be necessary and final. Given this information, the working group determined that it was outside of its purview to make any recommendations regarding the current educational requirements.



Why This Matters

As the health and safety of student-athletes continue to be a top priority for Division III institutions, the role of the athletic trainer is increasingly important. In addition to responding to athletics emergencies, traumas and treating, preventing and rehabbing athletics injuries and illness, athletic trainers have become frontline providers on mental health issues. The athletic trainer on many Division III campuses also serves as the designated athletics health care administrator, and many play a central role filling other duties in an institution's athletics department.

It is critical that the division develop and implement best practices that reflect the value and risk mitigation athletic trainers bring to the industry, protect and enhance their well-being, and incentivize their retention so that student-athletes continue to compete in a safe and healthy environment.

Data

In November 2023, the working group surveyed the athletic trainer and athletics director at each of the 435 Division III member institutions. Responses were received from 278 athletic trainers and 218 athletics directors. The survey helped identify what Division III athletic trainers value from their work environment and inform best practices and steps Divisions III institutions can take to help with recruiting and retaining athletic trainers.

DEMOGRAPHICS

- **78%** of athletic trainers responding to the survey have the title of Head Athletic Trainer/ Director of Sport Medicine.
- There are an average of **four** full-time athletic trainers at a Division III institution.
- **61%** have been at their current place of employment for **seven or more years**.
- **78%** are employed by and report to the athletics department.
- **98%** are employed for a term of **10-12 months**, while 60% are employed on 12 months terms.
- **81%** serve as the NCAA Health Care Administrator.





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Working Group Process/Final Recommendations

The working group met initially in July 2023 and later convened multiple times. The group considered available research and collaboration with topical experts and stakeholders to understand the challenges at hand and make informed recommendations. The November 2023 survey of Division III athletic trainers and athletics directors led the working group to establish four core areas to address (not listed in priority order):

- **Culture and Communication.**
- **Workload.**
- **Work-Life Balance.**
- **Compensation.**





Culture & Communication Recommendations

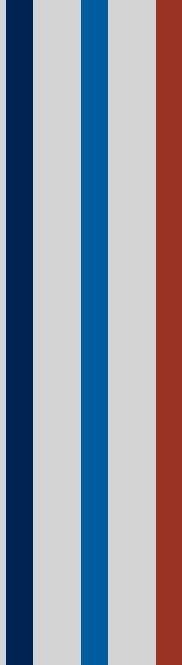
50% of athletic trainers indicated they are rarely or never consulted about the scheduling of student-athlete practices and schedules, while only 11% of athletics directors indicated that athletic trainers are rarely or never consulted.

41% of athletic trainers are given less than 24 hours' notice when changes are made to practice and competition schedules that are not weather-related.

1. Include the highest-ranking member of the athletic training staff as a member of the athletics department's senior leadership team to ensure involvement in the decision-making process.



2. Establish a process and/or policy that guides when and how changes to the timing (date and time) of practices and contests can be made and include the athletic trainer in such decisions.
 - The level of care and/or coverage may be affected by the change to the schedule.
 - The policy should provide clear direction on how much lead time is needed for any changes that are not weather-related.
3. Ensure that athletic training staff and other related staff (e.g., facilities, sports information) are informed and offered the opportunity to provide input regarding institutional, conference and NCAA legislative/policy decisions that may impact student-athlete health and safety and their workload/work-life balance.
 - Consult athletic trainers in conference- and NCAA-level discussions when considering legislative and policy changes that would impact student-athlete health and safety and their workload.
 - Engage athletic trainers at the conference level by adding them and/or institutional health care administrators to standing conference committees, subcommittees and working/advisory groups.
 - Broadly communicate (i.e., in Division III best practices documents and handbooks) that athletic trainers are encouraged to be engaged in decision-making at the institutional and conference levels. This should include regularly soliciting feedback from athletic trainers when considering positions on NCAA and conference policies and legislative proposals.
4. Provide professional development opportunities for institutional athletic trainers by maximizing existing resources available to support athletic trainers and student-athlete health care (e.g., Division III Strategic Initiatives Grant Program).
5. Ensure athletic trainers serving on the athletic department leadership team have titles consistent with other team members.
6. Create and consistently communicate expectations for interaction by staff and student-athletes with athletic trainers.
 - Include hours during which communication in nonemergency situations may occur.



47%
**of athletic
trainers
indicated they
are always
or frequently
consulted on
legislative
or policy
changes being
considered by
the conference
or the NCAA.**





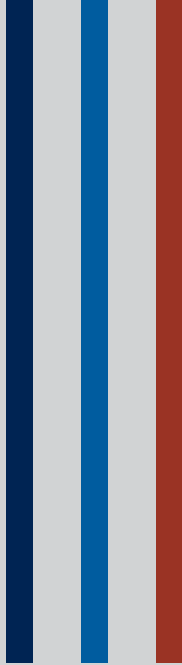
Workload Recommendations

Of the athletic trainers surveyed, responses indicated that **the average number of student-athletes for which the athletic training staff is responsible is 489, representing 21 sports.** They also indicated that they cover practices and competitions at eight venues on average.

1. Assess out-of-season activities that an athletic trainer must personally attend and identify and establish expectations.
2. Evaluate the impact of athletic trainer travel to away-from-home contests.



3. Establish boundaries and expectations for athletic trainers when they are not in-season, on contract or on their day off.
4. Consider the following when evaluating and determining the appropriate level of health care and staffing for student-athlete medical care:
 - Injury rates by sport.
 - Potential for catastrophic injury by sport.
 - Treatment/rehabilitation demands.
 - Year-round assessment of squad sizes, travel, traditional and non-traditional season practice and competition.
 - Strength and conditioning activities.
 - Number of sports.
 - Location of venues.
 - Additional job responsibilities.
5. Consider the impact on the current athletic training staff when considering roster sizes and/or adding sports.
6. Develop policies that clearly define when an athletic trainer must be present.
 - Include hours when a training facility will be open and when athletic trainers are expected to attend practice and competition in person.
7. Develop a data tracking system to help document workloads to determine areas where relief could be provided.
8. Review and adjust job descriptions to ensure they represent the duties expected of the athletic trainers and ensure staff, student-athletes and coaches are aware of their responsibilities.



59%
of athletic
trainers
indicated
that they are
responsible
for the
health care
of **more
than 100
student-
athletes.**





Work-Life Balance Recommendations

67% of athletic trainers noted that working more than 40 hours per week and week-ends as the reason colleagues have separated from their institution. This is second to salary at 73%.

1. Manage athletic trainers' time more effectively by establishing policies/expectations that set reasonable hours for practice times and training facility hours.
2. Value and support time off for athletic trainers.
3. Establish appropriate hours for communication with athletic trainers and discourage communication/response outside those hours.
4. Support using alternative models, such as outsourcing or per diem, to help augment staffing in all areas, including travel, summer camps and out-of-season activities.
5. Ensure all members involved in an institution's student-athlete health care (e.g., coaching staff, strength and conditioning staff) are certified annually in first aid, CPR and AED training and prepared to use the training if needed.
6. Consider additional training for coaches that focuses on preventing catastrophic injury and sudden death in sport, as outlined in the NCAA Interassociation recommendations (Preventing Catastrophic Injury and Death in Collegiate Athletics).





Compensation Recommendations

1. Benchmark salaries based on the breadth of the athletic training industry, not just higher education.
2. Ensure compensation for administrative duties is consistent with institutional practices and policies.
3. Align contract length with the job description, recognizing that evolving performance training habits of student-athletes and expectations may expand the length of service for athletic trainers.
4. Consider the impact of benefits to ensure an attractive package for prospective athletic trainers from recruitment through career development. This may include:
 - Contributions to retirement accounts.
 - Moving expenses.
 - Medical benefits.
5. Ensure that professional development funds are available annually.

DID YOU KNOW?

When asked what has kept your athletic trainer at your institution, the reasons with the highest response rate were **health and retirement benefits**, **sports medicine culture-staff morale** and **overall department culture**.



Supporting Information

NATA White paper on workforce issues.

June 21, 2023, Stakeholder Meeting on Athletic Training Workforce Issues report.

September 20, 2023, NCAA CSMAS Statement on Workforce Issues in Collegiate Athletic Training.

NCAA Division III Athletic Training Working Group survey summary.

NATA survey information.

2014-15 NCAA Sports Medicine Handbook.

Interassociation Recommendations – Preventing Catastrophic Injury and Death in Collegiate Athletics.

NCAA Guidance Medical Care and Coverage for Student-Athletes at Away from Home Events

NATA Athletic Trainer Employer Checklist

ACSM/NATA Joint Statement on Collegiate Athletic Trainer Workforce



Working Group Roster

Stevie Baker-Watson, Theodore Katula Director of Athletics and Recreational Sports, DePauw

Rick Burr, Director of Athletics Performance and Athletics Health Care Administrator, Babson

Ryan Callahan, Associate Athletic Director and Head Athletic Trainer, Wartburg

Josh Dreher, Associate Athletic Director - Student Wellness and Head Athletic Trainer, Texas - Dallas

Heather Grant, Associate Athletic Director and Senior Woman Administrator, Bridgewater (VA)

Steve Hillmer, Director of Sports Medicine, Wisconsin-Whitewater

Marybeth Lamb, Associate Vice President for Athletics and Student Wellness, Bridgewater State

Steve Mauro, President, Alfred State

Becky Roark, Co-head Athletic Trainer, Pomona-Pitzer

Mike Snyder, Director of Athletics and Recreation, Pacific Lutheran

Andrea Talentine (CHAIR), President, Augustana (IL)

Ashley Wagner, Director of Athletics and Wellness, Notre Dame (MD)





DIVISION III

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2024-25 Division III Grants, Programs and Services: “Show Me the Money”

Please send all questions to DIIIIGovernance@ncaa.org

Opportunity	Description	Application/Deadline	Program Benefits
Division III Ethnic Minority and Women’s Internship Grant	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 (\$30,000) 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. Click here for additional details.	<u>Application Period:</u> Sept. to January	<ul style="list-style-type: none"> • Attendance at in-person orientation at the NCAA (Aug.) • Attendance at the NCAA Convention after year one. • Attendance at Emerging Leaders in Sports. • Designated mentor. • Networking opportunities.
Division III Strategic Alliance Matching Grant Program	The Strategic Alliance Matching Grant provides funding for Division III institutions and conference offices to enhance gender and ethnic/racial diversity through full-time professional positions in athletics administration. 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. Click here for additional details.	<u>Application Period:</u> Sept. to January	
Conference Grant Program (Strategic Initiatives Grant)	NCAA Division III allocates over \$4 million annually directly to conferences and Division III Independents to administer educational programs and services that best meet local needs in support of the Division III strategic plan. Click here for grant details and Tier amounts.	<u>Requisition Forms due:</u> July 15 <u>Impact Forms due:</u> August 1 <u>Third-party forms due:</u> Oct. 15	Annual funding of \$74,000 to \$142,000 per conference. Funding for professional development programs, SAAC, membership fees, championship enhancements, officiating, and DEI initiatives.
Division III FAR Orientation	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. The NCAA funds travel, hotel, and meals for the 30-member cohort. Click here for more information.	Held for 2 consecutive years and then a year off. Orientations scheduled for Feb. 2027 and Feb. 2028	Registration fee waiver for FARA Fall Forum for one-year preceding Orientation.
Division III FAR Fellows Institute	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. The NCAA funds travel, hotel, and meals for the 30-member cohort. Click here for more information.	<u>Nomination Period:</u> Oct. 1-November 15 Held every 3 years. Institutes scheduled for Nov. 2025 and Nov. 2028 <u>Nomination Period:</u> April 15-May 31	Registration for FARA Fall Forum. Program held in conjunction with FARA Fall Forum

2024-25 Division III Grants, Programs and Services: “Show Me the Money”

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Opportunity	Description	Deadline	Program Benefits
Division III ADR Institute	The purpose of the Athletics Direct Report (ADR) Institute is to engage Division III ADRs in best practices to oversee and manage athletics departments and to improve the relationships between ADRs and their presidents, athletics directors, and conference commissioners to enhance effectiveness of the ADR at the campus, conference, and national levels. The ADR Institute will accept up to 15 participants each year. All Division III ADRs, with no more than two years of experience in the ADR role are eligible to attend. Applications are accepted via Program Hub. The NCAA funds travel, hotel, and meals. Click here for more information.	<u>Nomination Period:</u> Aug. 15-Sept. 15	Fee waiver to the NCAA Convention. Introduction to Division III governance structure. Networking opportunities.
Division III Senior Woman Administrator Program	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. The NCAA funds travel, hotel, meals, and applicable registration fees for 30 participants. Click here for more information	<u>Nomination Period:</u> June 1-July 15 (fall program with Women Leaders) Oct. 15-Dec. 1 (spring program)	One-year membership fee waiver for Women Leaders in Sports for the year preceding the program. Access to Women Leaders Summer Institutes. Networking opportunities.
Division III Student Immersion Program	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. The goal is to build a pipeline of candidates, with an interest in Division III coaching and/or administration, in an effort to ultimately diversify the division. The NCAA funds travel, hotel, meals, and NCAA Convention registration fee for 40 participants. Click here for more information.	<u>Nomination Period:</u> Aug. 1-Sept. 15	Opportunity to apply for the NCAA Career in Sports Forum. For seniors, resumes sent to Division III conference offices.
Athletic Communicators Emerging Elite Program	The Athletic Communicators Emerging Elite program's goal is to provide professional development and networking opportunities for athletic communicators, particularly those early in their careers seeking to advance to a director-level position or those who have recently become a director. Topics discussed will cover a variety of professional development areas that may include leadership training, networking, positioning yourself to oversee a staff, collaborating with others, navigating expanded responsibilities and more. Click here for more information.	<u>Nomination Period:</u> August - October	Professional development and networking with NCAA Staff in Indianapolis. Opportunity to attend CSC Convention with ne-time registration fee waiver.
Division III Institute for Administrative Advancement	The Division III Institute for Administrative Advancement seeks to provide professional development and networking opportunities for under-represented populations in Division III athletics. Overall, the goal is to prepare participants to excel within their current role and ultimately, advance their position within Division III athletics. The Institute is held in conjunction with the NACDA Convention in June. The NCAA funds travel, hotel, meals, and applicable registration fees for 30 participants. Click here for more information.	<u>Nomination Period:</u> Feb. 1-March 15	Participation in the MOAA Symposium. One-year membership fee waiver for the Minority Opportunities Athletic Association (MOAA).

2024-25 Division III Grants, Programs and Services: “Show Me the Money”

Please send all questions to DIIIgovernance@ncaa.org.

Opportunity	Description	Deadline	Program Benefits
Division III Student College Sports Communicators Program	Ethnic minority student-athletes and women, preferably juniors and seniors, with a strong interest in a career in Division III athletics communication are encouraged to apply. The goal is to build a pipeline of candidates, with an interest in Division III athletics communication, in an effort to ultimately diversify the division. The NCAA funds travel, hotel, meals, and applicable registration fees for 16 participants. Click here for more information.	<u>Nomination Period:</u> Feb. 17-March 14	Participation in CSC Convention. Access to mentors and networking opportunities.
Division III New AD Orientation	The Division III New AD Orientation is a year-long program to help new directors of athletics with their transition to the position and/or Division III. There will be an in-person luncheon at the NCAA Convention and a two-day program at the NACDA Convention where the cohort will engage with veteran ADs, commissioners, and NCAA staff. Additionally, participants will be paired with a mentor AD from NADIII/A after the completion of the summer program. The NCAA funds travel, hotel, meals, and applicable registration fees (i.e., NACDA registration). Click here for more information.		Participation in the NACDA Convention and NADIII/A Summer Forum. One-year membership fee waiver for NACDA/NADIII/A.
Division III New Commissioner Orientation	The Division III New Commissioner Orientation is a year-long program to help new commissioners with their transition to the position and/or Division III. Throughout the year, the cohort will receive NCAA resources. There will be a fall introductory webinar, and an in-person orientation in Feb. at the NCAA national office. The cohort will engage with veteran commissioners and NCAA staff. The NCAA funds travel, hotel and meals for the in-person program.		Access to NCAA staff and resources to help guide a new commissioner.
National Association of Division III Administrators (NADIII/A) Partnership	A partnership between the NCAA and NADIII/A supports professional development programming for Division III athletics administrators. The partnership includes grants and programming to support the NADIII/A Summer Forum in conjunction with NACDA Convention. Division III athletics administrators that are members of the NADIII/A may apply for grants to support travel and lodging expenses. Click here for more information.	<u>Grant Period:</u> Feb. 1-March 15	\$75,000 pool. Attendance to NACDA Convention and NADIII/A Summer Forum. Networking opportunities.
Female Administrator Enhancement Grant	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 Sports provides Division III women the opportunity to attend the annual professional development opportunities. Click here for more information.	<u>Grant Period:</u> Feb. 1-March 15	\$30,000 pool. Attendance to Women Leaders Summer Institutes. Networking opportunities.



DIVISION III

DISCOVER | DEVELOP | DEDICATE

Strategic Initiatives Conference Grant Program POLICIES AND PROCEDURES

(Revised November 2023)

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.
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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.
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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), 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. Starting in 2024-25, institutions on restricted status will not be taken into account in the determination of the allocation of funds to each conference or as an independent member institution. Provisional, reclassifying, and restricted status 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.

Starting in 2025-26, Conferences on restricted status will be taken into account in the determination of the allocation of funds to each conference. Conferences on restrictive status are not able to directly benefit from conference grant funding. All conference grant funding must only be used to benefit and support conference 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.
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- 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 with 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.

<p>Student-Athlete Advisory Committee (SAAC).</p> <p>Annual spending is required.</p> <p>Conferences shall spend at least \$200 per member institution in support of the conference SAAC.</p>	<p>Preapproved uses of SAAC funds include:</p> <ol style="list-style-type: none"> 1. Conference SAAC meeting and communication expenses (e.g., travel and meals for student-athletes and advisors). 2. Guest speakers for conference SAAC meetings. 3. Conference SAAC t-shirts. 4. Conference SAAC leadership banquet or retreat. 5. Expenses related to conference SAAC directed community service projects. 6. Conference SAAC website creation and maintenance (including blogs and polling devices). 7. Promotions of conference SAAC initiatives (e.g., sportsmanship giveaways, posters, marketing of National Student-Athlete Day). 8. Conference SAAC logo development. 9. Increasing committee size. 10. Conference SAAC Scholar-Athlete of the Month program. 11. Student or SAAC led initiatives to raise awareness of equity or inclusion issues. 12. Expenses for sending student-athletes to NCAA Convention. 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.) <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>
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<p>Compliance and Rules Seminar Education.</p> <p>Annual spending is strongly encouraged, but optional.</p>	<p>Preapproved uses of Compliance and Rules Seminar Education funds include:</p> <ol style="list-style-type: none"> 1. NCAA Regional Rules Seminars. 2. Up to \$2,000 to support the overall costs of a regional-based Conference Rules Seminar event. (Only permissible in the year which a conference is hosting a Conference Rules Seminar). 3. Travel expenses for Conference Rules Seminar event attendees. 4. Printing of NCAA manuals. 5. Name, Image and Likeness (NIL) seminar education event (i.e., compliance coordinators and administrators). 6. Campus Sexual Violence Attestation Education. <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>
<p>Faculty Athletics Representative (FAR)</p> <p>Annual spending is strongly encouraged, but optional.</p>	<p>Preapproved uses of FAR funds include:</p> <ol style="list-style-type: none"> 1. FARA Annual Meeting. 2. NCAA Convention. 3. NCAA Inclusion Forum. 4. NCAA Regional Rules Seminar. 5. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIIAA, Women’s Leaders in Sports. <p>If a conference desires to host a professional development event not on this list (i.e., a conference-based event), it may do so on a schedule not to exceed once every three years. In order to permissibly use funding in this manner, an agenda and attendee list must be approved by the NCAA staff grant administrator in advance of such an event.</p> <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>

<p>Campus Senior Woman Administrators (SWA)</p> <p>Annual spending is strongly encouraged, but optional.</p>	<p>Preapproved uses of SWA funds include:</p> <ol style="list-style-type: none"> 1. NCAA Convention. 2. NCAA Inclusion Forum. 3. NCAA Regional Rules Seminar. 4. Women Leaders in Sports Convention. 5. NCAA and Women Leaders in Sports Women's Leadership Symposium. 6. Women Leaders in Sports Institutes (Administrative Advancement, Leadership Enhancement and Executive). 7. Title IX seminars, generally. 8. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIII AA, Women's Leaders in Sports. 9. Women Leaders in Sports Membership Dues. 10. WeCOACH attendance and membership. 11. NACDA/NADIII AA membership dues. <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>Campus Athletics Communication and Sports Information Directors</p> <p>Annual spending is strongly encouraged, but optional.</p>	<p>Preapproved uses of member institution SIDs funds include:</p> <ol style="list-style-type: none"> 1. The annual CSC meeting. 2. The annual ECAC SIDA meeting. 3. CSC and ECAC-SIDA membership dues. 4. NACDA/NADIII AA membership dues. <p>If a conference desires to host a professional development event not on this list (i.e., a conference-based event), it may do so on a schedule not to exceed once every three years. In order to permissibly use funding in this manner, an agenda and attendee list must be approved by the NCAA staff grant administrator in advance of such an event.</p> <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>

<p>Athletic Direct Reports (ADR - Vice Presidents OR Presidents to whom athletics directly reports)</p> <p>Annual spending is strongly encouraged, but optional.</p>	<p>Preapproved uses of ADR funds include:</p> <ol style="list-style-type: none"> 1. NCAA Convention. 2. NCAA Inclusion Forum. 3. NCAA Regional Rules Seminar. 4. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIIIAA, Women’s Leaders in Sports. 5. NACDA/NADIIIAA membership dues. <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>Conference Office Staff (including Commissioners, Assistant Commissioners and conference Sports Information Directors)</p> <p>No more than 25 percent of the Tier One total amount can be spent within this category.</p> <p>Annual spending is strongly encouraged, but optional.</p>	<p>Preapproved uses of Conference Office staff funds include:</p> <ol style="list-style-type: none"> 1. Attendance at D3CA meetings; 2. Attendance at any Regional Commissioner Meeting; 3. CSC and/or ECAC SIDA meetings; 4. NCAA Convention; 5. NCAA Regional Rules Seminars; 6. NCAA Inclusion Forum; 7. Women’s Leaders in College Sports Convention; 8. NCAA Women's Leadership Symposium; 9. Women’s Leaders in College Sports Institutes. 10. Title IX seminars. 11. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIIIAA, Women’s Leaders in College Sports. 12. NACDA/NADIIIAA membership dues. <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>Black, Indigenous and People of Color</p> <p>Annual spending is strongly encouraged, but optional.</p>	<p>Preapproved uses of BIPOC funds include:</p> <ol style="list-style-type: none"> 1. General administrative professional development opportunities offered by the affiliate groups of the BCA, MOAA, NACDA, NADIII AA, Women’s Leaders in College Sports. 2. NCAA Convention; 3. NCAA Inclusion Forum (see exception two below for attendance by non-ethnic minority); 4. NCAA Regional Rules Seminar; and 5. MOAA/NACDA/NADIII AA membership dues. 6. Any of the above programming for Athletic Diversity and Inclusion Designees (ADIDs) <p>Exception one: If a conference does not have a racial or ethnic minority administrator available to attend one of the preapproved events, they also may send an ethnic minority coach to an event other than a coaching convention or send an ethnic minority student-athlete to the NCAA Convention. In the latter case, the student-athlete must have an interest in pursuing a career in athletics, and the conference must commit to making the Convention a meaningful experience for the student-athlete.</p> <p>Exception two: If all options for racial or ethnic minority candidates have been exhausted, conferences may provide funding for any administrator to attend an event specifically designed to increase campus or conference diversity or to help campuses or conferences develop strategies to generate diverse candidate pools. An example of such an event would be the NCAA Inclusion Forum.</p> <p>If a conference desires to host a professional development event not on this list (i.e., a conference-based event), it may do so on a schedule not to exceed once every three years. In order to permissibly use funding in this manner, an agenda and attendee list must be approved by the NCAA staff grant administrator in advance of such an event.</p> <p>NOTE: Other uses may be permissible; however, require approval from the conference grant administrator.</p>
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<p>Athletic Trainers</p> <p>Annual spending is strongly encouraged, but optional.</p>	<p>Preapproved uses of Athletic Trainers funds include:</p> <ol style="list-style-type: none"> 1. NATA Annual Clinical Symposia & AT Expo. 2. College Athletic Trainers' Society (CATS) Annual Meeting. 3. Any expenses Related to Certification-Based Clinics or Training Sessions (e.g., Local, Regional or State Clinics). 4. NATA membership dues. <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>Coaching Education and Enhancement</p> <p>Annual spending is strongly encouraged, but optional.</p>	<p>Preapproved uses of Coaching Education and Enhancement include:</p> <ol style="list-style-type: none"> 1. Professional development activities for coaches (including Strength and Conditioning coaches). 2. Host session on professional ethics in coaching. 3. Attendance at Intercollegiate Athletics Forum. 4. New coach's seminar (compliance review, general). 5. Support attendance at the NCAA Coaches Academy. 6. Membership dues (e.g., MOAA, NACDA, CSC, Women Leaders in Sports, WeCOACH, etc.)

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. **Mental and Physical health.**
 22. Motivational speaker for student-athletes*.
 23. Name, Image and Likeness (NIL) rules compliance education and monitoring (i.e., approved apps so far: Athliance and Opendorse).
 24. Nutritional/diet information (handbook, access to nutritionist).
 25. OneTeam training (e.g., travel and session-related expenses).
 26. Personal Protective Equipment (PPE).
 27. Purchase of AEDs.
 28. Rest/recovery education.
 29. Safe competition techniques.
 30. Special Olympics initiatives (See the Division III Special Olympics partnership website for programming ideas).
 31. Sports massage and relaxation techniques.
 32. Student-athlete attendance at NCAA Convention.
 33. Time management skills training*.
 34. Training for student-athlete mentors (SAM program).
 35. Treatments by sports psychologist to address issues including stress management, anxiety, burnout and life balance.
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36. Sports Wagering Prevention (this is a subtopic of student-athlete well-being). The NCAA's Sports Wagering webpage offers further information.
- a. Funding for awareness around National Problem-Gambling Awareness week. This can be a campus-wide event with a sport wagering focus. Awareness week is strategically placed in March soon after Super Bowl and before March Madness.
 - b. Giveaways for students during National Problem-Gambling Awareness week for participation in organized prevention events.
 - c. Advertising about Awareness week or other gambling prevention on campus (television scrolls, campus newspaper; local newspaper, mass emails).
 - d. Posters/postcards to promote prevention events or to disseminate information about gambling (i.e., sports betting/office pools).
 - e. Campus speaker about gambling.
 - f. Distribution of problem-gambling brochure to student-athletes and parents.
 - g. Employ the StepUP program, a pro-social behavior/bystander-intervention program.
 - h. Annual letters to local media.
 - i. Gambling websites blocked in computer labs.
 - j. Conduct a Wellness Assessment Survey.
 - k. Props for tabling events to attract students (green felt, card shuffler, display board).
 - l. Funding for a campus task force lead by athletics using the National Center for Responsible Gaming (NCRG) report to help guide policy and prevention (See ncrg.org website for report and recommendations).
37. 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
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- 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. Gameday the DIII Way training (e.g., travel and session-related expenses).
10. Halftime events.
11. In-game announcements.
12. Newspaper ads promoting sportsmanship.
13. Partnering with SAAC for workshops and seminars.
14. 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.
15. Positive spectator engagement.
16. Promotional items including, but not limited to, awareness bracelets and t-shirts.
17. Sportsmanship day.
18. Sportsmanship summit including supervisor of officials, student-athletes, coaches and directors of athletics.

For additional information, please refer to 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., RefQuest).

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 RefQuest).
8. Officiating crew manuals.
9. Officials Appreciation Week.

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, CSC, Women Leaders in 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.
- 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. 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 CONFERENCES					
Form	Description	Who Signs or Is Responsible	Destination	Due Date	NCAA Contact
Championships					
<u>Automatic Qualification Form</u>	Conferences eligible for automatic qualification for future championships are required to submit an automatic qualification form for all seasons.	Conference Staff	NCAA national office via the <u>NCAA Championships Bid and Profile System</u>	February 1 <i>For the following academic year.</i>	Laura Peterson lpeterson@ncaa.org
<u>Notification of Conference Automatic Qualifier Form</u>	Conferences eligible for automatic qualification are required to submit the form immediately after awarding the conference automatic qualification representative.	Conference Staff	NCAA national office via the <u>Automatic Qualification Notification Form</u>	Immediately after awarding the conference representative.	Laura Peterson lpeterson@ncaa.org
<u>Regional Advisory Committees Appointments</u>	Conferences are responsible for appointing members to the Regional Advisory Committees.	Conference Staff	NCAA national office via the <u>Regional Advisory Committee Master Roster</u>	August 1	Laura Peterson lpeterson@ncaa.org

NCAA DIVISION III ANNUAL LIST OF REQUIRED FORMS AND ACTIONS FOR CONFERENCES

Form	Description	Who Signs or Is Responsible	Destination	Due Date	NCAA Contact
General					
Membership Dues	Multi-sport and single-sport conferences are invoiced via email annually.	Conference Staff	NCAA national office	September 1 <i>Cannot vote at NCAA Convention if membership dues have not been paid.</i>	Mark Aiken maiken@ncaa.org
<u>NCAA Convention Attendance and Assignment of Delegate</u>	Annual Association-wide meeting of all NCAA member institutions and conferences to discuss pertinent issues and vote on legislation.	Conference Commissioner	NCAA national office	Prior to Convention. <i>Delegates may not vote if membership dues have not been paid.</i>	Eric Hartung ehartung@ncaa.org
<u>NCAA Directory</u>	Conferences should update directory contact information as personnel changes take place to keep the conference's page current.	Conference Staff	NCAA national office via the NCAA website (<u>MY Apps</u>)	As needed.	Sadie Martinez smartinez@ncaa.org
<u>Sports Sponsorship and Demographic Report</u>	Conferences must update contact information for administrators. They must report member institutions for the upcoming academic year. Conference office citizenship and ethnicity information is collected.	Conference Staff	NCAA national office via the NCAA website (<u>MY Apps</u>)	June 30 (Due date may vary slightly each year.)	Sadie Martinez smartinez@ncaa.org Keke Liu kliu@ncaa.org

NCAA DIVISION III ANNUAL LIST OF REQUIRED FORMS AND ACTIONS FOR CONFERENCES					
Form	Description	Who Signs or Is Responsible	Destination	Due Date	NCAA Contact
Strategic Initiatives Conference Grant Program	An annual allocation to conferences and the Association of Division III Independents to administer educational programs and services that best meet local needs in support of the Division III strategic plan.	Conference Commissioner	NCAA national office via the NCAA website (My Apps)	Annual Timeline of Key Dates	Ali Spungen aspungen@ncaa.org

NCAA DIVISION III ANNUAL LIST OF REQUIRED FORMS AND ACTIONS FOR INSTITUTIONS					
Form	Description	Who Signs or Is Responsible	Destination	Due Date	NCAA Contact
Student-Athlete Eligibility					
Drug-Testing Consent	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.	forms@ncaa.org
HIPAA/Buckley Amendment Consent/Waiver Form	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).	forms@ncaa.org
International Student-Athlete Amateurism through the NCAA Eligibility Center	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.	ecinfo@ncaa.org
Student-Athlete Affirmation of Eligibility	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.	forms@ncaa.org

NCAA DIVISION III ANNUAL LIST OF REQUIRED FORMS AND ACTIONS FOR INSTITUTIONS					
Form	Description	Who Signs or Is Responsible	Destination	Due Date	NCAA Contact
Student-Athlete Statement	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.	forms@ncaa.org
General					
<u>Campus Sexual Violence Annual Attestation</u>	The policy, which was adopted by the Board of Governors in 2017, reinforces efforts of the Association in addressing campus sexual violence. By completing the attestation form, an institution attests that it has satisfied the policy requirements.	Chancellor/president, director of athletics, and campus Title IX coordinator.	<u>NCAA national office</u> (instructions emailed early September)	First Friday in November to attest to prior academic year.	Morgan Adcock webhelpdesk@ncaa.org
<u>Coaches Rules Test</u>	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 (<u>My Apps</u>)	Available August 1	Brittany Higgins d3coachsexam@ncaa.org
Division III Financial Aid Reporting Program	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 (<u>My Apps</u>)	Between June 1 and mid-September	Eric Hartung ehartung@ncaa.org

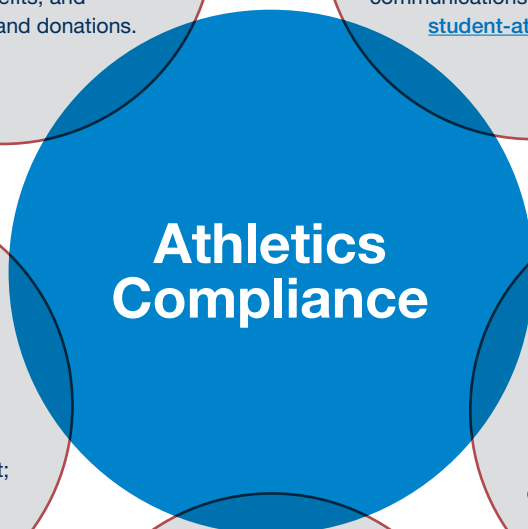
NCAA DIVISION III ANNUAL LIST OF REQUIRED FORMS AND ACTIONS FOR INSTITUTIONS					
Form	Description	Who Signs or Is Responsible	Destination	Due Date	NCAA Contact
<u>Division III In-Region Scheduling Waiver Requirement Form</u>	Institutions that are unable to meet the in-regional scheduling requirement 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 <u>lpeterson@ncaa.org</u>
Membership Dues	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>	Mark Aiken <u>maiken@ncaa.org</u>
<u>NCAA Convention Attendance and Assignment of Delegate</u>	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 <u>ehartung@ncaa.org</u>
<u>NCAA Directory</u>	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 (<u>My Apps</u>)	As needed	Sadie Martinez <u>smartinez@ncaa.org</u>

NCAA DIVISION III ANNUAL LIST OF REQUIRED FORMS AND ACTIONS FOR INSTITUTIONS					
Form	Description	Who Signs or Is Responsible	Destination	Due Date	NCAA Contact
<u>NCAA Membership Financial Reporting System</u>	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 (<u>My Apps</u>)	January 15	Andrea Worlock <u>aworlock@ncaa.org</u>
<u>NCAA Graduation Rates</u>	A compilation of student and student-athlete graduation rates.	Designated Institutional Personnel	NCAA national office (<u>My Apps</u>)	June 1 <i>Institutions are not eligible for championships if data is not submitted.</i>	Sadie Martinez <u>smartinez@ncaa.org</u>
<u>NCAA Regional Rules Seminars</u>	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 <u>NCAARegionalRulesSeminars@ncaa.org</u>
<u>Sports Sponsorship and Demographic Report</u>	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 (<u>My Apps</u>)	June 30 (Due date may vary slightly each year) <i>Institutions are not eligible for championships if data is not submitted.</i>	Sadie Martinez <u>smartinez@ncaa.org</u> Keke Liu <u>kliu@ncaa.org</u>

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?

Correct Requests/Self-Reports Online Case Types and Scenarios
<p>Extension of Eligibility Waiver.</p> <ul style="list-style-type: none">• Student-athlete needs a 10-semester/15-quarter extension.
<p>Legislative Relief Waiver.</p> <ul style="list-style-type: none">• Student-athlete is unable to participate due to participation in organized competition prior to initial collegiate enrollment.• Student-athlete is unable to use a transfer exception.• Student-athlete is unable to participate due to being enrolled less than full-time.• Student-athlete is unable to participate as a postbaccalaureate or graduate student.• Any other request of relief from the legislation not mentioned. <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">• Institution is unable to attend NCAA Convention (annual) or the NCAA Regional Rules Seminar (once in three years) due to unusual circumstances.• 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.• 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.

<ul style="list-style-type: none"> • 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. • Institution failed to sponsor at least three men's and three women's team sports for reasons beyond the institution's control. • Institution failed to sponsor at least one sport per gender in each sport season (fall, winter, spring) for reasons beyond the institution's control. • 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. • Any other request for relief from the legislation in Bylaw 20.
<p>Progress-Toward-Degree Waiver.</p> <ul style="list-style-type: none"> • 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.
<p>Hardship Waiver</p> <ul style="list-style-type: none"> • 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. • 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. • Independent institutions file hardship waivers directly through RSRO to be reviewed by NCAA staff.
<p>Season of Competition/Participation Waiver.</p> <ul style="list-style-type: none"> • 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).

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

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

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

NCAA Division III

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.



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 (LSDB).

NCAA is a trademark of the National Collegiate Athletic Association.



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.

NCAA.org/d3

NCAAADivisionIII

@NCAADIII

YourTube NCAAADivisionIII

CAMPUS VISITS

Official visits		Unofficial visits
Number of Visits Permitted	One financed visit per institution.	Unlimited.
First Opportunity to Visit	January 1 of the prospective student-athlete's (PSA) junior year in high school.	Any time.
Permissible Length of Visit	Shall not exceed 48 hours. The 48-hour period begins at the time the PSA arrives on campus.	No time limitations.
Meals	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.
Lodging	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.
Entertainment	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.
Complimentary Admissions to Home Athletics Event	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.
Transportation	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
Before the PSA submits a financial deposit to the institution	<ul style="list-style-type: none"> Send private/direct messages to the PSA (or PSA's family) using social media. 	<ul style="list-style-type: none"> Send a public message to the PSA (or PSA's family) on social media. Post information about the PSA on social media. Like the PSA's post (or a post the PSA is tagged in). Follow, friend, retweet, tag or post to the PSA's page/timeline.
After the PSA submits a financial deposit to the institution, but before May 1 of the senior year in high school	<ul style="list-style-type: none"> Send private/direct messages to the PSA (or PSA's family) using social media. Use social media to announce the PSA's commitment to attend the institution, without tagging the PSA. 	<ul style="list-style-type: none"> Send a public message to the PSA (or PSA's family) using social media. Like the PSA's post (or a post the PSA is tagged in). Follow, friend, retweet, tag or post to the PSA's page/timeline.
After the PSA submits a financial deposit to the institution, and it is after May 1 of the senior year in high school	<ul style="list-style-type: none"> Send private/direct messages to the PSA (or PSA's family) using social media. Use social media to announce the PSA's commitment to attend the institution. Send a public message to the PSA (or PSA's family) using social media. Like the PSA's post (or a post the PSA is tagged in). Follow, friend, retweet, tag or post to the PSA's page/timeline. 	

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.

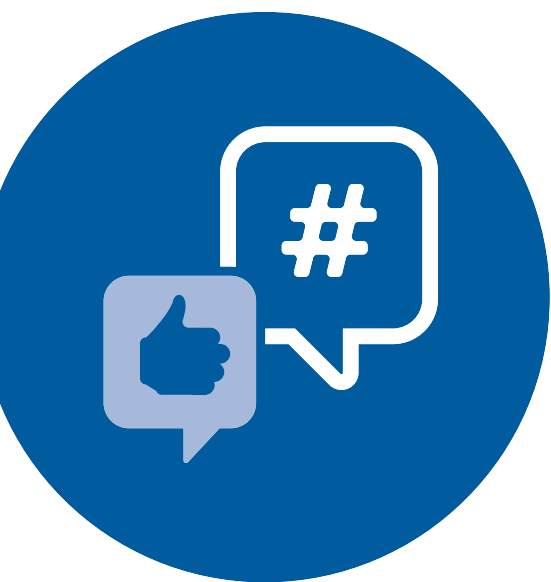
NON-ATHLETICS INSTITUTIONAL ACCOUNTS

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?

		
 FACEBOOK	<ul style="list-style-type: none"> • Send/accept a friend request to or from PSA. • Utilize private messenger/chat function. • Like a status, photo or post. • Share a post (without comment). 	<ul style="list-style-type: none"> • Post on PSA's wall. • Comment on a status, photo or post. • Utilize a group messenger/chat function.
 TWITTER	<ul style="list-style-type: none"> • PSA can follow coach; coach can follow PSA. • Retweet PSA's tweet (without comment). • Favorite PSA's tweet. • Utilize private direct message function. 	<ul style="list-style-type: none"> • Tweet using PSA's Twitter handle (@PSA). • Tag PSA in a post. • Reply to PSA's tweet.
 INSTAGRAM	<ul style="list-style-type: none"> • PSA can follow coach; coach can follow PSA. • Like PSA's photo. 	<ul style="list-style-type: none"> • Tag PSA in a post. • Comment on PSA's photo.
 SNAPCHAT	<ul style="list-style-type: none"> • Send/accept a friend request to or from PSA. • Send and receive snaps (photos/videos). • Utilize private chat function. 	<ul style="list-style-type: none"> • Utilize group snap function. • Utilize group chat function.
 LINKEDIN	<ul style="list-style-type: none"> • Send/accept connection requests to or from PSA. • Utilize private in-message function. • Share PSA's post (without comment). • Like PSA's post. 	<ul style="list-style-type: none"> • Recommend or endorse PSA. • Comment on PSA's post.
 PINTEREST	<ul style="list-style-type: none"> • PSA can follow coach; coach can follow PSA. • Coach can re-pin PSA's post. 	<ul style="list-style-type: none"> • Tag PSA.
 TIKTOK	<ul style="list-style-type: none"> • PSA can follow coach; coach can follow PSA. • Like PSA's post. 	<ul style="list-style-type: none"> • Reply to PSA's post. • Tag PSA in a post.

*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

RULE CREATION

WHO DOES IT

- ❖ Divisional leadership with assistance from membership committees

WHAT IT DOES

- ❖ NCAA members propose, consider and adopt rules to uphold the values and protect the integrity of college sports

ENFORCEMENT

WHO IT IS

- ❖ NCAA national office staff, including former coaches, campus administrators, compliance officers, college athletes, attorneys and more

WHAT IT DOES

- ❖ Monitors information regarding potential violations
- ❖ Investigates potential threats to college sports
- ❖ Processes less serious violations (secondary) without an investigation
- ❖ Provides notice of alleged violations
- ❖ Presents cases to Committee on Infractions

COMMITTEE ON INFRACTIONS

WHO IT IS

- ❖ Qualified representatives from member schools, conferences and the public, including faculty athletics representatives, senior women's administrators, compliance directors, a member of the Division II Management Council and more

WHAT IT DOES

- ❖ Reviews information from the school and involved individuals
- ❖ Conducts hearings
- ❖ Resolves factual disputes
- ❖ Concludes whether violations occurred
- ❖ Prescribes appropriate penalties
- ❖ Issues written decision

INFRACTIONS APPEALS COMMITTEE

WHO IT IS

- ❖ Qualified representatives from member schools, conferences and the public, including university and athletics administrators

WHAT IT DOES

- ❖ If school or individual appeals, reviews initial Committee on Infractions decision
- ❖ Conducts hearings
- ❖ Determines if Committee on Infractions decision should be affirmed or reversed
- ❖ Provides final word on violation and penalties

MONITORING

WHO DOES IT

- ❖ Committee on Infractions

WHAT IT DOES

- ❖ Reviews annual compliance reports from school
- ❖ Analyzes compliance with penalties and requirements
- ❖ Requests follow-up information, if needed
- ❖ Restores full membership rights at conclusion of probation

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.

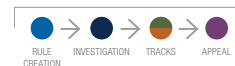
EXEMPLARY COOPERATION

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.

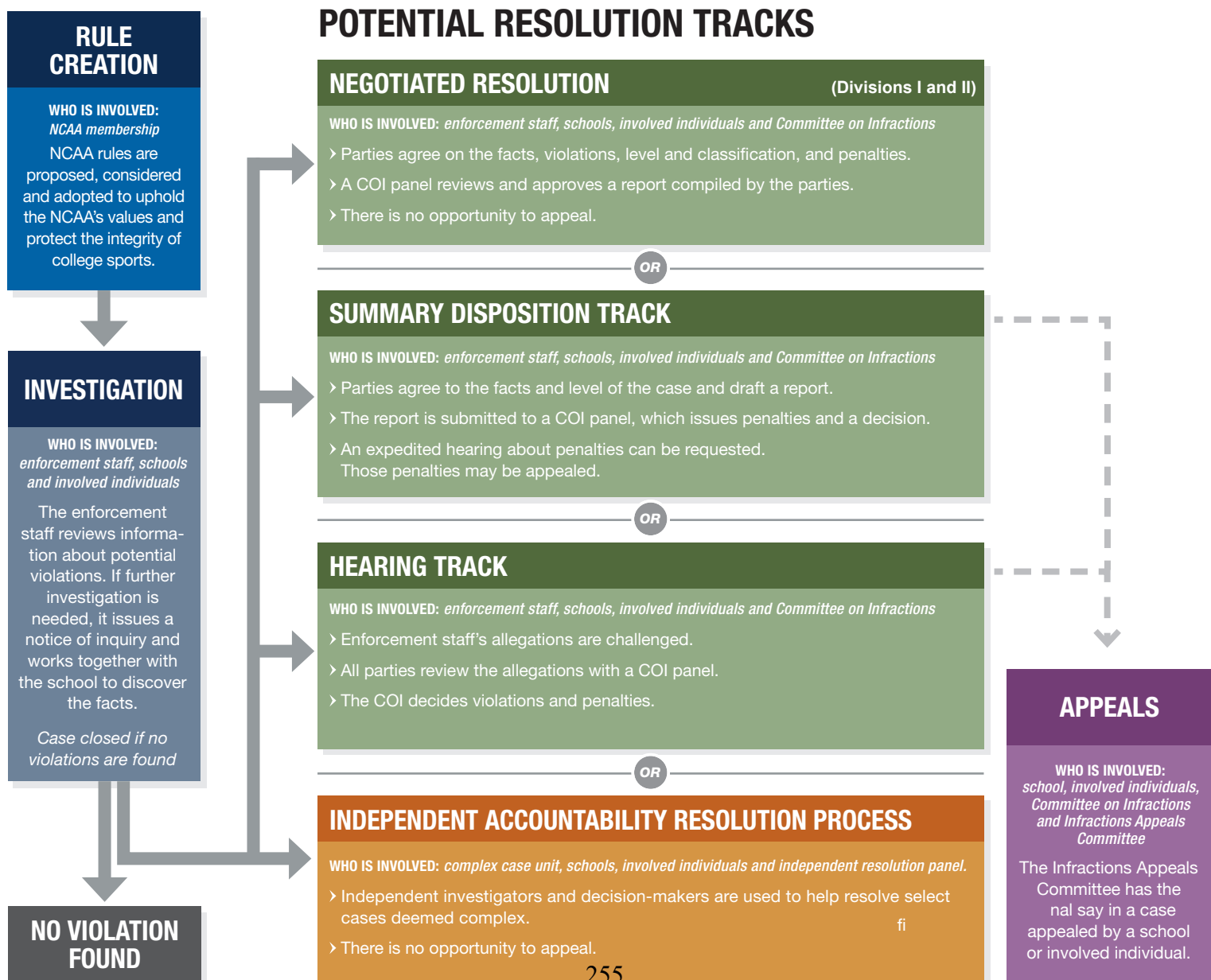
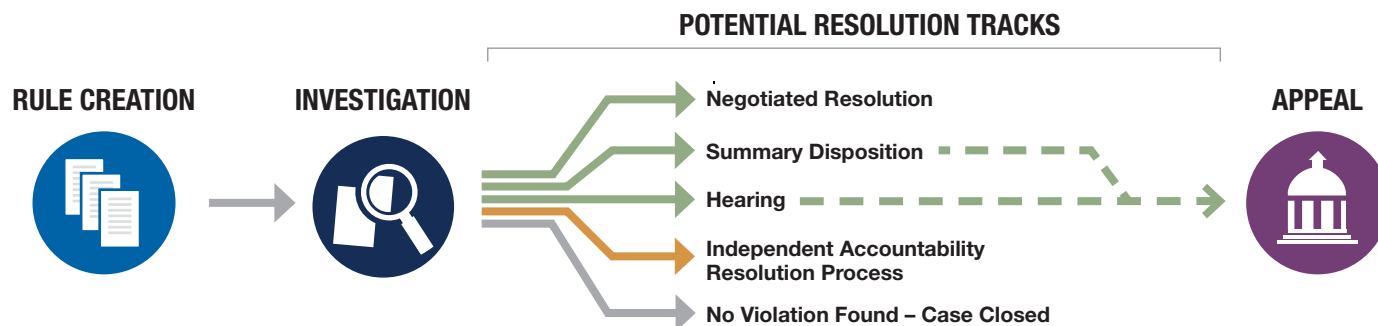
FAILURE TO COOPERATE

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

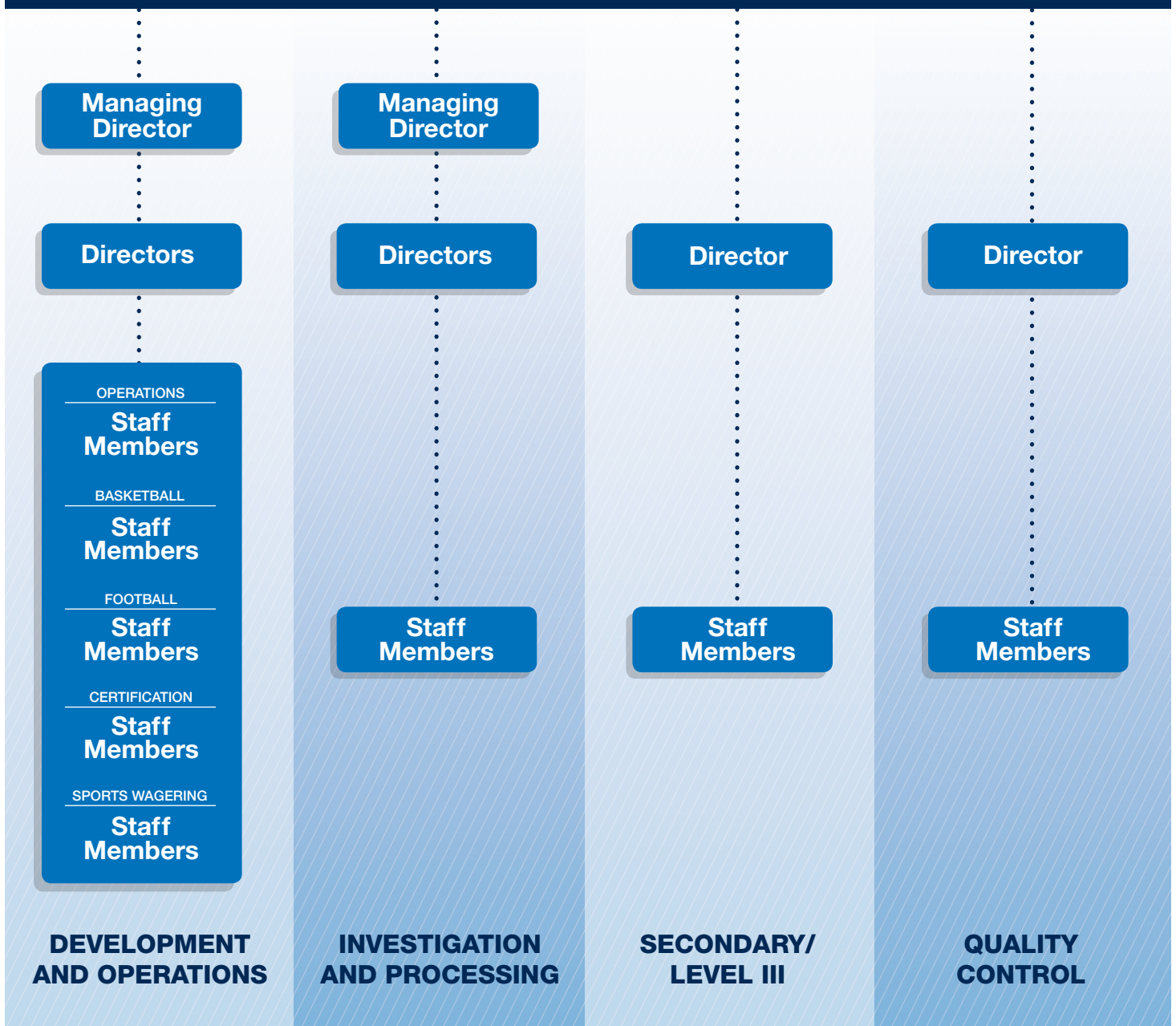
The NCAA enforcement staff is divided into specialty teams shown below. The **development and operations staff** provides sport-specific subject matter expertise in football, basketball, track and field, and baseball. It also reviews potential violations, complementing the **investigation and processing 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



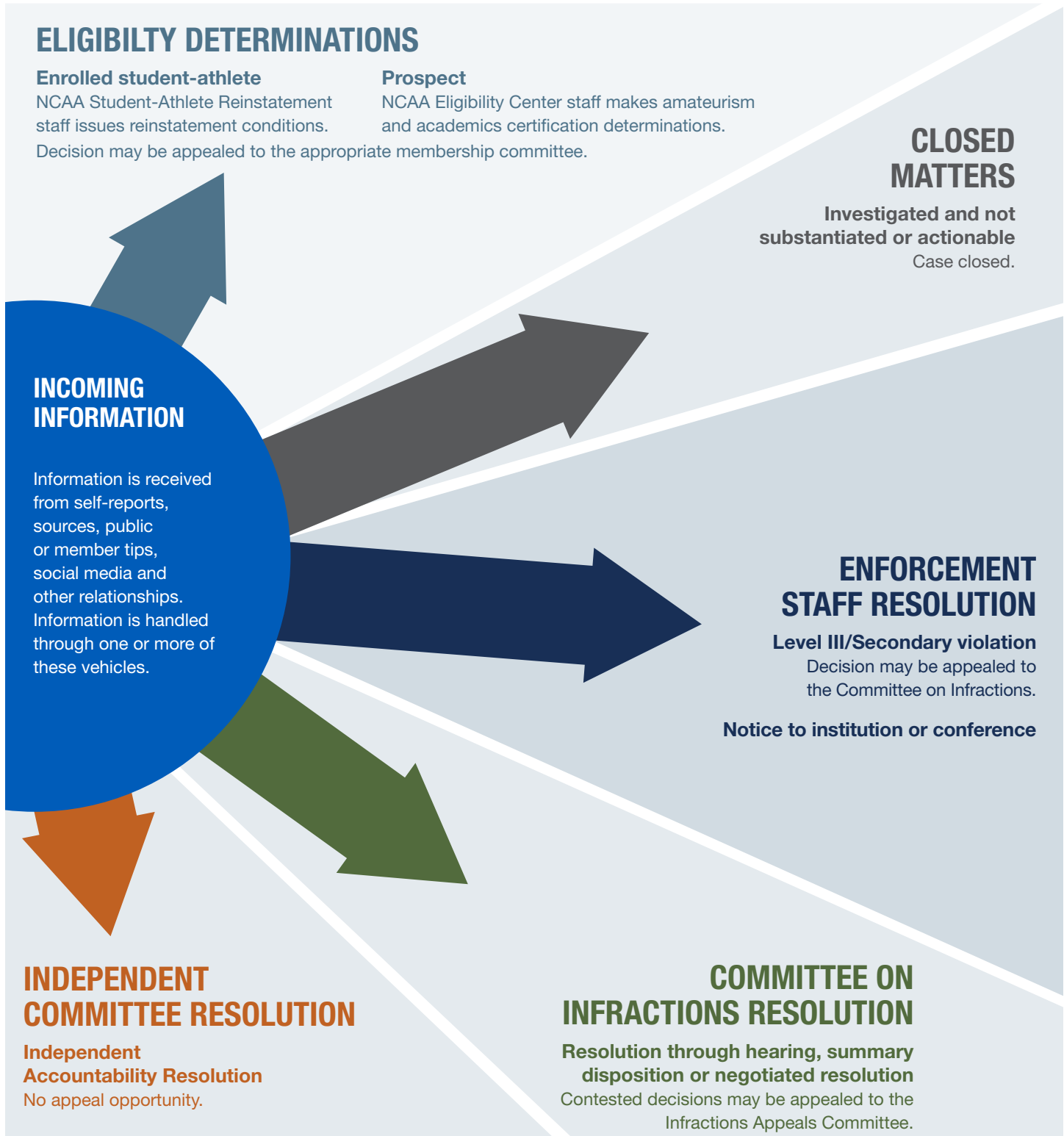
Paths for Handling Potential Violations



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.



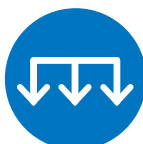
Case assigned to SAR staff member who collaborates with institution to resolve questions and obtain additional information, if necessary.



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.

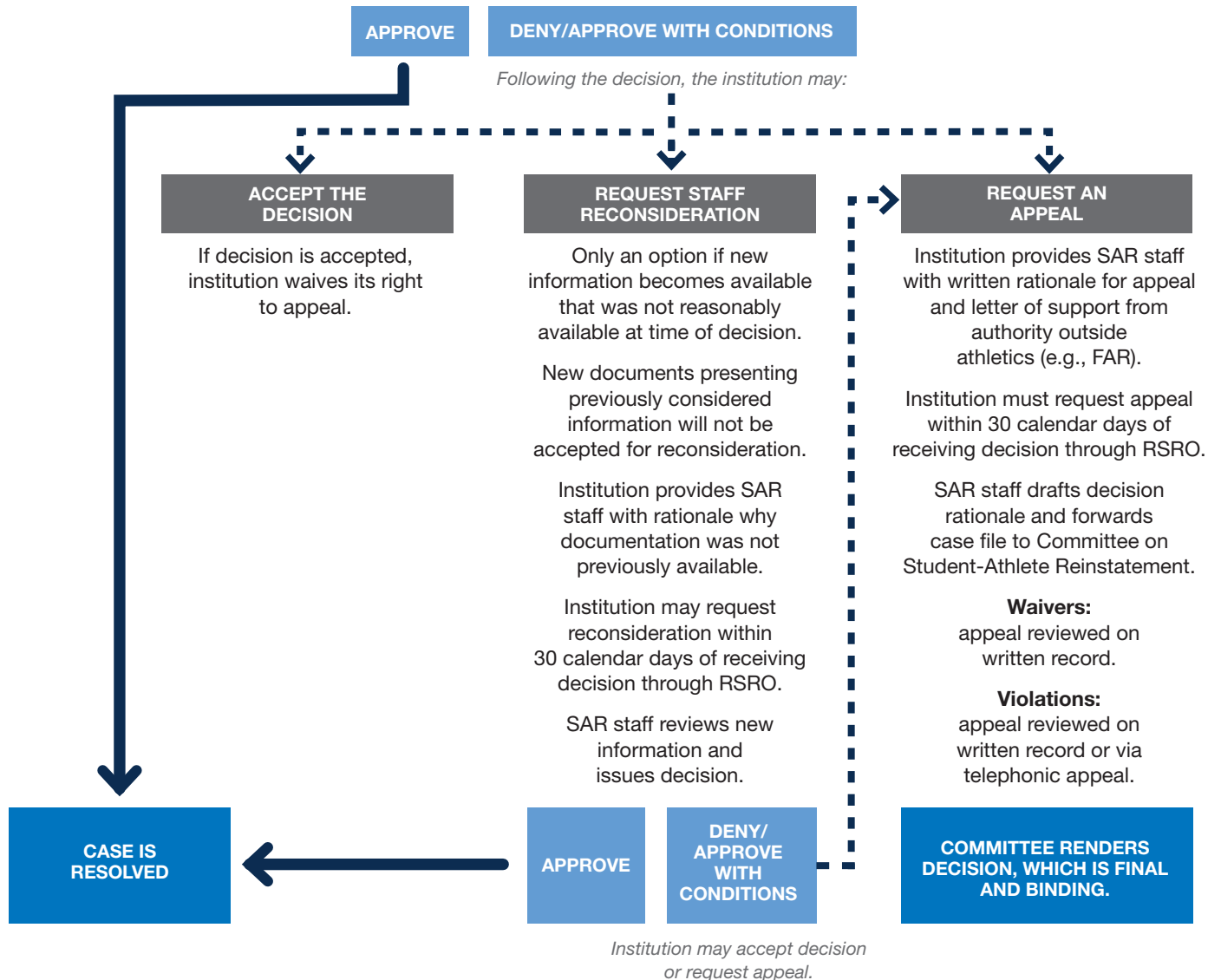


Institution may accept staff decision, request reconsideration or request appeal.

(See appeal section on next page)

Student-Athlete Reinstatement Process continued

DECISION IS MADE



COMMITTEE COMPOSITION



5

MEMBERS

The Divisions I, II and III Committees for Student-Athlete Reinstatement are each comprised of five members from divisional institutions and conferences, and one Student-Athlete Advisory Committee representative.

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 17.02.1.1) by any members of a team	✓	
Meetings, like those listed in Bylaw 17.02.1.1.1.1		✓
Fundraising, as outlined in Bylaw 17.02.1.1.1.2		✓
Observing activities, such as those in Bylaw 17.02.1.1.1.3		✓
Voluntary strength and conditioning activities, like the ones in Bylaw 17.02.1.1.1.4		✓
Coach interacting with a student-athlete's social media post about voluntary workouts	✓	
Voluntary leadership programming, as defined in Bylaw 17.02.1.1.1.5		✓
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.
---	---

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 17.02.1.1) by any members of a team	✓	
Meetings, like those listed in Bylaw 17.02.1.1.1.1		✓
Fundraising, as outlined in Bylaw 17.02.1.1.1.2		✓
Observing activities, such as those in Bylaw 17.02.1.1.1.3		✓
Voluntary strength and conditioning activities, like the ones in Bylaw 17.02.1.1.1.4		✓
Coach interacting with a student-athlete's social media post about voluntary workouts	✓	
Voluntary leadership programming, as defined in Bylaw 17.02.1.1.1.5		✓
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



Basketball



Bowling



Fencing



Gymnastics



Ice Hockey



Rifle



Skiing



Swimming and Diving



Indoor Track and Field



Wrestling

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 17.02.1.1) 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 17.02.1.1.1		✓
Fundraising, as outlined in Bylaw 17.02.1.1.2		✓
Observing activities, such as those in Bylaw 17.02.1.1.3		✓
Voluntary strength and conditioning activities, like the ones in Bylaw 17.02.1.1.4		✓
Coach interacting with a student-athlete's social media post about voluntary workouts	✓	
Voluntary leadership programming, as defined in Bylaw 17.02.1.1.5		✓
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 RSR0.



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 17.02.1.1) by any members of a team	✓	
Meetings, like those listed in Bylaw 17.02.1.1.1.1		✓
Fundraising, as outlined in Bylaw 17.02.1.1.1.2		✓
Observing activities, such as those in Bylaw 17.02.1.1.1.3		✓
Voluntary strength and conditioning activities, like the ones in Bylaw 17.02.1.1.1.4		✓
Coach interacting with a student-athlete's social media post about voluntary workouts	✓	
Voluntary leadership programming, as defined in Bylaw 17.02.1.1.1.5		✓
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 2024-2026

		2024-25	2025-26
Baseball	Selections	May 12	May 11
	Regionals	May 16-18	May 15-17
	Super Regionals	May 23-24	May 22-23
	Finals	May 30-June 5	May 29-June 4
	Host	North Coast Athletic Conference/Greater Cleveland Sports Commission Cleveland, OH	
Men's Basketball	Location		
	Selections	March 2	March 1
	First/Second Round	March 7-8	March 6-7
	Sectionals	March 14-15	March 13 or 14
	Finals	March 20 and 22	March 20-21; and April 5 (Indy)
Women's Basketball	Host	Manchester/Visit Fort Wayne Fort Wayne, IN	
	Location		
	Selections	March 2	March 1
	First/Second Round	March 7-8	March 6-7
	Sectionals	March 14-15	March 13-14
Cross Country	Finals	March 20 and 22	March 12 and 14
	Host	Old Dominion Athletic Conference/City of Salem Salem, VA	
	Location		
	Selections	Nov. 17	Nov. 16
	Regionals	Nov. 16	Nov. 15
Field Hockey	Finals	Nov. 23	Nov. 22
	Host	Rose-Hulman Institute of Technology Terre Haute, IN	
	Location		
	Selections	Nov. 10	Nov. 9
	First Round	Nov. 13	Nov. 12
Football	Second/Third Round	Nov. 16-17	Nov. 15-15
	Finals	Nov. 22 and 24	Nov. 21 and 23
	Host	Washington and Lee University Lexington, VA	
	Location		
	Selections	Nov. 17	Nov. 16
Men's Golf	First Round	Nov. 23	Nov. 22
	Second Round	Nov. 30	Nov. 29
	Third Round	Dec. 7	Dec. 6
	Quarterfinals	Dec. 14	Dec. 13
	Semifinals	Dec. 21	Dec. 20
Baseball	Finals	Jan. 4, 2025	Jan. 10, 2026
	Host	University of Mary Hardin-Baylor/Harris County & Houston Sports Commission Houston, TX	
	Location		
	Selections	May 12	May 4
	Finals	May 20-23	May 12-15
Men's Golf	Host	St. John Fisher College/Rochester NY Sports Commission Penfield, NY	
	Location		
	Selections		
	Finals		
	Host	Oglethorpe/Greater Orlando Sports Commission Howey-in-the-Hills, FL	

Women's Golf	Selections	5-May	11-May
	Finals	May 13-16	May 19-22
	Host	University of Mary Hardin-Baylor/Harris County & Houston Sports Commission	
Men's Ice Hockey	Location	Houston	Palm Desert, CA
	Selections	March 9	March 8
	First Round	March 15	March 14
	Quarterfinals	March 22	March 21
	Finals	March 28 and 30	March 26 and 28
Women's Ice Hockey	Host	TBD	Utica College
	Location	Non-predetermined	Utica, NY
	Selections	March 9	March 8
	First Round	March 15	March 11
	Quarterfinals	March 22	March 14
Men's Lacrosse	Finals	March 28 and 30	March 20 and 22
	Host	University of Wisconsin, River Falls	TBD
	Location	River Falls, Wisconsin	Non-predetermined
	Selections	May 4	May 3
	First Rounds	May 7	May 6
Women's Lacrosse	Second & Third Rounds	May 10-11	May 9-10
	Quarterfinals & Semifinals	May 17-18	May 16-17
	Finals	May 25	May 24
	Host	Harvard/Kraft Sports & Entertainment	Harvard/Kraft Sports & Entertainment
	Location	Foxborough, MA	Foxborough, MA
Rowing	Selections	May 4	May 3
	First Round	May 10	May 9
	Second Round	May 11	May 10
	Regionals	May 17-18	May 16-17
	Finals	May 23 and 25	May 22 and 24
Men's Soccer	Host	Babson College	Babson College
	Location	Babson Park, MA	Babson Park, MA
	Selections	May 12	May 11
	Finals	May 30-31	May 29-30
	Host	Metro Atlantic Athletic Conference	University of North Georgia
Women's Soccer	Location	West Windsor, NJ	Gainesville, GA
	Selections	Nov. 10	Nov. 9
	First/Second Rounds	Nov. 16-17	Nov. 15-16
	Sectionals	Nov. 23-24	Nov. 22-23
	Finals	Dec. 5 and 7	Dec. 5 and 7
Women's Soccer	Host	UNLV/Las Vegas Events	
	Location	Las Vegas, NV	
	Selections	Nov. 10	Nov. 9
	First/Second Rounds	Nov. 16-17	Nov. 15-16
	Sectionals	Nov. 23-24	Nov. 22-23
Men's Soccer	Finals	Dec. 6 and 8	Dec. 4 and 6
	Host	UNLV/Las Vegas Events	
	Location	Las Vegas, NV	

Softball	Selections	May 12	May 11
	Regionals	May 15-17	May 14-16
	Super Regionals	May 23-24	May 22-23
	Finals	May 29 - June 4	May 28 - June 3
	Host	Illinois Wesleyan University	Old Dominion Athletic Conference/City of Salem
Swimming & Diving	Location	Bloomington, IL	Salem, VA
	Selections	Feb. 27	Feb. 26
	Regionals (Diving)	Feb. 28-Mar. 1	Feb. 27-28
	Finals	March 19-22	March 18-21
	Host	Old Dominion Athletic Conference/City of Salem	Franklin College/Indiana Sports Corporation
Men's & Women's Tennis	Location	Salem, VA	Indianapolis
	Selections	May 5	May 4
	First/Second/Third Round	May 9-11	May 8-10
	Finals	Men: May 19-26; Women: May 20-27	Women: May 18-25; Men: May 19-26
	Host	Claremont-Mudd-Scripps	University of the South/Chattanooga Sports Commission
Indoor Track & Field	Location	Claremont, CA	Chattanooga, TN
	Selections	March 9	March 8
	Finals	March 14-15	March 13-14
	Host	Nazareth College/Rochester NY Sports Commission	Birmingham-Southern College/City of Birmingham
	Location	Rochester, NY	Birmingham, AL
Outdoor Track & Field	Selections	May 18	May 17
	Finals	May 22-24	May 21-23
	Host	North Coast Athletic Conference/Greater Cleveland Sports Commission	University of Wisconsin, LaCrosse
	Location	Geneva, OH	LaCrosse, WI
	Selections	April 13	April 12
Men's Volleyball	Preliminary Round	April 18-19	April 17-18
	Finals	April 25 and 27	April 24 and 26
	Host	Old Dominion Athletic Conference/City of Salem	Springfield College
	Location	Salem, VA	Springfield, MA
	Selections	Nov. 17	Nov. 16
Women's Volleyball	Regionals	Nov. 21-23	Nov. 20-22
	Finals	Dec. 4-5 and 7	Dec. 3-4 and 6
	Host	Old Dominion Athletic Conference/City of Salem	Illinois Wesleyan University
	Location	Salem, VA	Bloomington, IL
	Regionals	Feb. 28-Mar. 2	Feb. 27-Mar. 1
Wrestling	Finals	March 14-15	Mar. 13-14
	Host	Johnson & Wales University	American Rivers Conference
	Location	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; 317-917-6477
 JP Williams – jpwilliams@ncaa.org; 317-917-6761
 Margaret Gaines – mgaines@ncaa.org; 317-917-6450

Sport Committee	Tournament Operations (Phone: 317-917-XXXX)	
Baseball	JP Williams – 6761 jpwilliams@ncaa.org	Jonathan Youngblood - 6965 jyoungblood@ncaa.org
Men's Basketball	Alex Dickey – 3527 amdickey@ncaa.org	-----
Women's Basketball	Kelly Whitaker – 6511 kwhitaker@ncaa.org	Ethan Walker – 6476 ewalker@ncaa.org
Men's and Women's Cross Country	Laura Peterson – 6477 lpeterson@ncaa.org	Margaret Gaines - 6450 mgaines@ncaa.org
Field Hockey	Caleb Kolby – 6180 ckolby@ncaa.org	Markell Staton - 6502 mstaton@ncaa.org
Football	JP Williams – 6761 jpwilliams@ncaa.org	Jonathan Youngblood - 6965 jyoungblood@ncaa.org
Men's Golf	Ryan Richardson - 6338 rrichardson@ncaa.org	Mariah Martin
Women's Golf	Demetria Young – 6270 dyoung@ncaa.org	Marian Martin
Men's Ice Hockey	Will Hopkins – 6779 whopkins@ncaa.org	Mariah Martin
Women's Ice Hockey	Ryan Richardson - 6338 rrichardson@ncaa.org	Dante Jones djones@ncaa.org
Men's Lacrosse	Will Hopkins – 6779 whopkins@ncaa.org	Dante Jones djones@ncaa.org
Women's Lacrosse	Kevin Alcox – 6085 kalcox@ncaa.org	Bryce Peters – 6855 bpeters@ncaa.org
Rowing	Zach Christopher – 6112 zchristopher@ncaa.org	Ethan Walker – 6476 ewalker@ncaa.org
Men's Soccer	Kevin Alcox – 6085 kalcox@ncaa.org	Bryce Peters – 6855 bpeters@ncaa.org
Women's Soccer	Kelly Whitaker – 6511 kwhitaker@ncaa.org	Ethan Walker – 6476 ewalker@ncaa.org
Softball	Corey Bray cbray@ncaa.org	Markell Staton - 6502 mstaton@ncaa.org
Men's and Women's Swimming and Diving	Corey Bray cbray@ncaa.org	Sadie Redburn sfoster@ncaa.org
Men's Tennis	Victoria Lipscomb – 6764 vlipscomb@ncaa.org	Raymon Gaddis rgaddis@ncaa.org
Women's Tennis	Raymon Gaddis rgaddis@ncaa.org	Bryce Peters – 6855 bpeters@ncaa.org
Men's and Women's Track and Field	Laura Peterson – 6477 lpeterson@ncaa.org	Margaret Gaines - 6450 mgaines@ncaa.org
Men's Volleyball	Jonathan Youngblood - 6965 jyoungblood@ncaa.org	-----
Women's Volleyball	Victoria Lipscomb – 6764 vlipscomb@ncaa.org	Raymon Gaddis rgaddis@ncaa.org
Wrestling	JP Williams – 6761 jpwilliams@ncaa.org	Jonathan Youngblood - 6965 jyoungblood@ncaa.org

OVERVIEW OF THE NCAA PLAYING RULES PROCESS

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 NCAA 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, PROP was created.

PROP's broad charge 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 Panel consists of 12 members, including six from Division I and three representatives each from Divisions II and III. A single conference may not have more than one representative on the panel. Within the Division I membership, there are three members directly appointed to the Panel from the Collegiate Commissioners Association (CCA). Additionally, one member each comes from the Divisions II and III Championship Committees.

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:

1. Recruiting;
2. Scrimmages;
3. Practices;
4. Compliance issues; or
5. 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 and has 13 playing rules committees.

Fall	Winter	Spring
Cross Country	Women's Basketball	Baseball
Football	Bowling	Softball
Soccer	Ice Hockey	Women's Water Polo
Women's Volleyball	Swimming and Diving	Outdoor Track and Field
Men's Water Polo	Indoor Track and Field	Men's Lacrosse
Men's Basketball	Wrestling	Women's Lacrosse

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
Rowing	United States Rowing Association
Skiing	International Ski Federation/US Ski Association
Beach Volleyball	USA Volleyball
Tennis	Intercollegiate Tennis Association
Men's Volleyball	USA 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 Improvement 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;
- Men's and Women's Water Polo;
- Women's Volleyball, and
- Wrestling.

For sports that do not have an officiating program (e.g., tennis), it is permissible for the sport to work with a national governing body and/or association 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 and officiating 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, coaches associations have been increasingly helpful by assisting the rules committees in the distribution of surveys, bulletins and other materials. Coaches associations often have the most up-to-date databases and email contacts for coaches, who are a key constituency for playing rules committees.

In some cases, the coaches associations have reserved space in newsletters and websites, 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:

1. Proposal development/annual meeting;
2. Approval process;
3. Feedback/communication; and
4. Education/training.

To illustrate how this process works, a typical cycle for football is listed below:

1. *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.

Governance Federated Rules: Division III Process

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 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 ncaapublications.com or by calling 888/388-9748.

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.

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women's bowling

men's lacrosse

PLAYING RULES & DIVISION III

April 2024

What is a playing rule?

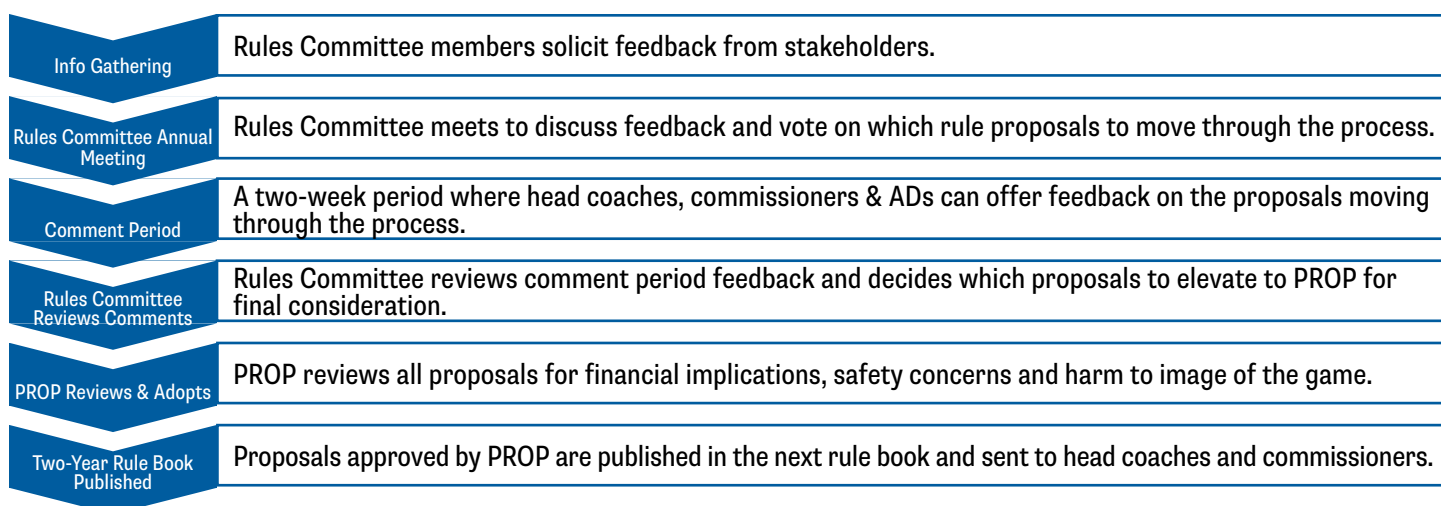
Playing rules are what happens on the field, court, pool, pitch, mat, rink, lane, track or slope when an opponent and officials are present. Playing rules are not what happens during recruiting or practicing, or while working on compliance issues or NCAA championship policies.

What is the difference between a common rule and a federated rule?

A **common** rule is consistent across all three divisions, while a **federated** rule allows for differences by division.

What is the common rule making process and who is involved?

Every two years, each sport undergoes a Playing Rules Cycle.



Stakeholders.

Members of Division III, including coaches, commissioners and athletic administrators.

Rules Committee.

An Association-wide committee that meets to determine which rule changes are elevated to PROP and if proposals are common or federated. DIII is represented on each committee by 2 to 4 members, depending on the sport. For sports using non-NCAA playing rules*, a subcommittee of the DIII Sport Championship Committee serves in this role.

Sport Championship Committee.

A DIII sport-specific committee comprised of coaches and administrators who are experts in their sport, govern each sport and are responsible for administering their respective championships, including establishing brackets and selecting teams to fill them.

PROP.

The Playing Rules Oversight Panel. An Association-wide committee that reviews playing rules proposals and playing rules issues, including implementation of playing rules proposed by rules committees. DIII representation is 3 members.

*sports using non-NCAA playing rules: fencing, field hockey, golf, gymnastics, rifle, rowing, skiing, tennis and men's volleyball.

PLAYING RULES & DIVISION III

April 2024

How does the Division III federated rules process fit in the existing playing rules process?

Info Gathering	Division III members of the Rules Committee meet with the Division III Sport-Specific Championship Committee to discuss potential rule changes. Division III-specific proposals can be submitted to the Rules Committee during the "Call for Proposals" period.
Rules Committee Annual Meeting	Division III members of the Rules Committee may send a Division III-specific rule for comment and members may identify proposals of interest for Division III.
Comment Period	<ul style="list-style-type: none">• There may be Division III-specific rules where only Division III head coaches, commissioners and ADs provide comments.• The membership will be notified when potential rules carry a financial and/or philosophical impact to encourage participation during the comment period.
Rules Committee Reviews Comments	<ul style="list-style-type: none">• Division III members of the Rules Committee meet with the Division III Sport-Specific Championship Committee in an advisory capacity to review the Division III-specific feedback.• During the Association-wide meeting, Division III members may:<ul style="list-style-type: none">• Approve/alter/reject/delay a rule only for Division III.• Reject/alter/delay an adopted common rule as it applies for Division III.
PROP Reviews & Adopts	Division III members of PROP vote on DIII-specific issues
Two-Year Rule Book Published	Proposals approved by PROP are published in the next rule book and sent to head coaches and commissioners.

Can any playing rule be federated?

While PROP has suggested that some rules areas are integral to competition and should remain common for all divisions, it has also acknowledged that there could be exceptions based on compelling reasons to federate a particular rule. Only the DIII members of PROP determine if a proposed rule that addresses one of the areas, below, has compelling reasons to be federated.

PROP has suggested that the following rules areas should be *common*:

- Rules with a health and safety impact
- Field dimensions, court markings, permissible logos on the field/court
- Scoring and timing rules, including rules surrounding overtime
- Conduct/unsporting rules
- Rules addressing penalty enforcement
- Uniform rules
- Equipment rules (ball/stick specifications, player equipment)
- Technical rules (individual team sports)

PROP has suggested that the following rules areas could be *federated* or *permissive*:

- Halftime/intermission length
- Allowable substitutions
- Technology rules (instant replay, challenge review, technology on bench/sideline, etc.)
- Rules identified as administrative that can be altered by mutual consent of the institutions involved in the contest

Have questions about the playing rules processes?

For questions about playing rules contact: Rachel Seewald, rseewald@ncaa.org.

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 1:6.0. 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 6.0 or the number specified for golf and tennis, and then adjusted as necessary by the Championships Committee. *(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, 7/24/24 effective 8/1/24)*

Proposals

Proposal Number	Title
ADM-2025-4	EXECUTIVE REGULATIONS -- SELECTION OF TEAMS AND INDIVIDUALS FOR CHAMPIONSHIPS PARTICIPATION -- THE CHAMPIONSHIPS FIELDS -- COMBINE POOLS B AND C
ADM-2025-1	SELECTION OF TEAMS AND INDIVIDUALS FOR CHAMPIONSHIPS PARTICIPATION -- THE CHAMPIONSHIPS FIELDS -- PRINCIPLES OF ESTABLISHING BRACKET SIZE
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
2006-10	DIVISION III MEMBERSHIP -- PHILOSOPHY STATEMENT -- ELIMINATION OF IN-REGION COMPETITION EMPHASIS
ER-2005-18	EXECUTIVE REGULATIONS -- ELIGIBILITY FOR BERTHS -- POOL B

Educational Columns

Date Published	Title
January 07, 2006	Division III Membership -- Philosophy Statement -- Elimination Of In-Region Competition Emphasis (III)

Date Published	Title
January 07, 2006	Executive Regulations -- Selection Of Teams And Individuals For Championships Participation -- Maximum Size Of Championships Fields (III)

2024-25 NCAA Division X Sport Championship Preliminary-Round Information and Bid Checklist

Selections

Selections for the 2024-25 NCAA Division X Sport Championship will be announced at Time Eastern time, Day, Month Date via Platform.

Preliminary-Round Schedule

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)

Bid Checklist

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>. The application is now part of My Apps and new users need to go through their SSO administrator to have it added to their My Apps account.

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 2024-25 NCAA Division (div) (gender) (sport) Prechampionship 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 prechampionship manual for facility requirements and site selection procedures. 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 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.** 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 Documents tab of the facility profile, under in the Safety and Security Plan section.

- **Alcoholic Beverages.** All Division I, Division II and National Collegiate championships are eligible to engage in the sale of beer, wine and prepackaged/premixed beverages (the latter with alcohol by volume of not greater than 15%), provided certain criteria are met. After starting a bid in the NCAA Bid Portal, users will be prompted to answer a few questions that will determine their institution's eligibility to sell alcoholic beverages at a given venue. If a school is deemed eligible and is interested in selling permissible alcoholic beverages, 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).

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.

Additional Host Information/Resources

Host Operations Manual. The 2024-25 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 xxxxxxxxx@ncaa.org.

APPENDIX H • 2024-25 DIVISION III AUTOMATIC QUALIFICATION SPORT CHAMPIONSHIP BERTHS

Tentative allocations pending review of 2024-25 sponsorship.

SPORT	BRACKET SIZE	Automatic Qualifier	At-Large
BASEBALL	64	41	23
M BASKETBALL	64	43	21
W BASKETBALL	64	43	21
FIELD HOCKEY	28	18	10
FOOTBALL	40	28	12
#M GOLF	43 teams 6 individuals	34	9
#W GOLF	29 teams 6 individuals	25	4
M ICE HOCKEY	14	10	4
W ICE HOCKEY	12	8	4
M LACROSSE	40	27	13
W LACROSSE	47	32	15
ROWING	8	4	4
M SOCCER	64	42	22
W SOCCER	64	43	21
SOFTBALL	64	42	22
#M TENNIS	44 teams 32 singles 16 doubles	34	10
#W TENNIS	49 teams 32 singles 16 doubles	38	11
M VOLLEYBALL	19	14	5
W VOLLEYBALL	64	43	21
WRESTLING	210	n/a	n/a

Automatic Qualifiers – the number of conferences that meet the automatic qualification requirements.

At-large – The bracket size minus the number of AQs. This would be a national selection based on the NPI.

Individual/team sports that qualify for automatic qualification selection principles. The AQ access ratio for individual/team sports is 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).
- Championship 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 1:6.0.
- At-larges will maintain a minimum of two berths.
- Bracket sizes when applying the 1:6.0 ratio have been truncated down to the nearest whole number (52.7 truncates to 52).



DIVISION III
DISCOVER | DEVELOP | DEDICATE

Guide to Institution Pronunciations

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Pronunciation Guide



Allegheny Mountain Collegiate Conference

Alfred State College	AL-fred
Carlow University	KAHR-loh
Hilbert College	HIL-bert
La Roche University	luh-ROHSH
Mount Aloysius College	al-oh-ISH-uhs
Penn State University, Altoona	al-TOO-nuh
Pennsylvania State University Erie , the Behrend College	EER-ee, BAIR-uhnd
University of Pittsburgh, Bradford	PITS-burg, BRAD-ferd
University of Pittsburgh, Greensburg	PITS-burg, GREENZ-burg



American Rivers Conference

Buena Vista University	BYOO-nah VIS-tuh
Central College (Iowa)	SEN-truhl
Coe College	KOH
Loras College	LAWR-is
Luther College	LOO-ther
Nebraska Wesleyan University	WES-lee-uhn
Simpson College	SIMP-suhn
University of Dubuque	duh-BYOOK
Wartburg College	WAWRT-burg



American Southwest Conference

East Texas Baptist University	BAP-tist
Hardin-Simmons University	HAHR-dn - SIM-uhnz
Howard Payne University	HOW-erd PEYN
LeTourneau University	leh-TUR-noh
University of Mary Hardin-Baylor	MAIR-ee HAHR-dn - BEY-ler

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Atlantic East Conference

Centenary University (New Jersey)	sen-TEN-uh-ree
Gwynedd Mercy University	GWIN-ed MUR-see
Immaculata University	ih-MAK-yuh-la-ta
Marymount University (Virginia)	MAIR-ee-mount
Marywood University	MAIR-ee-wood
Neumann University	NOO-muhn
Pratt Institute	PRAT



Centennial Conference

Bryn Mawr College	BRIN mahr
Dickinson College	DIK-in-suhn
Franklin & Marshall College	FRANGK-lin & MAHR-shuhl
Gettysburg College	GET-iz-burg
Haverford College	HAV-er-ferd
Johns Hopkins University	jonz HOP-kinz
McDaniel College	muhk-DAN-yuhl
Muhlenberg College	MYOO-luhn-burg
Swarthmore College	SWAWRTH-mohr
Ursinus College	ur-SAHY-nis
Washington College (Maryland)	WOSH-ing-tuhn



City University of New York Athletic Conference

Baruch College	buh-ROOK
Brooklyn College	BROOK-lin
Hunter College	HUHN-ter
John Jay College of Criminal Justice	JON JEY
Lehman College	LEE-muhn
Medgar Evers College	MED-ger EV-erz
The City College of New York	NOO YAWRK
York College (New York)	YAWRK

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Coast-To-Coast Conference

Christopher Newport University	KRIS-tuh-fer NOO-pawrt
Mount Mary University	MAIR-ee
Salisbury University	SAWLZ-ber-ee
University of California, Santa Cruz	SAN-tuh KROOZ
University of Mary Washington	MAIR-ee
Warren Wilson College	WAWR-uhn WIL-suhn



College Conference of Illinois & Wisconsin

Augustana College (Illinois)	aw-guhst-AN-uh
Carroll University (Wisconsin)	KAIR-uhl
Carthage College	KAHR-thij
Elmhurst University	ELM-hurst
Illinois Wesleyan University	il-uh-NOI WES-lee-uhn
Millikin University	MIL-ih-kin
North Central College	nawrth SEN-truhl
North Park University	nawrth PAHRK
Wheaton College (Illinois)	WEET-n



Collegiate Conference of the South

Agnes Scott College	AG-nis
Asbury University	AS-ber-ee
Belhaven University	BEL-hey-vuhn
Covenant College	KUHV-uh-nuhnt
Huntingdon College	HUHN-ting-duhn
LaGrange College	luh-GREYNJ
Maryville College (Tennessee)	MAIR-ee-vil
Piedmont University	PEED-mont
Wesleyan College (Georgia)	WES-lee-uhn

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Conference of New England

Curry College	KUR-ee
Endicott College	EN-di-kot
Gordon College	GAWR-dn
Nichols College	NIK-uhlz
Roger Williams University	ROJ-er WIL-yuhmz
Suffolk University	SUHF-uhk
University of Hartford	HAHRT-ferd
University of New England	noo ING-gluhnd
Wentworth Institute of Technology	WENT-wurth
Western New England University	noo ING-gluhnd



Empire 8

Alfred University	AL-fred
Elmira College	el-MAHY-ruh
Hartwick College	HAHRT-wik
Houghton University	HOHT-n
Keuka College	KYOO-kah
Nazareth College	NAZ-er-uhth
Russell Sage College	RUHS-uhl seyj
St. John Fisher University	jon FISH-er
State University of New York at Brockport	BROK-pohrt
State University of New York at Geneseo	jen-uh-SEE-oh
State University of New York Polytechnic Institute	pol-ee-TEK-nik
Utica University	YOO-ti-kuh

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Great Northeast Athletic Conference

Albertus Magnus College	al-BUR-tuhs MAG-nuhs
Anna Maria College	AN-uh muh-REE-uh
Colby-Sawyer College	KOHL-bee SOI-er
Dean College	DEEN
Elms College	ELMZ
Emmanuel College (Massachusetts)	ih-MAN-yoo-uhl
Johnson & Wales University (Providence)	JON-suhn & weylz
Lasell University	lah-SEL
Mitchell College	MICH-uhl
New England College	noo ING-gluhnd
Norwich University	NAWR-ich
Regis College (Massachusetts)	REE-jis
Rivier University	riv-ee-AIR
Saint Joseph's College (Maine)	JOH-suhfs
Simmons University	SIM-uhnz
University of St. Joseph (Connecticut)	JOH-suhf



Heartland Collegiate Athletic Conference

Anderson University (Indiana)	AN-der-suhn
Berea College	buh-REE-uh
Bluffton University	BLUHF-tuhn
Earlham College	URL-uhm
Franklin College	FRANGK-lin
Hanover College	HAN-oh-ver
Manchester University	MAN-ches-ter
Mount St. Joseph University	JOH-suhf
Rose-Hulman Institute of Technology	roh-z - HUHL-muhn
Transylvania University	tran-sil-VEYN-yuh

Independents

Maranatha Baptist University	mar-uh-NATH-uh BAP-tist
Trinity Washington University	TRIN-i-tee

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Landmark Conference

Catholic University	KATH-lik
Drew University	DROO
Elizabethtown College	ih-LIZ-uh-buhth-toun
Goucher College	GOW-cher
Juniata College	joo-nee-AH-tuh
Lycoming College	lie-COMB-ing
Moravian University	moh-REY-vee-uhn
Susquehanna University	suhs-kwuh-HAN-uh
University of Scranton	SKRAN-tn
Wilkes University	WILKS



Liberty League

Bard College	BAHRD
Clarkson University	KLAHRK-suhn
Hobart and William Smith Colleges	HOH-bahrt and WIL-yuhm
Ithaca College	ITH-uh-kuh
Rensselaer Polytechnic Institute	ren-suh-LEER pol-ee-TEK-nik
Rochester Institute of Technology	ROCH-es-ter
Skidmore College	SKID-mohr
St. Lawrence University	LAWR-uhns
Union College (New York)	YOON-yuhn
Vassar College	VAS-er



Little East Conference

Castleton University	KAS-uhl-tuhn
Eastern Connecticut State University	kuh-NET-i-kuht
Keene State College	KEEN
Plymouth State University	PLIM-uhth
Rhode Island College	rohd AHY-luhnd
University of Massachusetts Boston	BAW-stuhn
University of Massachusetts, Dartmouth	DAHRT-muhth
University of Southern Maine	MEYN
Western Connecticut State University	kuh-NET-i-kuht

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Massachusetts State Collegiate Athletic Conference

Bridgewater State University	BRIJ-waw-ter
Fitchburg State University	FICH-burg
Framingham State University	FREY-ming-ham
Massachusetts College of Liberal Arts	mas-uh-CHOO-sits
Massachusetts Maritime Academy	MAR-i-tahym
Salem State University	SEY-luhm
Westfield State University	WEST-feeld
Worcester State University	WUH-stir



Michigan Intercollegiate Athletic Association

Adrian College	EY-dree-uhn
Albion College	AL-bee-uhn
Alma College	AL-muh
Calvin University	KAL-vin
Hope College	HOHP
Kalamazoo College	kal-uh-muh-ZOO
Saint Mary's College (Indiana)	MAIR-eez
The University of Olivet	ah-lih-VET
Trine University	TRAHYN



Middle Atlantic Conference

Albright College	AWL-bright
Alvernia University	al-VER-nee-uh
Arcadia University	ahr-KAY-dee-uh
Delaware Valley University	DEL-uh-wair VAL-ee
DeSales University	De-SALES
Eastern University	EE-stern
Fairleigh Dickinson University, Florham	FAIR-lee DIK-in-suhn, FLOR-uhm
Hood College	HOOD
King's College (Pennsylvania)	KINGZ
Lebanon Valley College	LEB-uh-nuhn VAL-ee

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Middle Atlantic Conference cont'd.

Messiah University	mah-SIGH-uh
Misericordia University	miz-uh-ruh-KOR-dee-uh
Stevens Institute of Technology	STEE-vuhn-z
Stevenson University	STEE-vuhn-suhn
Widener University	WIDE-ner
York College (Pennsylvania)	your-k



Midwest Conference

Beloit College	buh-LOIT
Cornell College	kawr-NEL
Grinnell College	grin-NEL
Illinois College	il-uh-NOI
Knox College	NOKS
Lake Forest College	FAWR-ist
Lawrence University	LAWR-uhns
Monmouth College (Illinois)	MON-muhth
Ripon College	RIP-in



Minnesota Intercollegiate Athletic Conference

Augsburg University	AWGZ-burg
Bethel University (Minnesota)	BETH-uhl
Carleton College	KAHRL-tuhn
College of Saint Benedict	BEN-i-dikt
Concordia College, Moorhead	kon-KAWR-dee-uh, MOOR-hed
Gustavus Adolphus College	gus-TAY-vuhs uh-DOLF-us
Hamline University	HAM-lin
Macalester College	ma-CAL-es-ter
Saint John's University (Minnesota)	JONZ
Saint Mary's University of Minnesota	MAIR-eez
St. Catherine University	KATH-er-in
St. Olaf College	OH-luff
The College of St. Scholastica	skuh-LAS-tika

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New England Small College Athletic Conference (NEZ-cack)

Amherst College	AM-erst
Bates College	BEYTS
Bowdoin College	BO-duhn
Colby College	KOHL-bee
Connecticut College	kuh-NET-i-kuht
Hamilton College	HAM-uhl-tuhn
Middlebury College	MID-l-ber-ee
Trinity College (Connecticut)	TRIN-i-tee
Tufts University	TUHFTS
Wesleyan University (Connecticut)	WES-lee-uhn
Williams College	WIL-yuhmz



New England Women's and Men's Athletic Conference

Babson College	BAB-suhn
Clark University (Massachusetts)	KLAHRK
Emerson College	EM-er-suhn
Massachusetts Institute of Technology	mas-uh-CHOO-sits
Mount Holyoke College	HOH-lee-ohk
Salve Regina University	SAHL-vey ri-JEE-nuh
Smith College	SMITH
Springfield College	SPRING-feeld
U.S. Coast Guard Academy	KOYST GAHRD
Wellesley College	WELZ-lee
Wheaton College (Massachusetts)	WEET-n
Worcester Polytechnic Institute	WUH-stir pol-ee-TEK-nik

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New Jersey Athletic Conference

Kean University	KAYN
Montclair State University	mont-KLAIR
New Jersey City University	NOO JUR-zee
Ramapo College	RAM-uh-poh
Rowan University	ROH-uhn
Rutgers , The State University of New Jersey, Camden	RUHT-gers, KAM-duhn
Rutgers , The State University of New Jersey, Newark	RUHT-gers, NOO-erk
Stockton University	STOK-tuhn
The College of New Jersey	NOO JUR-zee
William Paterson University of New Jersey	WIL-yuhm PAT-er-suhn



North Atlantic Conference

Eastern Nazarene College	naz-uh-REEN
Husson University	HUHS-uhn
Lesley University	LEZ-lee
Maine Maritime Academy	MEYN MAR-i-tahym
Northern Vermont University- Johnson	ver-MONT - JON-suhn
Northern Vermont University- Lyndon	ver-MONT - LIN-duhn
State University of New York at Cobleskill	KOH-buhl-skil
State University of New York at Delhi	DEL-hi
Thomas College	TOM-uhs
University of Maine at Presque Isle	PRESK AHYL
University of Maine, Farmington	FAHR-ming-tuhn

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North Coast Athletic Conference

Denison University	DEN-uh-suhn
DePauw University	dih-PAW
Hiram College	HI-ruhm
Kenyon College	KEN-yuhn
Oberlin College	OH-bur-lin
Ohio Wesleyan University	WES-lee-uhn
The College of Wooster	WOOS-ter
Wabash College	WAW-bash
Wittenberg University	WIT-n-burg



Northern Athletics Collegiate Conference

Alverno College	al-VER-no
Aurora University	uh-RAWR-uh
Benedictine University (Illinois)	ben-i-DIK-tin
Concordia University Chicago	kon-KAWR-dee-uh
Concordia University Wisconsin	kon-KAWR-dee-uh
Dominican University (Illinois)	duh-MIN-i-kuhn
Edgewood College	EJ-wood
Illinois Institute of Technology	il-uh-NOI
Lakeland University	LEYK-luhnd
Marian University (Wisconsin)	MAIR-ee-uhn
Milwaukee School of Engineering	mil-WAW-kee
Rockford University	ROK-ferd
St. Norbert College	NAWR-bert
Wisconsin Lutheran College	LOO-ther-uhn



Northwest Conference

George Fox University	JAWRJ FOKS
Lewis & Clark College	LOO-is & KLAHRK
Linfield University	LIN-feeld
Pacific Lutheran University	puh-SIF-ik LOO-ther-uhn
Pacific University (Oregon)	puh-SIF-ik
University of Puget Sound	PEW-jit
Whitman College	WIT-muhn
Whitworth University	WIT-wurth
Willamette University	wi-LAM-it

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Ohio Athletic Conference

Baldwin Wallace University	BAWLD-win WOL-is
Capital University	KAP-i-tl
Heidelberg University	HAHYD-I-burg
John Carroll University	JON KAIR-uhl
Marietta College	mair-ee-ET-uh
Muskingum University	muh-SKING-uhm
Ohio Northern University	oh-HAHY-oh
Otterbein University	OT-er-bahyn
University of Mount Union	YOON-yuhn
Wilmington College (Ohio)	WIL-ming-tuhn



Old Dominion Athletic Conference

Averett University	AY-vuh-ret
Bridgewater College (Virginia)	BRIJ-waw-ter
Eastern Mennonite University	MEN-uh-nahyt
Ferrum College	FAIR-uhm
Guilford College	GIL-ferd
Hampden-Sydney College	HAMP-duhn - SID-nee
Hollins University	HOL-inz
Randolph College	RAN-dolf
Randolph-Macon College	RAN-dolf - MEY-kuhn
Roanoke College	ROH-uh-nohk
Shenandoah University	shen-uhn-DOH-uh
Sweet Briar College	BRAHY-er
University of Lynchburg	LINCH-burg
Virginia Wesleyan University	WES-lee-uhn
Washington and Lee University	LEE

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Presidents' Athletic Conference

Allegheny College	al-i-GEY-nee
Bethany College (West Virginia)	BETH-uh-nee
Chatham University	CHAT-uhm
Franciscan University of Steubenville	fran-SIS-kuhn STOO-buhn-vil
Geneva College	juh-NEE-vuh
Grove City College	GROHV
Saint Vincent College	seynt VIN-suhnt
Thiel College	TEEL
Washington and Jefferson College	JEF-er-suhn
Waynesburg University	WEYNZ-burg
Westminster College (Pennsylvania)	WEST-min-ster



Skyline Conference

College of Mount Saint Vincent	VIN-suhnt
Farmingdale State College	FAHR-ming-deyl
Manhattanville College	man-HAT-n-vil
Mount Saint Mary College (New York)	MAIR-ee
Purchase College, State University of New York	PUR-chuhs
Sarah Lawrence College	SAIR-uh LAWR-uhns
St. Joseph's University (Brooklyn)	JOH-suhfs (BROOK-lin)
St. Joseph's University (Long Island)	JOH-suhfs
State University College at Old Westbury	WEST-ber-ee
State University of New York Maritime College	MAR-i-tahym
U.S. Merchant Marine Academy	MUR-chuhnt
Yeshiva University	juh-SHEE-vuh



Southern Athletic Association

Berry College	BER-ee
Centre College	SEN-ter
Hendrix College	HEN-driks
Millsaps College	MIL-saps
Oglethorpe University	OH-guh I-thawrp
Rhodes College	ROHDZ
University of the South (Sewanee)	suh-WAH-nee

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Southern California Intercollegiate Athletic Conference

California Institute of Technology	IN-sti-toot
California Lutheran University	LOO-ther-uhn
Chapman University	CHAP-muhn
Claremont McKenna-Harvey	KLAIR-mont muh-KEN-uh -
Mudd-Scripps Colleges	HAHR-vee muhd - skrips
Occidental College	ok-si-DEN-tl
Pomona-Pitzer Colleges	puh-MOH-nuh - PIT-ser
University of La Verne	luh VURN
University of Redlands	RED-luhndz
Whittier College	WIT-ee-er



Southern Collegiate Athletic Conference

Austin College	AW-stuhn
Centenary College (Louisiana)	sen-TEN-uh-ree
Colorado College	kol-uh-RAH-do
Concordia University Texas	kon-KAWR-dee-uh
McMurry University	muhk-MUR-ee
Schreiner University	SHRAHY-ner
Southwestern University (Texas)	south-WES-tern
Texas Lutheran University	LOO-ther-uhn
Trinity University (Texas)	TRIN-i-tee
University of Dallas	DAL-uhs
University of St. Thomas (Texas)	TOM-uhs
University of the Ozarks (Arkansas)	OH-zahrks

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St. Louis Intercollegiate Athletic Conference

Blackburn College	BLAK-bern
Eureka College	yuh-REE-kuh
Fontbonne University	FONT-bawn
Greenville University	GREEN-vil
Lyon College	LION
Mississippi University for Women	mis-uh-SIP-ee
Principia College	prin-SIP-ee-uh
Spalding University	SPAWL-ding
Webster University	WEB-ster
Westminster College (Missouri)	WEST-min-ster



State University of New York Athletic Conference (SOO-nee-ack)

Buffalo State	BUHF-uh-loh
State University of New York at Canton	KAN-tn
State University of New York at Cortland	CORT-land
The State University of New York at Fredonia	free-DOHN-yah
State University of New York at Morrisville	MAWR-is-vil
State University of New York at New Paltz	new-PAWLtz
State University of New York at Oneonta	oh-nee-ON-tuh
State University of New York at Oswego	os-WEE-goh
Plattsburgh State University of New York	PLATS-burg
State University of New York at Potsdam	POTS-dam

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United East Conference

Bryn Athyn College	BRIN ATH-in
Cairn University	KAIRN
Cedar Crest College	SEE-der krest
Gallaudet University	gal-uh-DET
Keystone College	KEE-stohn
Lancaster Bible College	LANG-kuh-ster
Notre Dame of Maryland University	noh-truh DAHM
Penn State Berks College	BURKS
Penn State Brandywine	BRAN-dee-wahyn
Penn State Harrisburg	HAIR-is-burg
Penn State University, Abington	AB-ing-tuhn
Pennsylvania College of Technology	pen-suh I-VEYN-yuh
Rosemont College	ROHZ-mont
Saint Elizabeth University	ih-LIZ-uh-buhth
St. Mary's College of Maryland	MAIR-eez
University of Valley Forge	VAL-ee fohrj
Wilson College	WIL-suhn



University Athletic Association

Brandeis University	BRAN-dice
Carnegie Mellon University	KAHR-ni-gee MEL-uhn
Case Western Reserve University	CASE WES-tern
Emory University	EM-uh-ree
New York University	NOO YAWRK
University of Chicago	shi-KAH-goh
University of Rochester	ROCH-es-ter
Washington University in St. Louis	LOO-is

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Upper Midwest Athletic Conference

Bethany Lutheran College	BETH-uh-nee LOO-ther-uhn
Crown College (Minnesota)	KROUN
Martin Luther College	MAHR-tn LOO-ther
North Central University	SEN-truhl
Northland College	NAWRTH-luhnd
University of Minnesota, Morris	MAWR-is
University of Northwestern-St. Paul	PAWL
University of Wisconsin- Superior	suh-PEER-ee-er



USA South Athletic Conference

Brevard College	Bree-Vhard
Greensboro College	Greens-Borough
Mary Baldwin University	MAIR-ee BAWLD-win
Meredith College	Mer-uh-dith
Methodist University	METH-uh-dist
North Carolina Wesleyan University	WES-lee-uhn
Pfeiffer University	Fi-Fur
Salem College (North Carolina)	SEY-luhm
Southern Virginia University	ver-JIN-yuh
William Peace University	WIL-yuhm PEES



Wisconsin Intercollegiate Athletic Conference

University of Wisconsin- Eau Claire	OH KLAIR
University of Wisconsin- La Crosse	LUH KROS
University of Wisconsin- Oshkosh	OSH-kosh
University of Wisconsin- Platteville	PLAT-vil
University of Wisconsin- River Falls	RIV-er FAWLZ
University of Wisconsin- Stevens Point	STEE-vuhnz
University of Wisconsin- Stout	STOUT
University of Wisconsin- Whitewater	WAHYT-waw-ter