BENEFITS OF DIVISION II MEMBERSHIP

TALKING POINTS FOR FACULTY ATHLETICS REPRESENTATIVES

Division II is a collection of more than 300 NCAA colleges and universities that provide thousands of student-athletes the opportunity to earn athletics scholarships and compete at a high level while excelling in the classroom and fully engaging in the broader campus experience.

This booklet is designed to help faculty athletics representatives tout the benefits of Division II to prospects, parents, campus personnel and community stakeholders.

For more information about Division II, visit www.NCAA.org/D2.
Characteristics of Division II institutions

- Division II spans from New England to Hawaii, from Florida to Alaska, from Texas to Minnesota and from the Carolinas to California.

- Division II was created in 1973 when the NCAA voted to establish three divisions for athletics competition. Before then, NCAA schools were classified as either “university” or “college” to distinguish between the larger and smaller athletics programs. The creation of Division II gave those programs that wanted to keep their athletics budgets in good proportion to the total institutional budget a place to compete.

- Division II believes in a balanced approach that integrates athletics into the college experience and allows students to focus fully on their academic pursuits and participate in other campus and community activities.

Quick Facts

- **Active Members**: 308
- **Active Conferences**: 24
- **Championships participation ratio**: 1:8.3
- **Average number of student-athletes at schools with football**: 455 (281 men, 174 women)
- **Average number of student-athletes at schools without football**: 296 (151 men, 145 women)

Division II Breaks Down

- **Type of School**: 48% public, 52% private
- **HBCUs and Hispanic Serving Institutions**: 9% HBCUs, 13% Hispanic Serving Institutions
- **Median Cost of Attendance**: DI $40,427, DII $34,981, DIII $46,054
- **Student-athletes**: MEN (44%) 517,153, WOMEN (56%) 670,568
- **Sports-sponsorship average**: MEN 7.2, WOMEN 8.4

GO FAR!

FARs are uniquely positioned to articulate the benefits of athletics, providing a fresh point of view to reporters and broadcasters who are accustomed to interacting only with athletics administrators and coaches. As such, FARs are advocates for Division II’s “Life in the Balance,” as they champion student-athlete academic success and help ensure the quality of the athletics experience.
Division II students excel academically

Division II’s academic philosophy calls for a comprehensive program of learning and development in a personal setting. Graduation rates indicates the model’s success, as student-athletes graduate at rates about 6 percentage points higher than their student body counterparts. Also, Division II established an “Academic Success Rate” in 2006, which, unlike the federal graduation rate, measures graduation outcomes for athletes who are not receiving athletically related financial aid (it also includes transfers and mid-year enrollees).

**DIVISION II GRADUATION RATES (2007-10 COHORTS)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Student body Federal rate</th>
<th>Student-athlete Federal rate</th>
<th>ASR</th>
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</thead>
<tbody>
<tr>
<td>Division II overall</td>
<td>49%</td>
<td>55%</td>
<td>72%</td>
</tr>
<tr>
<td>Division II men</td>
<td>45%</td>
<td>48%</td>
<td>64%</td>
</tr>
<tr>
<td>Division II women</td>
<td>53%</td>
<td>65%</td>
<td>85%</td>
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</table>

“The vast majority of our student-athletes are here to be students first. That doesn’t mean they don’t love their sport, but they know they are here to be students first.”

Timothy Ladd, Faculty Athletics Representative, Palm Beach Atlantic University

**DID YOU KNOW?**

Division II colleges and universities accommodate more first-generation students than any other division. Among a recent sample of approximately 20,000 college athletes, 16 percent of Divisions I and III reported being first-generation college students, while 24 percent of Division II student-athletes reported first-generation status.
Division II offers a balanced approach

- Division II shapes student-athletes who graduate with the skills and knowledge to be productive citizens. Division II students are able to play sports, be integrated in campus life, do well in the classroom and graduate with distinction. They are able to have a much more well-rounded experience, because their seasons don’t last all year long.

- Division II offers a unique “partial scholarship” model for financial aid in which most student-athletes’ college experiences are funded through a mix of athletics-based grants, academic scholarships and employment earnings. The partial-scholarship model allows Division II schools to recognize student-athletes for their skills through athletics-based aid, but student-athletes can also accept merit-based aid and academic scholarships as well.

- Division II students have an excellent opportunity to be highly skilled and highly decorated athletes, but the balanced approach allows them to become marketable in their career because they’ll have time to focus on their academic pursuits, their grades, their internships, and whatever else it takes to prepare themselves for life after graduation.

- Division II athletes have plenty of access to their FAR, who helps manage their academic pursuits.

“Division II’s approach that emphasizes balance, and the resulting initiatives brought forth to increase graduation rates and academic success, are the kinds of things that we as a division can be proud of because we know that in the long run it’s not just the athletics experience that’s going to benefit our student-athletes; it’s also the pursuit of the academic path of their choosing, and the graduation and the preparation for life that’s going to benefit our student-athletes.”

Kevin Schriver, Faculty Athletics Representative, Southwest Baptist University

Regardless of the category, be it academic achievement, community engagement, campus leadership, university ambassadorship – however you rank your student body, student-athletes will almost certainly populate the top tier. Faculty who interact with student-athletes know this firsthand and should advocate that fact to colleagues and other campus constituents who may doubt athletics’ positive influence on the university as a whole.
Division II emphasizes engagement

- Division II athletics programs actively engage with their communities, which not only helps drive attendance at athletics contests but also fosters relationships between student-athletes and community members and develops more of a shared civic experience. Community engagement also strengthens the bond among teammates and fosters individual and personal growth.

- Division II conducts community engagement activities at each of its 25 national championships. Area youth and adults who interact with NCAA Division II teams during outreach events are then invited to attend the championship events, often through complimentary admission.

- A major tenet of the Division II experience is the “game environment” initiative that helps institutions establish an atmosphere at home athletics contests that is both energetic and respectful. The initiative emphasizes family friendly fun, with fans and participants conducting themselves in an inviting manner for all ages.

**DID YOU KNOW?**

Division II is nationally known for its long-standing commitment to the Make-A-Wish Foundation and Team Impact, both of which improve the lives of children with life-threatening illnesses. The Division II Student-Athlete Advisory Committee established the Make-A-Wish partnership in 2003 and has since raised more than $5.3 million to benefit kids.
Division II is affordable

- Rather than being financially self-sustaining, almost all Division II programs are funded through the institution itself, just like other departments of the college or university.

- Division II's “partial scholarship” model for financial aid helps keep athletics budgets more in line with the institution's bottom line. It costs Division II schools less than half as much to sponsor a competitive athletics program as it does in Division I (see accompanying chart).

- The median expense for Division II athletics departments with football is roughly $6.5 million, while that figure is about $17 million for Division I Football Championship Subdivision programs and about $71 million for programs in the Division I Football Bowl Subdivision.

- Even when applying generated revenues against total expenses, the median institutional subsidy to balance the athletics budget in Division I is more than $14 million (FBS) and $12 million (FCS). The subsidy in Division II is about $5.5 million for schools with football and $4.5 million for schools without.

- A recent study demonstrated that a school moving from Division II to Division I experienced an average increase in athletics spending of $3.7 million each year. Only $500,000, on average, was offset by new revenue (tickets, media, agreements, donors, NCAA distribution, sponsorships). That means a reclassifying school would have to generate $3.2 million each year from other sources of funding (for example, increased student fees, state government support, transfer of funds from other campus departments).

“Division II schools have hundreds of student-athletes, very few of which are on a full ride. We bring in so many kids who are need-based and have the federal financial aid, and that’s what helps fund the university.”

Brenda Cates, Faculty Athletics Representative, University of Mount Olive

<table>
<thead>
<tr>
<th>MEDIAN NET OPERATING RESULTS</th>
<th>DIVISION I</th>
<th>DIVISION II</th>
<th>DIVISION III</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Football Bowl Subdivision</td>
<td>Football Championship Subdivision</td>
<td>DI Schools Without Football</td>
</tr>
<tr>
<td>Generated Revenues</td>
<td>$52,845,000</td>
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<tr>
<td>Total Expenses</td>
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<td>$15,956,000</td>
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<tr>
<td>Net Generated Revenue</td>
<td>-$14,407,000</td>
<td>-$12,550,000</td>
<td>-$12,595,000</td>
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Division II’s commitment: Make It Yours

- Division II student-athletes have a stronger voice than ever before. They serve on NCAA committees within the governance structure, and the national Division II Student-Athlete Advisory Committee votes on legislation at the annual NCAA Convention.
- The new “Make It Yours” brand enhancement offers Division II student-athletes a rallying cry to celebrate their unique athletics experiences.
- In a recent survey of current Division II athletes, 95 percent of them said they would recommend a Division II experience to a prospective student. A similar percentage (93 percent) of athletes 10 years removed from their DII athletics experience said they would recommend Division II to a prospect. That represents an ongoing and lasting impact!

WHAT IS IT THAT WE’RE MAKING OURS?

- It’s making graduation a priority.
- It’s about earning scholarship dollars for your athletic ability and competing for national championships.
- It’s making athletics participation truly part of the college experience rather than just one aspect of it.
- It’s making lifelong friends at a campus whose size affords a more intimate setting.
- It’s the university president seeing students on campus and being able to call them by name and ask how things are going.
- It’s making the academic experience more personal.
- It’s about professors, coaches and staff caring for you as a student.
- It’s about an experience in which you can be an active participant.
- It’s about a campus that is tight-knit enough to respond to individual student needs.
- It’s about having coaches who help athletes develop their resumes as much as their athletics skills.
- It’s about a custom-fit approach to athletics and education rather than a one-size-fits-all.
Reality trumps perception

College and university FARs interact regularly with audiences who may not be familiar with Division II, such as community members, faculty from non-Division II schools, and even personnel on their own campuses. Sometimes those audiences tend to believe various perceptions created along the way. Here are the realities to counter them:

Perception: Division II athletics programs place winning above education.

Reality: Just as the student-athletes choose to focus more on their education, Division II colleges and universities create infrastructures that put education first with high student-professor ratios and supportive coaches who aren’t bothered by classes or labs that cut into practice time. Also, because Division II athletics programs aren’t required to be self-sustaining financially, there’s less pressure to corporatize or develop a win-at-all-costs mentality in order to fund the department, which also helps protect education as the priority.

“All of our faculty have been in the classroom. We understand the situations our students will face because we’ve lived it. This allows us to talk about concepts and teach in a manner that makes it real for our students. We try to be models in the classroom because, in reality, we’re teaching our colleagues of the future.”

Jean Dockers, Director of Teacher Education and Assistant Professor, Pittsburg State University

Perception: Division II athletes are forced into certain majors.

Reality: Among Division II’s most attractive attributes is the fact that athletics participation doesn’t preclude athletes from being equally passionate about their academics. A recent survey of Division II athletes indicated that most of them chose their academic major because they were interested in the topic, and that it helped prepare them for a particular career field – not because their coaches steered them into that curriculum because it would benefit their athletics participation.

Perception: Division II student-athletes are more athlete than student.

Reality: FARs are in a good position to refute this one, as they see student-athletes excel regularly in the classroom. One FAR pointed out this interesting fact: In Division II, there’s no army of tutors and advisors to shepherd an athlete through a rigorous college curricula. Athletes at the Division II level are accountable for their success or failure in the classroom, which is part of the learning for any college student. The FAR went on to say that’s why most DII student-athletes succeed academically – they know their careers are much more likely to be academically rather than athletically driven.