REPORT OF THE NCAA DIVISION III
SPORTSMANSHIP AND GAME ENVIRONMENT WORKING GROUP
JUNE 30, 2016, TELECONFERENCE

ACTION ITEMS.

• None.

INFORMATIONAL ITEMS.

1. **Review and approval of report from April 21, 2016, teleconference.** The working group reviewed and approved the report from its April 21, 2016, teleconference.

2. **Discussion on small group review of learning modules and feedback received from NACDA/CEFMA meeting.** The working group held a follow-up discussion regarding the work conducted since its previous call. Following the April call, the working group used a form and asked each member to provide individual input on the potential learning outcomes and delivery methods for all of the learning modules. Upon receipt of all individual feedback forms, the working group then conducted a series of calls with two working group members and staff that allowed the small groups to focus on learning modules one at a time and with more depth. The summarized outcomes from those efforts were shared with a group of Division III administrators at a NACDA/CEFMA meeting in Dallas. The administrators shared additional input and direction.

   The following list of five modules and goals were developed and codified for final approval by the larger working group. During this teleconference, the working group also discussed some of the practical steps and budgeting needed to accomplish the goals within each module and the method of delivery that might work best for the module.

   a. **Module One: Introduction.**

      The identified goals of module one are:

      (1). To establish why this program is needed;

      (2). To provide social and DIII Philosophy background;

      (3). To establish what the training program will accomplish; and

      (4). To clarify and define how the training program will work.

   b. **Module Two: Assessment Tool.**

      The identified goals of module two are:

      (1). Using the standards of what constitutes a positive game environment (developed and explained in Module One and with Division III SAAC input), create an assessment tool that can be used to evaluate the institution on those standards;

(2).   Look to the Olympics, FIFA or other governing bodies as potential resources that likely have broad standards based on multicultural differences. Use those broad standards to 'drill down' and identify what can be improved at the Division III level;

(3).   Create objective criteria that can be used to evaluate those standards and produce an honest evaluation of the institution's game culture. Include coaching and team behaviors as part of the accessed cultural elements; and

(4).   Assess current and potentially modified approaches and policies with campus security and local law enforcement.

c.   **Module Three: The Division III Fan Experience – Cultivating the Daily Championship Mindset.**

The identified goals of module three are:

(1).   To provide training to create a proactive service-based mindset and allow service empowerment for departmental staff;

(2).   To learn techniques to deal with the feeling of entitlement that parents or fans might have;

(3).   To create training so that the NCAA championship experience and fan decorum can carry throughout Division III on a daily basis;

(4).   To teach the program participant how to change interactions with fans so that they are not 'transactional experiences' and instead focus on the overall quality of the institution and program; and

(5).   To use an NCAA championship event to work backwards and determine how you create the same level of preparedness for daily events on campus.

d.   **Module Four: Assistance with Conflict Resolution and Bystander Intervention Training.**

The identified goals of module four are:

(1).   To gain a better understanding of conflict and why it occurs;

(2).   To focus on providing institutions with information and training techniques and strategies to assist in resolving conflicts, focusing techniques on: de-escalation strategies, bystander intervention techniques, conflict resolution intense environments and conflict resolution with vested customers (in our case relatives of student-athletes) and how to have difficult conversations.

(3).   Work with experts in this area of human resources training. Some potential resources include Cornell University experts, experts from other industries such as airline, hotel, etc.; and

(4).   To learn best practices in regards to 'pre-event' strategies that will help the institution ensure a positive environment (e.g., how to set-up facility to circumvent potential issues before they start).

e.   **Module Five: Creating an Action Plan for your Institution.**

The identified goals of module five are:

(1).   To proactively put a plan in place which allows the institution to conduct events with greater success;

(2).   To take into account available resources (this will vary institution to institution);

(3).   To identify individuals or groups on campus that can serve on a campus-based committee to assess and implement game environment strategies (student-athletes, coaches, faculty, student-affairs, campus security are some groups that might not always be thought of but could be included);

(4).   To determine logical steps necessary to implement an action plan; and

(5).   To demonstrate a means by which the institution can create a list of priority items that need to be addressed or changed and assist in creating a timeline (including any budget implications) to carry out improvements and action plan.

The working group also noted and discussed a sixth module, which is being developed by the Division III Student-Athlete Advisory Committee. The working group noted that the student-athlete perspective might not ultimately be used as a separate stand-alone learning module and might instead be dispersed throughout the other modules of the program.

f.   **Module Six: Student-Athlete Input and Resource(s).**

The identified goals of module six are:

(1).   Provide the institution with the student-athlete perspective on a positive game environment and desired behaviors of relatives and other fans;

(2).   Provide details on what Division III students expect from the environment related to fan behavior; and

(3).   Give institutions a template letter that can be used to communicate these expectations to parents and other campus community members.

3.   **Discussion of next steps and short-range timeline for work.** The working group agreed on the following short-range timeline and next steps.

July 18-19	Present module plans to Division III Management Council.
June 30 – August 10	NCAA Staff - Reach out to various resources and companies and seek proposals and costs for module building.
August 18 Teleconference	Discuss and finalize recommendations for how to utilize resources in getting modules built.

4.   **Other business.** The working group noted that the next teleconference is scheduled for 2 p.m. Eastern time August 18, 2016.

5.   **Adjournment.** The meeting adjourned at 2:58 p.m. Eastern time.

Chair: *Gary Williams, Wittenberg University, North Coast Athletic Conference*
Staff Liaison: *Jay Jones, Division III Governance*

June 30, 2016, Teleconference
Attendees:
Erik Bitterbaum, State University of New York at Cortland
Name, School; Conference.
Jennifer Jacobs, Augsburg College
Tracy King, Liberty League
Laura Mooney, Massachusetts College of Liberal Arts
Karen Tompson-Wolfe, Westminster College
Absentees:
Chuck Mitrano, Empire 8
Chris O'Rourke, Becker College
Brian Wigley, Shenandoah University
Gary Williams, Wittenberg University, chair
Chuck Mitrano, Empire 8
NCAA Staff Support in Attendance:
Jay Jones
Other NCAA Staff Members in Attendance:
Reed Fogle