DIVISION II
Chancellors and Presidents Oversight Summary

A resource to help chancellors and presidents align their athletics departments with the strategic position and philosophy of Division II

Division II members believe that a well-conducted intercollegiate athletics program, based on sound educational principles and practices, is a proper part of the educational mission of a university or college and that the educational well-being and academic success of the participating student-athlete is of primary concern.

— Division II Philosophy Statement
An effective and balanced intercollegiate athletic program requires presidential leadership and oversight. The following are suggested topics and associated questions for the chancellor/president to discuss when meeting with the director of athletics. These also may be useful when meeting with other campus personnel with athletics responsibilities, such as the senior woman administrator, the faculty athletics representative, and the compliance administrator.

GOALS/STRATEGIC PLAN
- Does the athletics department have a strategic plan for accomplishing its mission and values?
- Does the strategic plan address both the athletic program and the institution?
- Do the initiatives, programs, and goals align with institutional strategic priorities and initiatives?
- What are the key strategic initiatives for the current year and beyond?
- What are the key strategic initiatives for the next 5 years?

STRATEGIC COMMUNICATIONS
- Is the athletics communications office adequately staffed to be able to promote your student-athletes' success in competitions, academics, and other areas?
- Does the athletics department partner with the communications office to tell the institution's story (using student-athletes as ambassadors for that story)?
- Does the department strategically market athletics as part of the institutional story to local, regional, and national audiences?
- Does the athletics department have a clear, consistent, and compelling story?
- Does the athletics department communicate effectively with target audiences?

PERSONNEL
- The Faculty Athletics Representative
  - Does the FAR interact with the athletics department, and what procedures are in place to ensure a healthy and productive relationship?
- The Senior Woman Administrator
  - Is the SWA welcomed and supported by all groups (coaches, staff, student-athletes, etc.) in carrying out her functions?
- Is the SWA perceived as a role model for female student-athletes?

COACHES
- Is the culture within the athletics department such that coaches are integrated and involved in decisions that affect more than just their given sports?
- Do coaches understand their position as ambassadors for the institution?
- Do coaches regularly interact with the community? Do they advocate community engagement with their teams?
- Do coaches actively interact with student-athletes regarding their academic performance and their career and professional aspirations?

HIRING PRACTICES
- Does the athletics department anticipate any coaching or administrative vacancies in the near term?
- Review the process for hiring coaches and administrators to ensure that it aligns with institutional policy and procedures, particularly as they relate to Human Resources and the campus diversity and inclusion office.
- Talk about unique circumstances facing athletics that can affect the hiring process (such as timelines in filling coaching vacancies to maintain momentum in recruiting).

DIVERSITY AND INCLUSION
- Does athletics have a written commitment to conduct best practices that foster a diverse and inclusive environment?
- When discussing policy and operations, are steps taken to ensure decisions are made in the best interests of all student-athletes?

COMPLIANCE
- Does the process support seeking a diverse candidate pool?

ACADEMIC PERFORMANCE
- Division I adopted legislation in 2014 requiring institutions to appoint a full-time compliance administrator who does not have other duties (as a part-time coach, for example). Discuss whether this policy is being followed.
- Does the compliance administrator have the technology he or she needs to ensure an effective operation?
- Did athletes report any secondary violations within the last year? If so, what was the nature of the violations, and do they suggest problem areas that might need to be addressed?
- Review the process for investigating and reporting rule violations. What is the process for notifying the chancellor/president of violations?
- Does the athletics department educate coaches about NCAA rules? What is the process for verifying student-athletes' continuing eligibility?

LIFE SKILLS/COMMUNITY ENGAGEMENT
- Are student-athletes encouraged to participate in programs that foster leadership development and professional growth? Does athletics offer such programming?
- Are student-athletes encouraged to participate in activities that foster leadership development and professional growth?
- Does the athletics department encourage student-athletes to participate in community service activities and organizations?
- Does the athletics department encourage student-athletes to participate in community service activities and organizations?

GAME ENVIRONMENT
- Does athletics support and encourage a positive game environment? Is there a clear understanding of how behavior is to be corrected when necessary?
- Are athletics department practices and procedures consistent with the institution's mission and values?
- Does athletics consistently communicate its expectations for fan and participant behavior?

HEALTH AND SAFETY
- Does the athletics program have a written medical health plan? Discuss instances when the plan was deployed and whether it effectively addressed the situation. If it did not, discuss what changes were made as a result of the incident.
- Does the athletics program have a written concussion management plan? Review the process for evaluating the severity of a concussion.
- Does the athletics program have a written medical health plan? Discuss instances when the plan was deployed and whether it effectively addressed the situation. If it did not, discuss what changes were made as a result of the incident.

KEY ISSUES
- What are the key issues locally that present either an opportunity or a challenge for the athletics department?
- What about the conference level or the divisional level (in terms of Division II legislative proposals, for example)?
What does ‘Make It Yours’ mean in Division II?

- 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 or chancellor 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

That’s what we’re ‘making ours’ in Division II.

2016 DII FACTS AND FIGURES

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.

**ENROLLMENT AT DII ACTIVE MEMBERS**

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Percentage</th>
<th>Institutions</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.1%</td>
<td>114 Institutions</td>
<td>2,600-7,499 students</td>
<td></td>
</tr>
<tr>
<td>50.8%</td>
<td>168 Institutions</td>
<td>Fewer than 2,500 students</td>
<td></td>
</tr>
<tr>
<td>10.4%</td>
<td>82 Institutions</td>
<td>7,500-14,999 students</td>
<td></td>
</tr>
<tr>
<td>1.6%</td>
<td>5 Institutions and more</td>
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<td></td>
</tr>
</tbody>
</table>

**AVERAGE NUMBER OF STUDENT-ATHLETES**

<table>
<thead>
<tr>
<th>Sports Type</th>
<th>Schools without football</th>
<th>Schools with football</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>284</td>
<td>443</td>
</tr>
<tr>
<td></td>
<td>144 MEN</td>
<td>166 WOMEN</td>
</tr>
</tbody>
</table>

**WOMEN**

Undergraduate enrollment: 690,395 (56%),
49,618 of which are student-athletes (7%)
Average number of sports sponsored is 8.2

**MEN**

Undergraduate enrollment: 539,529 (44%),
69,448 of which are student-athletes (13%)
Average number of sports sponsored is 7.1

**GRADUATION RATES**

Division II graduation rates (2005-06 cohort)

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>Men</th>
<th>Women</th>
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</thead>
<tbody>
<tr>
<td>49% student body federal rate</td>
<td>55%</td>
<td>69%</td>
</tr>
<tr>
<td>Academic Success Rate</td>
<td>71%</td>
<td></td>
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</tbody>
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**CHAMPIONSHIPS**

12 men’s championships = 8,720 participants total
13 women’s championships = 7,829 participants total
1:7 championships participation ratio*

*The Division II championships access ratio is the best in the NCAA.

MEDIAN TOTAL EXPENSES

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Schools with football (in millions)</th>
<th>Schools without football (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>$9.8</td>
<td>$7.4</td>
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<tr>
<td>2nd</td>
<td>$6.9</td>
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<tr>
<td>3rd</td>
<td>$5.5</td>
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<tr>
<td>4th</td>
<td>$3.5</td>
<td>$2.8</td>
</tr>
<tr>
<td>OVERALL</td>
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<td>$5.4</td>
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