

# **NCAA Division III Student-Athlete Advisory Committee (SAAC) Informational Guide and Best Practices**



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## BACKGROUND

### What is SAAC?

A student-athlete advisory committee (SAAC) is a committee made up of student-athletes assembled to provide insight on the student-athlete experience. The SAAC offers input on the rules, regulations and policies that affect student-athletes' lives. There is a SAAC at the institution, conference and national levels. Presently, there are separate national SAACs for NCAA Divisions I, II and III. NCAA legislation mandates that all member institutions have SAACs on their respective campuses. Further, NCAA legislation requires that all member conferences have SAACs.

### History of SAAC

An Association-wide SAAC was adopted at the 1989 NCAA Convention and was formed primarily to review and offer student-athlete input on NCAA activities and proposed legislation that affected student-athlete welfare. The initial national committee was comprised of student-athletes from all membership divisions to ensure that the student-athlete voice accounted for a diversity of educational and athletics experiences at all types NCAA member institutions. In August 1997, the NCAA federated along divisional lines. The federation caused the SAAC to expand to three separate SAACs – representing NCAA Divisions I, II and III.

Each national divisional committee is comprised of both female and male student-athletes and is charged with two key responsibilities: assisting in the review of NCAA proposed legislation and representing the voice of the student-athlete in the NCAA governance structure. This is accomplished by providing input on division-specific issues related to student-athlete welfare. (Federation has increased student-athlete participation in the NCAA governance process by increasing the number of SAAC members from 28 student-athletes to a sum total of 85 members serving on the national Divisions I, II and III committees).

The input of the respective Divisions I, II and III SAACs continues to be sought by a variety of constituencies within the Association. Student-Athlete Advisory Committee members have the opportunity to speak with their respective NCAA Management Councils, Board of Directors, and the Divisions II and III SAACs continue to speak to legislative issues on the NCAA Convention floor.

### Purpose of SAAC

The purpose of a SAAC may vary across conferences and institutions; however, the following four purposes should serve as basic guidelines when developing a SAAC and its strategic plan:

- Generate a student-athlete voice within the institution
- Generate a student-athlete voice within the conference
- Review and respond to proposed NCAA legislation
- Support the campus and conference community through community outreach efforts, with a primary focus on the NCAA Division III SAAC and Special Olympics partnership

### Committee Membership and Communication Flow

The membership of the Student-Athlete Advisory Committee should be representative of the diversity of your institution's population and involve representatives from diverse sports. Each member serves as a liaison between the committee and his or her individual team.

The below flow chart represents the communication flow and membership of the three levels of Division III SAAC:



### Connection to NCAA and Conference Office

In 1995, NCAA member colleges and universities adopted legislation mandating that each institution create a Student-Athlete Advisory Committee. In addition, every conference must also create its own committee. Each institution's student-athlete advisory committee has a communication link with the national SAAC, either directly or through a conference student-athlete advisory committee. If your campus or conference does not yet have a committee in place, please note the bylaws below which require one.

### NCAA Bylaws

- **6.1.4 Student -Athlete Advisory Committee**

Each institution shall establish a student-athlete advisory committee for its student-athletes. The Composition and duties of the committee shall be determined by the institution. (Adopted: 1/10/95 effective 8/1/95)

- **3.3.4.5 Conference Student-Athlete Advisory Committee**

Each multisport member conference shall establish a student-athlete advisory committee for its student-athletes. The composition and duties of the committee shall be determined by the conference. (Adopted: 1/11/00 effective 8/1/01)

## INDIVIDUAL ROLES

### NCAA Liaison (NCAA staff members)

The NCAA national office liaisons facilitate national SAAC efforts by providing leadership, administrative and managerial resources information, and by implementing the decisions made by the committee.

### National SAAC Representative (Student-Athletes)

The role of the national SAAC representative is to be an active participant at all conference and national SAAC meetings and to work as a liaison among the institutional, conference and national SAACs. The national SAAC representative should be aware of issues and updates from both the conference and the NCAA, which affect all the institutions, conferences and student-athletes. Independent and at-large representatives to the national SAAC will be held to the same attendance and communication requirements as conference SAAC representatives where applicable.

**Conference Liaison (Conference Administrator)**

The role of the conference SAAC liaison is to oversee development of the agenda and perform administrative responsibilities such as, keeping the minutes and roster, managing the budget and managing a list serve comprised of conference SAAC representatives. It is a challenging balance between being the leader of the meeting and being a resource for the meetings; however, the conference liaison's primary role is to guide the student-athletes as they set their own agenda and complete their tasks. This person should be an employee of the conference office or a member institution.

**Conference SAAC Representative (Student-Athletes)**

The role of the conference SAAC representative is to be an active participant at all institutional and conference SAAC meetings, have an open communication line with the conference commissioner and work as a liaison between the institution and conference SAACs. The conference SAAC representative will be aware of issues and updates from both the conference and the NCAA which could affect all Division III institutions, conferences and student-athletes. This person may or may not also be a chair of one of the conference's campus SAACs.

**Institution Liaison (Campus Administrator)**

Similar to the role of the conference liaison, the role of the institutional SAAC liaison is to oversee the development of the agenda, and perform administrative responsibilities such as, keeping the minutes and roster, managing the budget and managing a list serve comprised of all institutional SAAC representatives. It is a challenging balance between being the leader of the meeting and being a resource for the meetings; however, the institutional liaison's primary role is to guide the student-athletes as they set their own agenda and complete their tasks. This person should be an employee of the institution, preferably in the athletic department.

**Institution SAAC Representative (Student-Athletes)**

The role of an institutional SAAC representative is to be an active participant at all SAAC meetings; to exemplify leadership, communication and collaboration within the SAAC; and to serve as the voice from and liaison between the student-athletes from their respective sport and the campus SAAC.

**Campus SAAC Executive Board (Student-Athletes)**

The NCAA recommends that each campus utilizes an executive board to oversee the operation of the student-athlete advisory committee. Traditional board member positions include chair, vice-chair, secretary/treasurer and chairs of any standing subcommittees. All of these positions should be held by student-athletes.

## SAAC COMPONENTS

**Constitution**

Once your SAAC has developed a mission statement, a set of bylaws should be established. These bylaws are important in creating and maintaining infrastructure and rules that current and future members of the organization can follow. SAAC bylaws should include, but are not limited to, the following information:

- Purpose
- Selection Process
- Attendance Policy
- Officers and Nomination/Election Process
- Robert's Rules of Order (Appendix A)

**Purpose**

The bylaws should state the purpose or mission of the organization in order to give the SAAC consistent direction.

**Selection Process**

The main goal of the selection process is to afford consistent representation at each SAAC meeting. The selection process is divided into two areas – nominations and vacancies.

**Nominations**

A nomination process should be established to select individuals that are well-respected within their institution and team. It is important to select individuals that will be responsible for sharing meeting information with other student-athletes and can bring diverse viewpoints to meetings. Ensure you have a diverse representation of student-athletes (gender, ethnicity, sport, year in school, etc.) and that you select individuals that can regularly attend meetings.

**Vacancies**

A policy should be established for filling vacancies on SAAC. It is important to clearly define the steps that a departing SAAC member and SAAC liaison should follow to ensure adequate time to find a qualified replacement and a smooth transition of members on and off the committee.

**Attendance Policy**

Full representation is crucial at SAAC meetings. The SAAC should create a policy which encourages active attendance at meetings, and also provides an action plan for when absences occur. The policy should clearly define acceptable vs. unacceptable absences, expectations and accountability measures.

**Officers (Executive Board)**

The Executive Board should include a chair, vice-chair and perhaps one or two more representatives (e.g. secretary, treasurer.) The SAAC should determine important duties and responsibilities of the Executive Board, including specific job descriptions for each position, terms of office, and election procedures.

**Robert's Rules of Order (See Appendix A)**

There should be an established order of speaking, voting and proposing motions at each SAAC meeting. The recommended method is Robert's Rules of Order. The NCAA welcomes the use of Robert's Rules of Order because it is standard practice at national SAAC meetings; however, SAACs are free to use any method that establishes protocol and keeps order.

**Communication Plan**

It is important that every SAAC develops a communication plan. This plan should establish how information is gathered from and sent out to various groups; who has the authority to speak on behalf of the committee; and how SAAC successes are shared with a larger audience. It is recommended that campus SAACs involve their athletic communications office or sports information directors in the creation and execution of the communications plan.

**COMMUNICATION****General**

One of the most important components of a successful SAAC is encouraging frequent and substantive communication among SAAC representatives and student-athletes. Clear, consistent communication will strengthen the overall output of the group.

Also, partner with your campus athletic communications office or sports information director to help tell the student-athlete story. Bring potential story ideas of student-athlete contributions to the campus and community to your SID.

Effective communication tools are vital to a successful SAAC and fluid transition from year-to-year. Below are a few recommendations:

**Campus Contact/Liaison Roster**

Maintaining not only a SAAC roster (with contact information, sport, term, etc.), but also a list of important SAAC contacts and general student-athlete contact information is crucial to effective communication flow. The following individuals should also be included on the SAAC contact list:

- **Campus** (Director of athletics, SWA, Faculty athletics representative, Campus SAAC liaison, Conference SAAC representative, Team representatives to the SAAC)

- **Conference** (Commissioner, Management Council representative, Conference SAAC liaison, Division III SAAC representative, Institutional SAAC representative)
- **Information for Roster** (Name, Title or Sport Team, Address, Phone, Email address, Term of campus SAAC representative)

Keep this information in a collaboration zone or a site where it can be accessed by all SAAC members. SAAC representatives should be responsible for updating individual and team information. To assist in keeping the contact roster updated it is suggested that the roster is routinely distributed during meetings so members can verify their contact information.

### Website

Having a SAAC link on the athletic department or conference website is also essential. This link provides access to information regarding the committee and allows the committee to showcase its accomplishments and community service efforts. Below are some suggested web features:

- SAAC's mission and purpose
- SAAC roster with pictures of the representatives (include name, sport, email address and role or subcommittee participation, if any)
- Calendar of upcoming meetings
- Link to the NCAA Division III SAAC website
- Link to the NCAA Division III and Special Olympics website
- Stories, photos and videos of SAAC community service projects or other outreach
- Other links that may be unique to your campus or conference

## MEETINGS

### General

The college student population is a transient one, with an average tenure of four to five years at the institution. It follows, then, that Student-Athlete Advisory Committees traditionally have a high turnover rate. Thus, the athletics department is instrumental in maintaining consistency from year-to-year and representative- to-representative. One way to achieve consistency is for the athletics department to maintain accurate, historical records of committee actions and demographics. Running an efficient, effective and consistent meeting will enable each campus to perform this task.

### Schedule

Establishing a consistent meeting schedule will help ensure that representatives of each sport team are in attendance. Try to have your meetings at a time convenient for most SAAC members. Many schools have found that Sunday evenings or even first thing Monday morning will catch most of the student-athletes. If possible, once the schedule has been established, try and stay with that schedule for the entire semester, at least. This will go a long way toward ensuring consistency of representation.

### Agenda

The purpose of the agenda is to structure the meeting and to organize meeting topics so that issues are addressed in an orderly manner. It is best to allot more time for pressing issues. Agendas should be created and distributed (email) to SAAC members ahead of time for their review. There are many sections to an efficient agenda, including the following:

1. **Welcome.** An introductory segment whereby new members are introduced and welcomed to the group before proceeding to other business.
2. **Minutes.** Minutes are kept to create a permanent record of meeting schedules, discussions and action items. They become an excellent reference source for groups with transient membership (such as SAACs). It is a good idea to review the minutes of previous meetings at the beginning of each meeting to see if there are any outstanding issues that need to be addressed.
3. **New Business.** Current issues and concerns that affect the campus and the student-athletes should be discussed. Topics of discussion for this section should be collected from committee members and the athletic department and added to the agenda prior to the meeting.

4. Any supplements to enhance the discussion at the meeting should be distributed prior to the meeting with the agenda.

### **SAAC Binder/Electronic Folder**

Each SAAC representative is encouraged to keep a binder/electronic folder of information regarding his or her SAAC activities, as well as the agendas, minutes, contact information and notes from the SAAC meetings. The binders/electronic folders are brought to each SAAC meeting and used as a reference regarding issues for SAAC. They also provide a historical record for new SAAC representative, as the information should be passed from old to new members. It is recommended that the SAAC chair and advisor collect and review the binders/electronic folders at the end of the year. This will ensure that the information is accurate, complete and up-to-date when it is passed on to the next representatives.

Your SAAC binder may want to include the following information:

- SAAC names to know (Administration)
- SAAC roster
- Bylaws
- Committees/subcommittees
- Meeting minutes
- Past agendas
- Handouts
- Best practices
- Available resources
- NCAA national office contact information
- Special Olympics representative contact information

## **SAAC ENGAGEMENT AND BEST PRACTICES**

### **Legislative Grids**

One of the most important things the national SAAC does is the distribution and collection of the legislative grids. These grids describe the proposed legislation that is voted on at the annual January NCAA Convention. Many of the issues relate directly to student-athlete well-being, so taking the time to fully discuss each piece with the campus and conference SAAC is very important. Each national SAAC representative receives the grids electronically and as a hard copy in early fall. The representative will forward the grids to each campus SAAC representative for review. The campus SAAC's job is to discuss and take a position on each piece of legislation; then forward the completed grids to their national SAAC representative. The national SAAC representative then will collect and compile the positions presented by each school and share them with the national SAAC at their November meeting. The positions stated on the compiled grids form the basis for the national SAAC's position papers at Convention. Assistance with this process from the conference office is necessary and greatly appreciated. If you have questions, please contact the primary NCAA Division III SAAC Liaison.

### **NCAA Division III and Special Olympics Partnership**

The Division III Student-Athlete Advisory Committee (SAAC) initiated a partnership with Special Olympics at the 2011 NCAA Convention. The official launch of the partnership was August 1, 2011.

The SAAC identified Special Olympics because programs are offered in every state, it involves hands-on interaction and physical activities, events can be measured by volunteer hours or funds raised, and Special Olympics is an established nationally recognized organization. The purpose of the partnership is to improve the lives of Special Olympics athletes through their involvement with Division III student-athletes and to foster a mutual learning experience between Division III student-athletes and Special Olympics athletes; to provide a platform for recognition of Special Olympics athletes; and to raise awareness about Special Olympics and the programs and services provided. Please visit <http://www.ncaa.org/D3SpecialOlympics> for additional information.

## Community Service

Citizenship and responsibility are Division III attributes. Student-athletes giving back to their local (and often national and international) communities not only adds to the comprehensive learning component of Division III, but also provides a venue for passion and service. An important part of Division III campus SAAC is planning and executing community service projects and activities for the student-athletes. Community service activities promote team-building as well as leadership opportunities for the SAAC representatives. Division III institutions are strongly encouraged to engage in at least one Special Olympics activity during each academic year.

Here are some additional community service activities for your campus:

- *Host a blood drive on campus sponsored by the athletics department, with student-athlete volunteers and organizers.*
- *Coordinate a Habitat for Humanity build in your local community.*
- *Organize a fundraiser for Special Olympics or a local charity. Some possible fundraiser ideas include a dance marathon, a golf outing involving community leaders and former student-athletes, a 5K or half-marathon, Relay for Life, polar plunge, tricycle races, etc.*
- *Orchestrate an open house for local and regional non-profits to establish new contacts and relationships and educate them on the Division III student-athlete experience.*
- *Partner with local schools to promote the importance of literacy by starting a reading rewards program (provide incentives such as tickets or front-row seats at games).*
- *Honor local military families by designing special clinics, recognition at events or sending care packages overseas.*
- *Lead and participate in an institution-wide "Campus Clean-Up" day.*
- *Spend time at a nursing home, children's hospital or homeless shelter, volunteering time and energy.*
- *Organize a trip to a food bank, where student-athletes can help sort and package food.*
- *Volunteer at an animal shelter. Help with cleaning, play with the animals, or do whatever is needed to make the shelter a nicer "temporary" home for the animals.*

## Planning a Special Olympics Event

- Use the Planning Guide on [NCAA.org/D3SpecialOlympics](http://NCAA.org/D3SpecialOlympics) to initiate a Special Olympics event. The first and most important step is to contact your state Special Olympics representative. If you have any problems connecting with the Special Olympics representative, contact your national Student-Athlete Advisory Committee (SAAC) representative.
- Decide on an activity that will be mutually beneficial to both the Special Olympics athletes and student-athletes.
- Successful Special Olympics activities:
  - *Coordinate a bowling outing*
  - *Host a Special Olympics clinic*
  - *Plan a Special Olympics exhibition game*
  - *Invite Special Olympics athletes to games, giving them a VIP fan experience*
  - *Volunteer at Special Olympics events as officials, coaches, etc.*
  - *Develop a campus "Spread the Word to End the Word" campaign*
  - *Contribute all proceeds from concession sales to Special Olympics*

## Best Practices

1. Encourage student-athlete engagement and input within athletic departments and conference offices.
  - Invite a wide variety of campus constituents to Student-Athlete Advisory Committee (SAAC) meetings, including president/chancellor, campus commissioner, Faculty Athletic Representative (FAR), athletic directors and other athletic administrators, sports information directors, student affairs leadership, student body president, other coaches, etc.
  - Select two SAAC members to attend athletic department meetings to be a student-athlete voice for programs and initiatives.
  - Promote SAAC's attendance and participation in national and regional meetings and conferences (NCAA Student-Athlete Regional Leadership Conferences, NCAA Convention, conference meetings, etc.)

2. Work to enhance student-athlete well-being on campuses.
  - Encourage the establishment or improvement of campus CHAMPS/ Life Skills Program.
  - Help establish professional and/or personal development programs for student-athletes (e.g., resume development, nutrition).
  - Be an active leader in activating and jumpstarting new ideas and programs.
3. Explore options on how SAAC and other student-athletes can partner with other groups on hosting or participating in community events (i.e. student government, Greek life, residence life, recreation, student affairs, etc.) Below are a few questions to get the dialogue started:
  - a. Why is SAAC interested in participating in this venture? How does SAAC's mission align with the effort?
  - b. What resources does SAAC have that could be helpful in planning or executing an event or community outreach project?
  - c. How will joining forces on this project be mutually beneficial to both entities involved?

## APPENDIX A

### Robert's Rules of Order

#### *(Parliamentary Procedure)*

As modified from Channing L. Bete Co., Inc.

#### What is parliamentary procedure?

It's a set of rules for conducting business at meetings and public gatherings.

#### Why is parliamentary procedure important?

Because it allows everyone to be heard and to make decisions without confusion.

#### Parliamentary procedure means:

- Democratic rule
- Flexibility
- Protection of rights
- A fair hearing for everyone

It can be adapted to fit the needs of any organization.

**A fixed agenda**, or order of business, is generally followed by organizations that use parliamentary procedure.

Here's a typical example:

1. **Call to order:** If a quorum (the actual number or percentage of members that must be present for business to be conducted legally) is present, the chair says, "The meeting will come to order."
2. **Minutes:** The secretary reads a record of the previous meeting.
3. **Officers' reports:** Officers and standing committees may report on their activities. Some only report at annual meetings.
4. **Reports of special committees:** Special committees report on the tasks for which they were created.
5. **Special orders:** This is important business previously designated for consideration at this meeting.
6. **Unfinished business:** This is business that has come over from the previous meeting.

7. **New business:** New topics are introduced.
8. **Announcements:** These inform the assembly of other subjects and events.
9. **Adjournment:** The meeting ends by a vote or by general consent (or by the chair's decision if the time of adjournment was set by an earlier vote).

### How do members get their say?

They make motions. A motion is a proposal that the assembly take a stand or take action on some issue.

Members have a right to:

- **Present motions**  
*"I move that..."*
- **Second motions**  
Express support for discussion of another member's motion. – *"Second."*
- **Debate motions**  
Give opinions on the motion. – *"I think..."*
- **Vote on motions**  
Make a decision. – *"All those in favor?"*

There are 5 general types of motions:

1. **Main Motions** - These introduce subjects for consideration. They cannot be made when another motion is before the assembly. They yield to privileged, subsidiary and incidental motions. For example, *"I move that we purchase..."*
2. **Subsidiary Motion** - These change or affect how the main motion is handled. (They are voted on before the main motion.) For example, *"I move to amend the motion by striking out..."*
3. **Privileged Motions** - These concern special or important matters not related to pending business. In general, they are considered before other types of motions. For example, *"I move we adjourn."*
4. **Incidental Motions** - These are questions of procedure that arise out of other motions. They must be considered before the other motions. For example, *"I move to suspend the rules for the purpose of..."*
5. **Motions that bring a question again before the assembly** - These enable certain items to be reconsidered. In general, they are brought up when no business is pending. For example, *"I move to reconsider..."*

### Frequently Asked Questions

**Is it in order?** Your motion must relate to the business at hand and be presented at the right time. It must not be obstructive, frivolous or against the bylaw.

**May I interrupt the speaker?** Some motions are so important that the speaker may be interrupted to make them. The original speaker regains the floor after the interruption has been attended to.

**Do I need a second?** Usually, yes. A second indicates that another member would like to consider your motion. It prevents spending time on a question that interests only one person.

**Is it debatable?** Parliamentary procedure guards the right to free and full debate on most motions. However, some subsidiary, privileged and incidental motions are not debatable.

**Can it be amended?** Some motions can be changed by striking out or inserting wording, or both. Amendments must relate to the subject as presented in the main motion.

**What vote is needed?** Most require only a majority vote (more than half the members present and voting). But, motions concerning the rights of the assembly or its members need a 2/3 vote to be adopted.

**Can it be reconsidered?** Some motions can be debated again and re-voted to give members a chance to change their minds. The motion to reconsider must come from the winning side.

### How do I present my motion?

#### 1. You obtain the floor.

- Wait until the previous speaker is finished
- Rise and address the chair. Say, "Mr. (or Madam) Chairperson" or "Mr. (or Madam) President."
- Give your name. The chair will recognize you by repeating it.

#### 2. You make your motion.

- Speak clearly and concisely.
- State your motion affirmatively. Say, "I move that we do..." instead of "I move that we do not..."
- Stay on the subject and avoid personal attacks.

#### 3. You wait for a second.

- Another member will say, "I second the motion."
- Or, the chair will call for a second.
- If there is no second, your motion will not be considered.

#### 4. The chair states your motion.

- The chair must say, "It is moved and seconded that we..."
- After this happens, debate or voting can occur.
- Your motion is now "assembly property," and you can't change it without consent of the members.

#### 5. You expand on your motion.

- As the person who made the motion, you are allowed speak first.
- Direct all comments to the chair.
- Keep on the time limit for speaking.
- You may speak again after all other speakers are finished.
- You may speak a third time by a motion to suspend the rules with a 2/3 vote.

#### 6. The chair puts the question.

- The chair asks, "Are you ready for the question?"
- If there is no more debate, or if a motion to stop debate is adopted, a vote is taken.
- The chair announces the results.

### The method of voting on a motion

Choosing a method of voting on a motion can depend on the situation and the bylaws of your organization. The following are various methods of voting on a motion:

- **Voice:** The chair asks those in favor to say, "aye" and those opposed to say "no" (for majority votes only). A member may move for an exact count.
- **Show of Hands:** Members raise their hands to verify a voice vote, or as an alternative to it. This does not require a count. A member may move for an exact count.
- **Roll Call:** If a record of each person's vote is needed, each member answers "yes," "no" or "present" (indicating the choice not to vote) as his or her name is called.
- **Ballot:** Members write their vote on a slip of paper. This is done when secrecy is desired.
- **General Consent:** When a motion isn't likely to be opposed, the chair says, "If there is no objection..." Members show consent by their silence. If someone says "I object," "The matter must be put to a vote."

## DIVISION III STRATEGIC POSITIONING PLATFORM

### NCAA Mission

What the brand wants to accomplish

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.

### DIII Positioning Statement

Who we are

**Follow your passions and discover your potential.** The college experience is a time of learning and growth – a chance to follow passions and develop potential. For student-athletes in Division III, this happens most importantly in the classroom and through earning an academic degree. The Division III experience provides for passionate participation in a competitive athletics environment, where student-athletes push themselves to excellence and build upon their academic success with new challenges and life skills. And student-athletes are encouraged to pursue the full spectrum of opportunities available during their time in college. In this way, Division III provides an integrated environment for student-athletes to take responsibility for their own paths, follow their passions and find their potential through a comprehensive educational experience.

DIII Attributes What we stand for	Comprehensive Learning: opportunity for broad-based education and success.	Passion: playing for the love of the game, competition, fun and self-improvement.	Responsibility: development of accountability through personal commitment and choices.	Sportsmanship: fair and respectful conduct toward all participants and supporters.	Citizenship: dedication to developing responsible leaders and citizens in our communities.
NCAA Brand Attributes	Balance	Learning	Spirit	Character	Fair Play

### Audiences

Who we are addressing

#### Student-Athletes / Parents

#### DIII Internal Constituencies

#### General Public / Media

- Audience Benefits**  
Key benefits of the DIII experience
- Continue to compete in a highly competitive athletics program and retain the full spectrum of college life.
  - Focus on academic achievement while graduating with a comprehensive education that builds skills beyond the classroom.
  - Access financial aid for college without the obligations of an athletics scholarship.
  - Opportunities to play more than one sport.
  - Be responsible for your own path, discover potential through opportunities to pursue many interests.
- Academics are the primary focus for student-athletes. Shorter practice and playing seasons, no red-shirting and regional competition minimize time away from their academic studies and keep student-athletes on a path to graduation.
  - Student-athletes are integrated on campus and treated like all other members of the general student-body, keeping them focused on being a student first.
  - Participation in athletics provides valuable "life lessons" for student-athletes (teamwork, discipline, perseverance, leadership, etc) which often translate into becoming a better student and more responsible citizen.
- Division III institutions develop student-athlete potential through a comprehensive educational approach.
  - Division III institutions offer athletics for the educational value and benefit to the student-athlete, not for the purposes of revenue generation or entertainment.
  - Participation in athletics provides valuable "life lessons" for student-athletes (teamwork, discipline, perseverance, leadership, etc) which often translate into becoming a better student and more responsible citizen.
  - Student-athletes compete in a highly competitive athletics program and retain the full spectrum of college life.
  - Student-athletes do not receive monetary incentive to play sports but rather participate for the love of the game.

### Reasons to Believe

Supporting features of DIII

- 1. Comprehensive educational experience.** Division III institutions develop student-athlete potential through a holistic educational approach that includes rigorous academics, competitive athletics and opportunity to pursue other interests and passions.
- 2. Integrated campus environment.** About one-quarter of all students at Division III institutions participate in athletics. Those participating in athletics are integrated into the campus culture and educational missions of their colleges or universities:
  - Student-athletes are subject to admission and academic performance standards consistent with the general student body.
  - Student-athletes are not provided any special housing, services or support from their institution different from other students or student groups.
  - Athletics departments are regulated and managed through the same general procedures and practices as other departments of the institution.
- 3. Academic focus.** Student-athletes most often attend a college or university in Division III because of the excellent academic programs, creating a primary focus on learning and achievement of their degree. The division minimizes the conflicts between athletics and academics through shorter playing and practicing seasons, the number of contests, no red-shifting or out-of-season organized activities and a focus on regional in-season and conference play.
- 4. Available financial aid.** Three-quarters 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.
  - Division III does not award athletics scholarships. 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.
- 5. Competitive athletics programs.** Student-athletes do not receive any monetary incentive (athletics scholarship) to play sports in college. They play for the love and passion of the game and to push themselves to be their best, creating an intense, competitive athletics environment for all who participate.
- 6. National championship opportunities.** Division III has over 155,000 student-athletes competing annually in 36 different national championships. These competitions provide an opportunity for student-athletes to compete at the highest level and fulfill their athletics potential.
- 7. 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 has a higher number and wider variety of athletics opportunities on average than any other division in the NCAA, emphasizing both competitive men's and women's sports.

