

## NCAA Division II Membership Census

By completing this survey, you give consent to the NCAA to use your data in analysis and reporting. Participation is voluntary; you may stop taking the survey at any time, and you may choose not to answer specific questions at your discretion. The information you provide will be combined with responses from other individuals. Please rest assured that your responses will be strictly confidential and will never be attributed directly to you or your institution. Thank you for your time and participation!

If you need to return to a previous page within the survey, use the "back" link at the top of the survey page, not your browser's back button. Please start the survey now by clicking on the Next button below.

### Demographic Information

What is your sex?

1. Female
2. Male

How would you describe yourself? (Check all that apply)

1. American Indian or Alaskan Native
2. Asian or Asian American
3. Black or African American
4. Hispanic or Latino
5. Native Hawaiian or Pacific Islander
6. White
7. Multiracial
8. Other

Indicate your current institution of employment.

1. Academy of Art University
2. Adams State University
3. Adelphi University
4. Albany State University (Georgia)
5. Alderson Broaddus University
6. American International College
7. Anderson University (South Carolina)
8. Angelo State University
9. Arkansas Tech University
10. Ashland University
11. Assumption College
12. Auburn University at Montgomery
13. Augusta University
14. Augustana University (South Dakota)
15. Azusa Pacific University
16. Barry University
17. Barton College
18. Bellarmine University
19. Belmont Abbey College
20. Bemidji State University
21. Benedict College
22. Bentley University
23. Biola University
24. Black Hills State University
25. Bloomfield College
26. Bloomsburg University of Pennsylvania
27. Bluefield State College
28. Bowie State University
29. Caldwell University
30. California Baptist University
31. California State Polytechnic University, Pomona
32. California State University, Monterey Bay
33. California State University, Chico
34. California State University, Dominguez Hills
35. California State University, East Bay

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36. California State University, Los Angeles
37. California State University, San Bernardino
38. California State University, San Marcos
39. California State University, Stanislaus
40. California University of Pennsylvania
41. Cameron University
42. Carson-Newman University
43. Catawba College
44. Cedarville University
45. Central State University
46. Central Washington University
47. Chadron State College
48. Chaminade University
49. Chestnut Hill College
50. Cheyney University of Pennsylvania
51. Chowan University
52. Christian Brothers University
53. Claflin University
54. Clarion University of Pennsylvania
55. Clark Atlanta University
56. Clayton State University
57. Coker College
58. Colorado Christian University
59. Colorado Mesa University
60. Colorado School of Mines
61. Colorado State University-Pueblo
62. Columbus State University
63. Concord University
64. Concordia College (New York)
65. Concordia University Irvine
66. Concordia University Portland
67. Concordia University, St. Paul
68. Converse College
69. Daemen College
70. Dallas Baptist University
71. Davenport University
72. Davis & Elkins College
73. Delta State University
74. Dixie State University
75. Dominican College (New York)
76. Dominican University of California
77. Drury University
78. East Central University
79. East Stroudsburg University of Pennsylvania
80. Eastern New Mexico University
81. Eckerd College
82. Edinboro University of Pennsylvania
83. Elizabeth City State University
84. Embry-Riddle Aeronautical University (Florida)
85. Emmanuel College (Georgia)
86. Emporia State University
87. Erskine College
88. Fairmont State University
89. Fayetteville State University
90. Felician University
91. Ferris State University
92. Flagler College
93. Florida Institute of Technology
94. Florida Southern College
95. Fort Hays State University

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96. Fort Lewis College
97. Fort Valley State University
98. Francis Marion University
99. Franklin Pierce University
100. Fresno Pacific University
101. Gannon University
102. Georgia College
103. Georgia Southwestern State University
104. Georgian Court University
105. Glenville State College
106. Goldey-Beacom College
107. Grand Valley State University
108. Harding University
109. Hawaii Pacific University
110. Henderson State University
111. Hillsdale College
112. Holy Family University
113. Holy Names University
114. Humboldt State University
115. Indiana University of Pennsylvania
116. Johnson C. Smith University
117. Kentucky State University
118. Kentucky Wesleyan College
119. King University
120. Kutztown University of Pennsylvania
121. Lake Erie College
122. Lake Superior State University
123. Lander University
124. Lane College
125. Le Moyne College
126. Lee University
127. Lees-McRae College
128. LeMoyne-Owen College
129. Lenoir-Rhyne University
130. Lewis University
131. Limestone College
132. Lincoln Memorial University
133. Lincoln University (Missouri)
134. Lindenwood University
135. Livingstone College
136. Lock Haven University of Pennsylvania
137. Long Island University/LIU Post
138. Lubbock Christian University
139. Lynn University
140. Malone University
141. Mansfield University of Pennsylvania
142. Mars Hill University
143. Maryville University of Saint Louis
144. McKendree University
145. Mercy College
146. Mercyhurst University
147. Merrimack College
148. Metropolitan State University of Denver
149. Michigan Technological University
150. Midwestern State University
151. Miles College
152. Millersville University of Pennsylvania
153. Minnesota State University Moorhead
154. Minnesota State University, Mankato
155. Minot State University

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156. Mississippi College
157. Missouri Southern State University
158. Missouri University of Science and Technology
159. Missouri Western State University
160. Molloy College
161. Montana State University Billings
162. Morehouse College
163. New Mexico Highlands University
164. New York Institute of Technology
165. Newberry College
166. Newman University
167. North Greenville University
168. Northeastern State University
169. Northern Michigan University
170. Northern State University
171. Northwest Missouri State University
172. Northwest Nazarene University
173. Northwestern Oklahoma State University
174. Northwood University
175. Notre Dame College (Ohio)
176. Notre Dame de Namur University
177. Nova Southeastern University
178. Nyack College
179. Oakland City University
180. Ohio Dominican University
181. Ohio Valley University
182. Oklahoma Baptist University
183. Oklahoma Christian University
184. Ouachita Baptist University
185. Pace University
186. Paine College
187. Palm Beach Atlantic University
188. Pittsburg State University
189. Point Loma Nazarene University
190. Post University
191. Purdue University Northwest
192. Queens College (New York)
193. Queens University of Charlotte
194. Quincy University
195. Regis University (Colorado)
196. Roberts Wesleyan College
197. Rockhurst University
198. Rogers State University
199. Rollins College
200. Saginaw Valley State University
201. Saint Anselm College
202. Saint Augustine's University
203. Saint Leo University
204. Saint Martin's University
205. Saint Michael's College
206. Salem University (West Virginia)
207. San Francisco State University
208. Seattle Pacific University
209. Seton Hill University
210. Shaw University
211. Shepherd University
212. Shippensburg University of Pennsylvania
213. Shorter University
214. Simon Fraser University
215. Slippery Rock University of Pennsylvania

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216. Sonoma State University
217. South Dakota School of Mines & Technology
218. Southeastern Oklahoma State University
219. Southern Arkansas University
220. Southern Connecticut State University
221. Southern Nazarene University
222. Southern New Hampshire University
223. Southern Wesleyan University
224. Southwest Baptist University
225. Southwest Minnesota State University
226. Southwestern Oklahoma State University
227. Spring Hill College
228. St. Cloud State University
229. St. Edward's University
230. St. Mary's University (Texas)
231. St. Thomas Aquinas College
232. Stonehill College
233. Tarleton State University
234. Texas A&M International University
235. Texas A&M University-Commerce
236. Texas A&M University-Kingsville
237. Texas Woman's University
238. The College of Saint Rose
239. The Lincoln University (Pennsylvania)
240. The University of Virginia's College at Wise
241. Thomas Jefferson University
242. Tiffin University
243. Trevecca Nazarene University
244. Truman State University
245. Tusculum College
246. Tuskegee University
247. Union University
248. University of Alabama in Huntsville
249. University of Alaska Anchorage
250. University of Alaska Fairbanks
251. University of Arkansas, Fort Smith
252. University of Arkansas, Monticello
253. University of Bridgeport
254. University of California, San Diego
255. University of Central Missouri
256. University of Central Oklahoma
257. University of Charleston (West Virginia)
258. University of Colorado, Colorado Springs
259. University of Findlay
260. University of Hawaii at Hilo
261. University of Illinois at Springfield
262. University of Indianapolis
263. University of Mary
264. University of Minnesota Duluth
265. University of Minnesota, Crookston
266. University of Missouri-St. Louis
267. University of Montevallo
268. University of Mount Olive
269. University of Nebraska at Kearney
270. University of New Haven
271. University of North Alabama
272. University of North Carolina at Pembroke
273. University of North Georgia
274. University of Pittsburgh, Johnstown
275. University of Puerto Rico, Bayamon

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276. University of Puerto Rico, Mayaguez
277. University of Puerto Rico, Rio Piedras
278. University of Sioux Falls
279. University of South Carolina Aiken
280. University of Southern Indiana
281. University of Tampa
282. University of Texas of the Permian Basin
283. University of the District of Columbia
284. University of the Sciences
285. University of West Alabama
286. University of West Florida
287. University of West Georgia
288. University of Wisconsin-Parkside
289. Upper Iowa University
290. Urbana University
291. Ursuline College
292. Valdosta State University
293. Virginia State University
294. Virginia Union University
295. Walsh University
296. Washburn University of Topeka
297. Wayne State College (Nebraska)
298. Wayne State University (Michigan)
299. West Chester University of Pennsylvania
300. West Liberty University
301. West Texas A&M University
302. West Virginia State University
303. West Virginia Wesleyan College
304. Western New Mexico University
305. Western Oregon University
306. Western State Colorado University
307. Western Washington University
308. Westminster College (Utah)
309. Wheeling Jesuit University
310. William Jewell College
311. Wilmington University (Delaware)
312. Wingate University
313. Winona State University
314. Winston-Salem State University
315. Young Harris College

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Which of the following titles best describes your current position?

1. President / Chancellor
2. Chief Financial Officer
3. Chief Academic Officer
4. Chief Student-Affairs Officer
5. Director of Athletics
6. Commissioner
7. Associate Director of Athletics
8. Associate Commissioner
9. Assistant Director of Athletics
10. Assistant Commissioner
11. Head Coach
12. Assistant Coach
13. Academic Advisor/Counselor
14. Business Manager
15. Compliance Coordinator/Officer
16. Equipment Manager
17. Fund Raiser/Development Manager
18. Facility Manager
19. Faculty Athletics Representative
20. Life Skills Coordinator
21. Promotions/Marketing Manager
22. Sports Information Director
23. Assistant or Associate Director of Sports Information
24. Strength Coach
25. Ticket Manager
26. Head Athletic Trainer
27. Assistant or Associate Athletic Trainer
28. Graduate Assistant
29. Other \_\_\_\_\_

What is the area in which you work the most?

1. General athletics administration (e.g., AD, SWA)
2. Coaching
3. Marketing/promotions
4. Sports information/athletics communications
5. Development
6. Compliance
7. Facilities/operations
8. Training/medical
9. Business
10. Equipment
11. Other \_\_\_\_\_

Is your position considered full-time?

1. Yes
2. No

Indicate (approximately) the percentage of time you spend on the following tasks: (Should total 100)

- Administrative \_\_\_\_\_
- Coaching \_\_\_\_\_
- Other \_\_\_\_\_

How many years have you worked at any Division II institution or conference?

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During your career, have you worked at other NCAA Division II member institutions or conferences?

1. Yes
2. No

During your career, have you worked in other levels of college athletics (e.g., Division I, Division III, NAIA, two-year college)?

1. Yes
2. No

Indicate the other levels of college athletics at which you have worked: (Check all that apply)

1. Division I
2. Division III
3. NAIA
4. Two-year college

Have you ever been employed at the NCAA national office?

1. Yes
2. No

Indicate your level of agreement with the following statement: I can describe the philosophical differences between the three NCAA divisions.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree

As a member of Division II, please rank the top 5 characteristics that are of most value to you: (Drag your top five choices to the box on the right and move them up and down in the order you would rank them. Place the most valuable at the top.)

- Partial-scholarship model \_\_\_\_\_
- Strategic positioning platform (Life in the Balance; Make It Yours) \_\_\_\_\_
- National championship festivals \_\_\_\_\_
- Partnership with the Make-A-Wish Foundation \_\_\_\_\_
- Community engagement \_\_\_\_\_
- Membership/conference stability \_\_\_\_\_
- Enhancement fund membership distribution \_\_\_\_\_
- Conference Grant Program \_\_\_\_\_
- "One school, one vote" system for membership governance \_\_\_\_\_
- Regionalization philosophy for regular-season scheduling and championship selections \_\_\_\_\_
- Number of opportunities for participation in NCAA national championships \_\_\_\_\_
- Regular-season and postseason media (e.g., television, web) opportunities \_\_\_\_\_
- Diversity of the Division II membership \_\_\_\_\_

Note: Your rankings will be reset if you advance to the next page and then return to this page.



## NCAA Division II Membership Census

### Athletics Operations

To whom do you directly report?

1. President/Chancellor
2. Chief Financial Officer
3. Chief Academic Officer
4. Chief Student-Affairs Officer
5. VP/Director of Communications/Univ. Relations
6. Provost/Other VP
7. Athletics Director
8. Associate/Assistant AD
9. Head Coach
10. Medical Officer/Trainer
11. Other, please specify: \_\_\_\_\_

To whom do you indirectly report or report via "dotted line"? (Check all that apply.)

1. President/Chancellor
2. Chief Financial Officer
3. Chief Academic Officer
4. Chief Student-Affairs Officer
5. VP/Director of Communications/Univ. Relations
6. Provost/Other VP
7. Athletics Director
8. Associate/Assistant AD
9. Head Coach
10. Medical Officer/Trainer
11. Not applicable
12. Other, please specify: \_\_\_\_\_

Are you a member of the president/chancellor's senior leadership team (e.g., cabinet)?

1. Yes
2. No

### Strategic Positioning, Branding and Communication

Indicate your level of agreement with the following statement: NCAA Division II's "Life in the Balance" model is the "right way" to approach intercollegiate athletics.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/not applicable

Indicate your level of agreement with the following statement: The "Make It Yours" brand established pride for my institution in Division II.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/not applicable

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Indicate your level of agreement with the following statement: “Make It Yours” highlights Division II’s unique characteristics (e.g., “Life in the Balance”, strong academics, strong athletics, commitment to community engagement).

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/not applicable

Finish the following statement: The "Make It Yours" Division II tagline

1. Has been embraced on my campus in various ways.
2. Has somewhat resonated on my campus, but additional promotion of the brand needs to be done.
3. Has not been embraced on my campus and my institution needs to better promote the brand.
4. Has not been embraced on my campus and Division II needs to better promote the brand.

Indicate your level of agreement with the following statements regarding communication of the strategic platform:

|  | Strongly agree           | Agree                    | Neither agree nor disagree | Disagree                 | Strongly disagree        | Don't know/not applicable |
|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|---------------------------|
| The communication from the national office to the Division II membership about the Division II Strategic Positioning Platform – “Life in the Balance” and “Make it Yours” -- has been effective.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The communication from the national office to external constituents (e.g., media, parents) about the Division II Strategic Positioning Platform – “Life in the Balance” and “Make It Yours” -- has been effective. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

Please provide a word or phrase that you believe defines the Division II experience (for example, define what “It” in “Make It Yours” means to you).

Indicate your level of agreement with the following statement: The current status of Division II within the NCAA concerns me.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/not applicable

Indicate your level of agreement with the following statement: The current status of intercollegiate athletics concerns me.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/not applicable

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Indicate your level of agreement with the following statements about communications with and from the national office staff:

|   | Strongly agree           | Agree                    | Neither agree nor disagree | Disagree                 | Strongly disagree        | Don't know/not applicable |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|---------------------------|
| I am provided the opportunity to effectively communicate with the national office staff.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| I am aware of where to obtain Division II information from the NCAA that is pertinent to my job.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The monthly Division II newsletter, highlighting links to news throughout the Division II membership, is an asset.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| It is important for the national office to regularly communicate information regarding the work of Division II governance committees. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

Rank how you would prefer to receive communication related to your job. (Drag your choices to the box on the right and move them up and down in the order you would rank them. Place the most valuable at the top.)

- Email \_\_\_\_\_
- Phone \_\_\_\_\_
- Website \_\_\_\_\_
- Mail \_\_\_\_\_
- Social media \_\_\_\_\_

Note: Your rankings will be reset if you advance to the next page and then return to this page.

Are there any other ways in which you would prefer to receive communication related to your job?

Which of the following Division II resources are you aware of: (Check all that apply)

1. Strategic positioning platform
2. Tools to tell the Division II story
3. Facts and figures document
4. Strategic plan and summary reports online
5. Division II videos and public service announcements
6. Identity workshops and seminars
7. Division II priorities
8. Annual Division II Yearbook
9. Purchasing website for signage and promotional materials
10. None of the above



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Rate the quality of the NCAA Division II championships selection shows.

1. Excellent
2. Very good
3. Good
4. Fair
5. Poor

Indicate your level of agreement with the following statement: The quality of selection shows has improved in the last five years.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/not applicable

Indicate your level of agreement with the following statement: Announcing the #1 seed for each region via social media prior to the selection shows is effective in building excitement for the championship.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/not applicable

Have you ever watched an NCAA Division II championship webcast through NCAA.com or the NCAA sports app?

1. Yes
2. No

Indicate your level of agreement with the following statements about the championship webcasts:

|   | Strongly agree           | Agree                    | Neither agree nor disagree | Disagree                 | Strongly disagree        | Don't know/not applicable |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|---------------------------|
| The championship webcasts represent the division in a positive way.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The overall production of the webcasts (e.g., broadcasters, number of cameras, presentation) is good. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

Rate the quality of the NCAA Division II championship webcasts on NCAA.com.

1. Excellent
2. Very good
3. Good
4. Fair
5. Poor

Student-Athlete Advisory Committee

My campus Student-Athlete Advisory Committee (SAAC) meets at least:

1. Weekly
2. Monthly
3. Once a semester
4. Yearly
5. As needed
6. Don't know

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Indicate how reflective the following statements are about the Student-Athlete Advisory Committee (SAAC) on your campus:

|  | Strongly agree           | Agree                    | Neither agree nor disagree | Disagree                 | Strongly disagree        | Don't know/not applicable |
|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|---------------------------|
| The SAAC on my campus is an organized leadership group.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The SAAC on my campus is a productive leadership group.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The SAAC on my campus is a recognized leadership group.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The SAAC on my campus can influence change.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Members of the SAAC on my campus are more engaged in non-athletic campus events than other student-athletes.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Members of the SAAC coordinate most of the community engagement and service events associated with our athletics department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| My school relies on the members of the SAAC to communicate information to other student-athletes.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| My school allocates resources to support SAAC.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| My school includes SAAC's input when decisions impacting the student-athlete experience are made.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

What kinds of changes has your campus SAAC made to benefit your student-athletes or your campus?

Championships

Please rank the top five (5) priorities in importance in the allocation of championships resources: (Drag your top five choices to the box on the right and move them up and down in the order you would rank them. Place the most valuable at the top.)

- Increase travel party sizes \_\_\_\_\_
- Increase squad sizes \_\_\_\_\_
- Increase per diem \_\_\_\_\_
- Reimburse for local transportation \_\_\_\_\_
- Increase the bracket size for championships \_\_\_\_\_
- Selecting brackets nationally vs regionally \_\_\_\_\_
- Ensure the No. 1 seed in the region has the opportunity to host \_\_\_\_\_
- Minimize first-round conference opponents \_\_\_\_\_
- Student-athlete mementos \_\_\_\_\_
- Student-athlete awards \_\_\_\_\_
- Television exposure \_\_\_\_\_

Note: Your rankings will be reset if you advance to the next page and then return to this page.



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If you could change one thing about Division II national championships, it would be...

Have you ever attended a Division II National Championships Festival?

1. Yes
2. No

Indicate your level of agreement with the following statement: The student-athlete experience at the festival is worth the financial investment by Division II.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/not applicable

Indicate your level of agreement with the following statement: The division should host a championships festival in the fall.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/not applicable

The fall festival should include the following sports (check all that apply):

1. Men's and Women's Cross Country
2. Field Hockey
3. Football
4. Men's and Women's Soccer
5. Women's Volleyball

Indicate your level of agreement with the following statement: The division should host a championships festival in the winter.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/not applicable

The winter festival should include the following sports (check all that apply)

1. Men's Basketball
2. Women's Basketball
3. Men's and Women's Swimming and Diving
4. Men's and Women's Indoor Track and Field
5. Wrestling

Indicate your level of agreement with the following statement: The division should host a championships festival in the spring.

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/not applicable



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The spring festival should include the following sports (check all that apply):

1. Baseball
2. Men's Golf
3. Women's Golf
4. Men's Lacrosse
5. Women's Lacrosse
6. Rowing
7. Softball
8. Men's and Women's Tennis
9. Men's and Women's Outdoor Track and Field

For Division II National Championships Festivals, rank order the components of the festival by importance. (Drag your choices to the box on the right and move them up and down in the order you would rank them. Place the most valuable at the top.)

- Multiple championships at one site \_\_\_\_\_
- Community engagement activity \_\_\_\_\_
- Opening ceremony \_\_\_\_\_
- Closing ceremony \_\_\_\_\_
- Student-athlete interactive lounges \_\_\_\_\_
- Student-athlete study lounges \_\_\_\_\_
- NCAA-provided daily breakfast \_\_\_\_\_
- Per diem to stay the duration of the festival \_\_\_\_\_
- Additional programming for teams and student-athletes who have been eliminated \_\_\_\_\_
- Flexibility on arrival and departure dates \_\_\_\_\_

Note: Your rankings will be reset if you advance to the next page and then return to this page.

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The Division II philosophy statement (as legislated in Division II Bylaw 20.10) indicates that a Division II member "supports a regionalization model in scheduling that reduces time away from campus and keeps athletics participation in perspective within the educational mission." Regionalization is a Division II championships policy that requires sport committees to select a predetermined number of teams in each of the regions of the sports involved. This policy is based on an assumption that due to the regional nature of most Division II schools, sport committees should evaluate and select championships participants based on regional results, as opposed to a national evaluation in which head-to-head and common opponents' results are less prevalent. The Division II regionalization philosophy provides access to national championships from every region of the country. Regionalization does not guarantee that the best programs in the country will compete for a national championship, but does guarantee that the different regions in the country will be represented at the championship. In addition, regionalization encourages a member school to compete against opponents within its region, instead of seeking contests against opponents outside the geographical region. This scheduling incentive is aimed at helping schools manage their regular-season travel budgets and limit missed class time for Division II student-athletes. Indicate your level of agreement with the following statements:

|   | Strongly agree           | Agree                    | Neither agree nor disagree | Disagree                 | Strongly disagree        | Don't know/not applicable |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|---------------------------|
| I support the regionalization model for Division II national championships.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The Division II regionalization model causes my institution to schedule most of its regular-season contests with in-region opponents.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The Division II regionalization model results in savings for my institution's travel budget.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The Division II regionalization model helps to limit missed class time for student-athletes.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Automatic qualification is the most important component of Division II national championships.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| I prefer national bracketing over regional bracketing.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| I prefer national bracketing over regional bracketing, even if that meant a reduction in bracket sizes or a decrease in travel party sizes. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

How should regional berths in Division II brackets be determined?

1. Access ratios (berths allocated based on sponsorship within a region)
2. Equal access (same number of berths allocated across regions, regardless of sponsorship)
3. Both, depending on the sport

NCAA Division II Membership Census

Indicate your level of agreement with the following statements regarding championships site selections:

|   | Strongly agree           | Agree                    | Neither agree nor disagree | Disagree                 | Strongly disagree        | Don't know/not applicable |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|---------------------------|
| I support the regional rounds for national championships being held at neutral sites, not affiliated with a Division II campus. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| I support the final rounds for national championships being held at neutral sites, not affiliated with a Division II campus.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| I support the regional rounds of national championships being held only on Division II campuses.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| I support the final rounds of national championships being held only on Division II campuses.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| I support allowing national championships to be held at the same site for multiple years.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| I believe national championships should not be held at the same site for more than two years in a row.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

Regional advisory committees (RACs) are intended to assist the national sport committees with rankings and selections and also to help identify potential hosts and serve as site representatives. Have you ever served on a regional advisory committee (RAC)?

1. Yes
2. No

Indicate your level of agreement with the following statements regarding regional advisory committees:

|   | Strongly agree           | Agree                    | Neither agree nor disagree | Disagree                 | Strongly disagree        | Don't know/not applicable |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|---------------------------|
| I believe RACs are still serving their intended purpose   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| I believe subjectivity in rankings and selections should be eliminated and done completely on data derived from current selection criteria. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

Which of the following Division II championship resources do you reference: (Check all that apply)

1. Championship newsletter
2. Championship manuals located on ncaa.org
3. Resources listed on championships page on ncaa.org
4. None of the above



NCAA Division II Membership Census

Indicate your level of agreement with the following statements about the Division II governance structure and legislative process.

|   | Strongly agree           | Agree                    | Neither agree nor disagree | Disagree                 | Strongly disagree        | Don't know/not applicable |
|---|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|---------------------------|
| The timeline for submission of membership-sponsored proposals for the NCAA Convention is appropriate (5 p.m. Eastern time July 15).                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The sponsorship requirement of two active member conferences or 15 active member institutions is appropriate for sponsoring membership proposals for the NCAA Convention. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The Official Notice containing all of the proposals for the annual Convention's business session should be an electronic-only publication.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The current number of legislative proposals at each Convention's business session is appropriate.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The educational resources (e.g., question-and-answer document) provided by the Division II national office staff to understand legislative proposals are helpful.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The Division II business session scheduled on Saturday morning at the annual Convention is the most appropriate way for the membership to vote on legislative changes.    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Division II should retain the "one school, one vote" model for voting on legislative proposals during the business session.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

Indicate your opinion regarding presidents'/chancellors' level of involvement in Division II athletics policy.

1. Too much involvement
2. The right amount of involvement
3. Too little involvement

Indicate your opinion regarding directors of athletics' level of involvement in Division II athletics policy.

1. Too much involvement
2. The right amount of involvement
3. Too little involvement

Per NCAA legislation, to be considered an active member conference, the conference must have a minimum of 8 member schools (effective 2017) and then 10 member schools (effective 2022). Do you believe these are the appropriate requirements to be considered an active Division II conference?

1. Yes
2. No

The minimum number of schools to be considered an active Division II conference should be:

1. 8
2. 10
3. 12
4. Other \_\_\_\_\_

Have you attended an NCAA Convention?

1. Yes
2. No

NCAA Division II Membership Census

Indicate your level of agreement with the following statements about the NCAA Convention.

|  | Strongly agree           | Agree                    | Neither agree nor disagree | Disagree                 | Strongly disagree        | Don't know/not applicable |
|--|--------------------------|--------------------------|----------------------------|--------------------------|--------------------------|---------------------------|
| The annual NCAA Convention should continue to be held in January.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The current length of time (four days) for the annual NCAA Convention is the appropriate length of time to accomplish the division's business. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The NCAA Convention should start on Tuesday and end on Friday.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The Association-wide and Division II educational sessions offered at the annual NCAA Convention are a good use of time.                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Overall, attendance at the annual NCAA Convention is a good use of my time.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

Diversity and Inclusion

Indicate how reflective the following statements are about diversity and inclusion on your campus:

|  | True                     | Somewhat true            | Somewhat untrue          | Untrue                   | Don't know/Not applicable |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| The athletics department helps in establishing a diverse student body on my campus (e.g., race/ethnicity, religion, socioeconomics).   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| My institution supports and fosters a culture of diversity and inclusion.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| My athletics department supports and fosters a culture of diversity and inclusion.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Our president/chancellor shows leadership and promotes engagement around diversity and inclusion.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Student-athletes on my campus are actively engaged in diversity and inclusion efforts.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The athletics department has representation on committees/task forces that are working on campus-wide diversity and inclusion efforts. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| The athletics department directly funds/provides resources towards diversity and inclusion efforts.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| My athletics department offers programming on diversity and inclusion.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |
| Athletics department staff, coaches or student-athletes participate in institution-wide programming on diversity and inclusion.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>  |

Are you aware of the current programming conducted by the NCAA national office geared towards the advancement of women?

1. Yes
2. No



NCAA Division II Membership Census

Conference Involvement

Indicate how involved you perceive your conference is in the following items:

|  | Very involved            | Involved                 | Somewhat involved        | Not involved             | Involvement not expected | Don't know               |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Monitoring Division II issues.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Requesting feedback from conference members regarding the work of governance bodies (e.g., committees, councils).  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Providing timely governance information to conference members.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Educating conference members on legislative proposals in each legislative cycle.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Managing the conference grant program.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Promoting diversity and inclusion on member institution campuses.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Promoting professional development opportunities for staff members on member institution campuses.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Encouraging member institutions to be involved in the NCAA governance structure.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Communicating opportunities to participate in DII initiatives (e.g., FAR Institutes; Governance Academies; Mentor Program; New AD Orientation; Identity Workshop; grant opportunities; scholarship opportunities). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

Use the space below to provide any additional comments you have about Division II.

Use the space below to provide innovative ideas you believe the national office should undertake to enhance Division II's positioning in intercollegiate athletics.