

## CHANCELLORS AND PRESIDENTS ATHLETICS OVERSIGHT SUMMARY

The Chancellors and Presidents Athletics Oversight Summary is an effort to enhance and support presidential commitment, oversight and involvement in the intercollegiate athletics program. It is intended to assist Division II presidents and chancellors in evaluating their role in conjunction with the strategic position and philosophy of Division II intercollegiate athletics.

The summary contains a list of suggested topics and associated questions for the president or chancellor to discuss when meeting with the director of athletics. The president or chancellor also may find some of the questions useful when meeting with other campus personnel with athletics responsibilities, such as the senior woman administrator, the faculty athletics representative and the compliance administrator.

Please note that this is not an exhaustive list and there might be other important campus and/or conference issues that require the attention of presidents and chancellors. This list is mainly intended to highlight the major strategic areas that presidents and chancellors should be reviewing and discussing on a more frequent basis with their athletics personnel.

### BUDGET ISSUES

*Discuss the overall budget for the athletics department.*

- How was the budget developed?
- How was the budget approved?
- Is the budget comparable to other schools in the conference and the division?
- What were the major allocations for the year?
- Were there any deficits or fund balances?
- Were there any fundraising efforts undertaken by the department?
- Are there any cost-containment efforts being undertaken?

### GOALS AND STRATEGIC PLAN

*Discuss the goals and strategic plan for the athletics program.*

- What were the major goals for the athletics program for the past year?
- Were the goals accomplished? If not, why?
- What are the major goals for the athletics program for the coming year?
- What are the long-term goals for the athletics program?
- Has there been any progress on the implementation of the athletics department's strategic plan?
- Do any of the goals relate to the athletics department or the institution's strategic plan?
- How does the budget properly support the athletics program's goals and strategic plan?
- To what extent are the athletics program's goals and strategic plan aligned with the broader institutional goals and strategic plan?

### GOVERNING BOARD

*Discuss the role of the institution's governing board with the athletics department operations.*

- Has the institution's governing board reviewed and applied the Association of Governing Boards' Statement on Board Responsibilities for Intercollegiate Athletics?

### KEY ISSUES

*Discuss the key issues for the athletics program, for the conference and for the division.*

- What are the key issues being discussed by the athletics committee/board, if one exists?
- What are the key issues being discussed by the compliance committee, if one exists?
- What are the key conference issues?
- What are the key national issues for the division (e.g., initiatives, legislation)?

### HIRING PRACTICES

*Discuss hiring practices for the athletics department.*

- What is the process used for hiring coaches and athletics administrators?
- Is the institution hiring coaches and athletics administrators that demonstrate support of the values of the division's strategic position and philosophy?
- Is the process for hiring athletics personnel inclusive and seeking a diverse candidate pool?
- Were the institution's hiring and employment policies adhered to during the hiring process for positions within the athletics department?

### PERSONNEL

*Discuss the role of the Faculty Athletics Representative (FAR).*

- What are the responsibilities of the FAR?
- Does the FAR have a formal job description?
- How effective is the FAR?
- Is the FAR provided with extra resources (e.g., time, administrative support) to support his or her active involvement in carrying out his or her responsibilities?
- Is the FAR periodically consulted regarding institutional policies and practices affecting the operation of intercollegiate athletics?
- What is the relationship between the FAR and coaches?
- What is the relationship between the FAR and student-athletes?
- What is the relationship between the FAR and the president or chancellor?
- What professional development opportunities are available to the FAR?

*Discuss the role of the Senior Woman Administrator (SWA).*

- What are the responsibilities of the SWA?
- Is the SWA provided with resources (e.g., time, authority, administrative support) to support her active involvement in carrying out her responsibilities?
- What is the relationship between the SWA and coaches?
- What is the relationship between the SWA and student-athletes?

- What professional development opportunities are available to the SWA?
- Is the SWA perceived as a role model for female student-athletes?

*Discuss the role of Coaches.*

- Are coaches actively involved in the community?
- What is the relationship between coaches and faculty?
- What is the relationship between coaches and student-athletes?
- Are coaches taking an active role in advising student-athletes (e.g., about career and professional choices)?

### COMPLIANCE

*Discuss the steps taken by the institution to ensure compliance with NCAA (and conference, if applicable) rules.*

- Has the institution designated a full-time compliance administrator?
- What other duties does the compliance administrator handle?
- If the compliance administrator also has coaching responsibilities, are there any issues with the dual roles?
- Is the institution using technology to help with compliance matters?
- Were there secondary violations reported to the NCAA? If so, what was the nature of the violations and do they suggest problem areas that might need to be addressed?
- What is the process for investigating and reporting rules violations?
- What is the process for notifying the president or chancellor of violations?
- How is the institution educating coaches about NCAA rules?
- What is the process for verifying continuing eligibility of student-athletes?

### HEALTH AND SAFETY

*Discuss health and safety issues, including the emergency medical plan for the athletics department.*

- Does the athletics program have a written emergency medical plan?
- Have there been any changes to the emergency medical plan?
- How are changes to the emergency medical plan communicated to key groups?
- Has the athletics department developed a concussion management plan?
- Has the athletics department identified a team physician?
- Has the athletics department hired full-time athletics training staff?

### ACADEMICS

*Discuss graduation rates for student-athletes and issues with missed-class time and academic support.*

- How are the graduation rates and grade point averages for student-athletes in comparison to the general student body?
- How does the institution compare to other schools in the conference and in the division in terms of graduation rates?
- How does the institution monitor possible issues with missed-class time?
- Are student-athletes provided with adequate academic support?
- Does the institution offer academic support for student-athletes while they are away from campus for practice and competition?
- Is the FAR a resource for issues related to academic support for student-athletes?

### LIFE SKILLS/STUDENT-ATHLETE EVENTS

*Discuss key programs for student-athletes and opportunities for student-athletes to participate in nonathletics campus activities and organizations.*

- What were some key programs for student-athletes in the past year?
- What are some key programs for student-athletes in the coming year?
- Has the institution participated in any community engagement events?
- Are student-athletes encouraged to participate in nonathletics campus activities and organizations?
- Are student-athletes actively involved in the community?

### STUDENT-ATHLETE EXPERIENCE

*Discuss the athletics department's efforts to enhance the student-athlete experience.*

- Does the institution conduct surveys of student-athletes? If so, who reviews the surveys and do they suggest problem areas that might need to be addressed or positive areas that need to be highlighted?
- Does the institution support and encourage a positive game environment during intercollegiate athletics events?
- Is athletics working with other departments on campus to assist or enhance the student experience for student-athletes?

### STRATEGIC COMMUNICATIONS

*Discuss the athletics department's efforts in communicating the Division II student-athlete experience.*

- What efforts has the athletics department taken to promote the student-athlete experience at the institution?
- Does the athletics department work with the university relations office to enhance the strategic communications efforts?
- What are the specific performance measurements the athletics department is using to evaluate the effectiveness of the sports information/communications director in telling the athletics department's story?

### DIVERSITY ISSUES

*Discuss the progress of diversity issues in general.*

- What is the status of the gender-equity plan for athletics?
- What is the status of the diversity issues plan for athletics?
- Are there additional plans for other areas of potential discrimination (e.g., ethnic diversity, sexual orientation)?
- What progress has been made in these plans?
- When was the institution's last Title IX compliance review?

### CAMPUS/CONFERENCE ISSUES

*Add any other important campus and/or conference issues that might need to be addressed.*

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## LIFE IN THE BALANCE

Higher education has lasting importance on an individual's future success. For this reason, the emphasis on the student-athlete experience in Division II is a comprehensive program of learning and development in a personal setting. The Division II approach provides growth opportunities through academic achievement, learning in high-level athletics competition and development of positive societal attitudes in service to community. The balance and integration of these different areas of learning opportunity provide Division II student-athletes a path to graduation, while cultivating a variety of skills and knowledge for life ahead.

### REASONS TO BELIEVE IN DIVISION II

**GRADUATION RATE.** The Division II student-athlete graduation rate is consistently 10 to 15 percentage points higher than the total student body.

**CLASS TIME.** The Division II regionalization philosophy rewards the scheduling of local or regional opponents in the regular season, resulting in limited missed class time for student-athletes.

**ATHLETICS SCHOLARSHIPS.** Many Division II student-athletes receive athletics scholarships and other forms of financial aid to pay for school.

**PERSONAL ATTENTION.** Student-athletes receive a quality education at Division II institutions that often features an exceptional teacher-to-student ratio.

**ADDITIONAL ASSISTANCE.** The Degree-Completion Scholarship Program provides deserving Division II student-athletes who have exhausted their collegiate eligibility with financial assistance.

**COMMUNITY PARTNERSHIPS.** Division II has initiated national community partnerships with the Make-A-Wish Foundation and Habitat for Humanity.

**UNIQUE FISCAL MODEL.** Division II offers a unique fiscal model for intercollegiate athletics that redefines the institutional value for sponsoring sports and offering athletics scholarships.

**INNOVATIVE SOLUTIONS.** Division II encourages innovative policy and program decisions unique to the NCAA, such as the development of Division II National Championships Festivals and a national community service program.

**TEACHERS/COACHES.** Many Division II coaches continue to provide other services for their institution and in the community, including teaching and mentoring.

**PROUD ALUMNI.** Former Division II student-athletes include governors, senators, entertainers, corporate leaders and professional athletes.

## MEMBERSHIP FACTS

TOTAL MEMBERS .....	293
CANDIDACY YR. ONE .....	8
CANDIDACY YR. TWO .....	4
PROVISIONAL .....	5
ACTIVE .....	276

### COMPOSITION—ACTIVE INSTITUTIONS

PUBLIC .....	52%
PRIVATE .....	48%

### UNDERGRADUATE ENROLLMENT

MEN .....	558,796 (43%)
WOMEN .....	743,678 (57%)
AVERAGE ENROLLMENT .....	4,522

### STUDENT-ATHLETES

MEN .....	52,441 (59%)
WOMEN .....	36,086 (41%)

### PARTICIPATION IN DIVISION II CHAMPIONSHIPS

MEN .....	52%
WOMEN .....	48%

### AVERAGE NUMBER OF SPORTS SPONSORED PER INSTITUTION

MEN .....	6.9
WOMEN .....	7.6

### AVERAGE NUMBER OF STUDENT-ATHLETES PER DIVISION II INSTITUTION

WITH FOOTBALL .....	370
WITHOUT FOOTBALL .....	217

### AVERAGE TOTAL EXPENSES BY QUARTILE

	WITH FOOTBALL	W/O FOOTBALL
1st Quartile of Schools	\$9,031,000	\$6,045,000
2nd Quartile of Schools	\$4,798,000	\$3,621,000
3rd Quartile of Schools	\$3,564,000	\$2,495,000
4th Quartile of Schools	\$2,179,000	\$1,290,000
Total Average of Quartiles	\$4,893,000	\$3,362,750



## USEFUL DIVISION II LINKS

### DIVISION II HOMEPAGE

[www.NCAA.org/dii](http://www.NCAA.org/dii)

### DIVISION II NETWORK

[www.diiinetwork.com](http://www.diiinetwork.com)

### DIVISION II VALUES STUDY

[web1.NCAA.org/dashboard/exec/simulation?version=DII](http://web1.NCAA.org/dashboard/exec/simulation?version=DII)

### DIVISION II MODEL ATHLETICS DEPARTMENT DOCUMENT

[web1.NCAA.org/web\\_files/DII\\_MC\\_PC/Miscellaneous/D2\\_ADA\\_Document.pdf](http://web1.NCAA.org/web_files/DII_MC_PC/Miscellaneous/D2_ADA_Document.pdf)

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