AGENDA

The National Collegiate Athletic Association
Division III Strategic Planning and Finance Committee

USA Toll-Free: 866-434-5269
Access Code: 5128535

Teleconference November 10, 2016
Room 236B 10 a.m. to 11:30 a.m. Eastern time

1. Welcome and review roster. [Supplement No. 1] (Jay Lemons)

2. Report from June 27, 2016, teleconference. [Supplement No. 2] (Lemons)

3. Division III operating budget. (Jeff O’Barr/Louise McCleary)
   a. 2015-16 final budget. [Supplement No. 3a]
   b. 2016-17 budget fact sheet. [Supplement No. 3b]
   c. 2016-17 budget-to-actual. [Supplement No. 3c]
   d. Future projections. [Supplement No. 3d]
      • Potential loan on future revenue (e.g., 2024-32 contract).

4. Discuss potential 2017-19 budget initiatives.
   a. Championships. [Supplement No. 4] (Liz Suscha/O’Barr)
      (1) Bracket expansions.
      (2) Increase travel party size by 10% in select sports.
      (3) Ground transportation for teams who fly to championships.
      (4) Day off between semifinals and final game.
      (5) Officiating fees.
      (6) Sport specific requests.
   b. Nonchampionships.
      (1) Senior Woman Administrator Program. [Supplement Nos. 5a and 5b]
          (McCleary)
      (2) Faculty Athletics Representative (FAR) Institute. [Supplement Nos. 6a and 6b]
          (McCleary)
      (3) Identity Initiative. [Supplement No. 7] (Adam Skaggs)
      (4) Sportsmanship and Game Environment. [Supplement No. 8] (Jones)
      (5) Diversity and Inclusion. [Supplement No. 9] (McCleary)
5. Division III Conference Grant Program. (Jay Jones)
   a. 2015-16 spending summary. [Supplement No. 10]
   b. Policy requests.
   c. 2015-16 impact forms, third party reviews and warning letters. [Supplement No. 11]

6. Championships Committee report. [Supplement No. 12] (Liz Suscha)
   • 2016 Women’s basketball joint championship. [Supplement No. 13]

7. Hot Topics.
   a. NCAA Board of Governors updates. (Lemons/Dutcher)
   c. 2017 Legislative proposals. [Supplement No. 15] (Jeff Myers)

8. Other business. (Lemons)

9. Future meetings – March 2017 in-person meeting. (Lemons)

10. Adjournment.
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The National Collegiate Athletic Association
November 2, 2016
DTD/LM:dsk
ACTION ITEMS.

1. Legislative Items.
   - None.

2. Nonlegislative.
   - Proposed Updates to the Division III Strategic Plan.
     1. Recommendation. Approve the proposed updates to the 2016-17 Strategic Plan. [Attachment]
     2. Effective date. September 1, 2016.
     3. Rationale. The committee reviewed the seven strategic priorities for 2016-17, which is the second year of the 2015-17 budget biennium. Several initiatives highlighted include a new, free registration process through the Eligibility Center for prospective student-athletes; additional initiatives to help diversify the division; developing an initiative for the LGBTQ community, enhancing presidential-commissioner communication at the conference level; working with the Sports Science Institute (SSI) regarding priority health and safety issues; and maintaining a balanced budget. The committee supported the updates to the Strategic Plan, noting they further enhance the division’s priorities and budget initiatives.
     4. Estimated budget impact. None.
     5. Estimated student-athlete impact. None.

INFORMATIONAL ITEMS.


2. Budget. The committee reviewed the 2015-16 budget-to-actual report as of May 31, 2016, the 2016-17 approved budget and the future budget model. The budget-to-actual report reflects a three-year comparison with an additional column for charter expenses. While the championships expense totals didn’t reflect the entire 2016 spring championships, it appears that championships will be within budget. The 2016-17 approved budget reflects approved budget increases for both championship expenses as well as Division III initiatives. The future budget model shows projected expenses thru 2023-24.
3. **Division III Conference Grant Program.** The committee reviewed the updated Strategic Initiatives Conference Grant Program Policies and Procedures, as revised in February 2016.

4. **Discussion of Punitive Measures Related to Restricted Membership Status.** The committee approved a policy change, submitted by the Membership Committee, that when a member institution is on restricted membership status, the Strategic Planning and Finance Committee would not change the denominator used for calculating the total amount of conference grant funding that a conference would receive in that year. Rather, the committee would direct the conference commissioner to prohibit any of the grant funding from being provided directly to the institution on restricted status, as required in the legislation.

   The committee noted that the conference of an institution on restricted status suffers the most immediate impact with the mandated reduction in conference grant funding. The legislation for an institution in restricted membership status currently prohibits the conference members from receiving related NCAA grant funding; however, the committee felt that the conference office could easily control the distribution of funding and prohibit the institution(s) on restricted status from receiving direct grant funding. This policy change would ensure that the current legislation is not being violated, while improving the current distribution process which indirectly has a negative impact on all conference schools when an institution is placed on restricted membership status.

5. **Newly Elected Incoming Student-Athlete Advisory Committee (SAAC) Members Funding to attend Convention.** The committee reviewed a recommendation from SAAC regarding a policy change that would allow elected national SAAC members beginning their term following the conclusion of the Convention to receive funding to attend Convention before the start of their committee term. The Strategic Planning and Finance Committee discussed this recommendation in detail, noting the nominations timeframe will be earlier, thus allowing commissioners to use Tier One conference grant dollars to fund SAAC appointees to attend the Convention. The committee will reevaluate this recommendation, as well as the overall SAAC budget, during its June 2017 teleconference.

6. **Women’s Basketball Joint Championship.** The committee reviewed the initial draft budget impact from the joint women’s basketball championship in April 2016, noting the final numbers will be available during its November teleconference.

7. **Division III Initiatives – Budget Impact.**

   a. **Ethnic Minority and Women’s Internship Grant.** The committee received an update noting the 20 recipients selected for the 2016-17 cycle. In addition, the 18 recipients selected for the 2015-16 cycles will continue to be funded this year.
b. **Strategic Alliance Matching Grant.** The committee received an update noting the six recipients for the 2016-17 cycle. In addition, the 15 recipients that were selected for the 2014-15 and 2015-16 cycles will continue to be funded this year.

c. **Institute for Administrative Advancement.** The committee noted 23 administrators participated in the recent Institute for Administrative Advancement during the Orlando Regional Rules Seminar. The overall budget for this institute is $50,000, ($40,000 from Division III and $10,000 from the Office of Inclusion). Due to the lower number of mid-level administrator participants, staff will monitor and discuss expanding the institute to include head coaches who aspire to be administrators.

d. **360 Proof.** The committee noted there are 191 institutions currently registered for 360 Proof. Results of the March 22 user experience survey were limited but positive. Phone interviews with low, medium and high level users are currently underway. Learning Collaborative Webinar attendance rosters will be analyzed as part of this program assessment.

e. **Identity Initiative.** The committee received an update on the identity initiative, noting the hire of Adam Skaggs as the new assistant director for Division III communications as well as updated information from Division III Week and the Purchasing Website.

7. **Division III Working Groups.**

a. **Sportsmanship and Game Environment.** The committee reviewed the Sportsmanship and Game Environment Working Group’s report from its April teleconference, outlining six learning modules.

b. **Diversity and Inclusion.** The committee reviewed the Diversity and Inclusion Working Group report from its May teleconference noting three new diversity initiatives for 2016-17 as well as the next steps in developing best practices resources.

8. **Hot Topics.**

a. **Playing and Practice Seasons Review.** The committee received an update noting the subcommittee narrowed its focus to two concepts: (1) Standardization of contest exemptions; and (2) A two period model for baseball. Both concepts have been referred to sports committees and CSMAS for comment.

b. **Financial Aid Proposed 2017 Legislation.** The Presidents Council will consider a recommendation at its August meeting to sponsor a Convention proposal to amend the legislation regulating permissible financial aid awards from sources outside the institution that consider athletics participation.
c. **NCAA Board of Governors updates.**

(1) **Composition.** At its August meeting, the Board of Governors Working Group will discuss a proposed enhancement to its current composition from 12/2/2 (12 from Division I and two from Divisions II and III) to 12/4/4. This would increase representation by two for both Divisions II and III. If the Board approves sponsorship of the proposal during its August meeting, it would require an Association-wide vote during the 2017 NCAA Convention.

(2) **Resolution on diversity and equity.** The working group is looking at ways to enhance the Association’s commitment of diversity and equity. The Board of Governors, in consultation with the Office of Inclusion, sent a draft pledge to ensure diversity within athletic searches to all presidents and chancellors for feedback. At its August meeting, the Board will review the feedback and take next steps.

(3) **Resolution on NCAA championships and event environments.** The committee noted the Board’s commitment to providing a safe and inclusive environment for all NCAA events, including championships.

9. **Future Meetings.** The committee noted its next teleconference will be in November. Committee members should receive a doodle poll to complete within the next few weeks.

10. **Adjournment.** The meeting adjourned at 1:05 p.m.

*Committee Chair: Jay Lemons, Susquehanna University, Landmark Conference*

*Staff Liaisons: Louise McCleary, Division III Governance*

*Dan Dutcher, Division III Governance*

*Eric Hartung, Research*

*Jay Jones, Division III Governance*

*Jeff Myers, Academic and Membership Affairs*

*Jeff O’Barr, Administrative*
| NCAA Division III Strategic Planning and Finance Committee |
| June 27, 2016, teleconference |
| Attendees: |
| Gail Cummings-Danson, Skidmore College. |
| Jeff Docking, Adrian College. |
| Margaret Drugovich, Hartwick College. |
| Brit Katz, Millsaps College. |
| Dennis Leighton, University of New England. |
| Jay Lemons, Susquehanna University, chair. |
| Candice Murray, North Eastern Athletic Conference |
| Chris Ragsdale, Heartland Collegiate Athletic Conference. |
| Tracey Ranieri, State University of New York at Oneonta. |
| Troy VanAken, Thiel College. |
| Dave Wolk, Castleton University. |
| Greg Woods, Springfield College. |
| Gerald Young, Carleton College. |
| Absentees: |
| Brian Wigley, Shenandoah University. |
| NCAA Staff Support in Attendance: |
| Dan Dutcher, Reed Fogle, Jay Jones, Debbie Kresge and Louise McCleary. |
| Other NCAA Staff Members in Attendance: |
| Eric Hartung, Jeff Myers, Jeff O’Barr and Liz Suscha. |
Division III Strategic Plan

2015-17 Budget Biennium [Year 2: 2016-17]

Vision Statement: Division III will be a dynamic and engaging group of colleges, universities and conferences of varying sizes and missions committed to an environment that encourages and supports health and safety, diversity, values, fairness, and equity, and places the highest priority on the overall educational experience of its student-athletes in the conduct of intercollegiate athletics.
INTRODUCTION

The Division III strategic plan serves many purposes. It begins with the Division III Philosophy Statement to establish the framework from which the division’s programs, resource allocations, and regulatory decisions are made. It highlights the Division III Strategic Positioning Platform to clarify the practical impact of the Division III philosophy and summarizes the division’s strategic priorities by outlining what must be accomplished in the current budget biennium for the division to be successful.

The plan also serves to highlight all of the programs and services offered for the division. This list of offerings is arranged in a way that demonstrates the connection of each Division III program to the NCAA Strategic Plan, and explains when a program or initiative is funded from Division III dollars or a different Association budget. To bring further transparency to the division’s operations, the plan justifies every line of the Division III budget against the philosophy statement or NCAA Constitution. Finally, the plan includes a note on its history, which tracks the evolution of the division’s entire strategic initiatives program.

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DIVISION III PHILOSOPHY STATEMENT

Colleges and universities in Division III place the highest priority on the overall quality of the educational experience and on the successful completion of all students’ academic programs. They seek to establish and maintain an environment in which a student-athlete’s athletics activities are conducted as an integral part of the student-athlete’s educational experience, and an environment that values cultural diversity and gender equity among their student-athletes and athletics staff. To achieve this end, Division III institutions:

(a) Expect that institutional presidents and chancellors have the ultimate responsibility and final authority for the conduct of the intercollegiate athletics program at the institutional, conference and national governance levels;

(b) Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (e.g., students, alumni, institutional personnel) than on the general public and its entertainment needs;

(c) Shall not award financial aid to any student on the basis of athletics leadership, ability, participation or performance;

(d) Primarily focus on intercollegiate athletics as a four-year, undergraduate experience;

(e) Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators;

(f) Encourage participation by maximizing the number and variety of sport offerings for their students through broad-based athletics programs;

(g) Assure that the actions of coaches and administrators exhibit fairness, openness and honesty in their relationships with student-athletes;

(h) Assure that athletics participants are not treated differently from other members of the student body;

(i) Assure that student-athletes are supported in their efforts to meaningfully participate in nonathletic pursuits to enhance their overall educational experience;

(j) Assure that athletics programs support the institution’s educational mission by financing, staffing and controlling the programs through the same general procedures as other departments of the institution. Further, the administration of an institution’s athletics program (e.g., hiring, compensation, professional development, certification of coaches) should be integrated into the campus culture and educational mission;

(k) Assure that athletics recruitment complies with established institutional policies and procedures applicable to the admission process;

(l) Exercise institutional and/or conference autonomy in the establishment of initial and continuing eligibility standards for student-athletes;

(m) Assure that academic performance of student-athletes is, at a minimum, consistent with that of the general student body;

(n) Assure that admission policies for student-athletes comply with policies and procedures applicable to the general student body.

(o) Provide equitable athletics opportunities for males and females and give equal emphasis to men’s and women’s sports;

(p) Support ethnic and gender diversity for all constituents;

(q) Give primary emphasis to regional in-season competition and conference championships; and

(r) Support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities.

The purpose of the NCAA is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual institutions to determine their own special objectives and programs. The above statement articulates principles that represent a commitment to Division III membership and shall serve as a guide for the preparation of legislation by the division and for planning and implementation of programs by institutions and conferences.
Division III Positioning Statement

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, all of this happens most importantly in the classroom and through earning an academic degree. The Division III experience provides for passionate participation in a competitive athletic 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.

Division III Attributes

Proportion: Appropriate relation of academics with opportunities to pursue athletics & other passions.
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.

Reasons to Believe

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. Approximately twenty percent 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.
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.
4. Available financial aid. Three-quarters of all student-athletes in Division III receive some form of grant or non-athletic 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.
5. Competitive athletic 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 185,000 student-athletes competing annually in 28 Division III and nine national collegiate championships. These competitions provide an opportunity for student-athletes to compete at the highest level and fulfill their athletic 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 athletic opportunities on average than any other division in the NCAA, emphasizing both competitive men’s and women’s sports.
DIVISION III STRATEGIC PRIORITIES FOR 2015-17 BUDGET BIENNION [Year 2: 2016-17]

1. Clarify the Values of Division III athletics.
   - Communicate the distinct Division III philosophy as articulated in the Strategic Positioning Platform.
     - Clarify the role and purpose of Division III as a conscious alternative to the sport-specialization youth culture, and as an accessible and fulfilling educational and athletics destination.
     - Distribute and discuss the Recruiting Working Group’s resource to assist institutions make recruiting more efficient and effective.
     - Emphasize a fuller, more integrated academic experience as the primary goal and consideration in all divisional endeavors.
     - Continue to communicate the Division III philosophy, attributes, and strategic plan to high school prospective student-athletes, parents and high school Admissions counselors. Enhance use of the coaches’ mobile website and other Division III social media. Enhance visibility with monthly exposure in the national high school athletics administrator e-newsletter; quarterly exposure in the NCAA Eligibility Center’s e-newsletter; and use of an Association-wide comparative divisional summary chart to serve as a recruiting resource for high school guidance counselors; athletics administrators; coaches; parents; and prospective student-athletes.
     - Support the Eligibility Center’s transition to a free registration process for Division III prospective student-athletes.
   - Support integration activities that bring together key institutional and/or conference partners to discuss ways each institution (and the conference as a group) might best support the integration of athletics within the campus environment, consistent with the division’s unique philosophy, identity and strategic positioning platform.
   - Maintain and enhance the partnership with the College Sports Information Directors Association (CoSIDA).
     - Continue to support the growth of sports information directors (SIDs) as strategic communicators, advance the messages of the Division III platform, and communicate the story of Division III at the local level. Continue to provide professional development funding and opportunities for SIDs. Provide grants to women and ethnic minorities to attend Division III Day in order to diversify the athletics communication profession.
     - Continue to support the Division III-specific Academic All-America program.
     - Maintain the partnership with CoSIDA in the incorporation of Division III Day, a one-day workshop in conjunction with the annual CoSIDA/NACDA Convention.
     - Re-introduce a quarterly recognition award for directors of athletics communication to recognize the most outstanding written or video work that tells the Division III story.
     - Update the Sports Information Director resource and best practices guide for all Division III institutions and conferences as needed.
• Strengthen the advocacy of Division III faculty for the values of the athletics experience.
  o Enhance the Faculty Athletic Representative (FAR) Fellows Institute by offering professional development training to FARs. Further provide tools to communicate the Division III story to campus and conference peers and enhance the level of engagement of FARs across the division.
  o Provide professional development and networking opportunities for FARs at the annual NCAA Convention.
  o Re-engage FARs by conducting a membership survey, creating a working group, collaborating with conference commissioners and producing a best practices resource.

• Emphasize the values of Division III in order to effectively manage its membership growth. Partner with Divisions I and II to accomplish this membership growth management on behalf of the entire Association.

• Create and implement in-person, full-day orientation programs for new athletics directors and commissioners to assist these individuals in understanding and promoting the division.

2. Appropriately Leverage Presidential and Athletics Direct Reports Leadership in the Division III Governance Structure.

• Continue to selectively forward issues of presidential importance to the division’s presidents. Improve and pursue full conference participation in the President’s Advisory Group and significant NCAA Convention attendance. Enhance Division III specific presidential programming at the NCAA Convention.

• Promote the Chancellors and Presidents Outreach Program to educate and engage all Division III chancellors and presidents.

• Enhance communication between the NCAA and the individual overseeing athletics (Athletics Direct Reports) on campus.
  o Effectively engage and educate the athletics direct report and leverage the membership of these individuals serving in the governance structure.
  o Enhance communications with athletic direct reports. Distribute and discuss the working group’s best practices resource - “8 Tips to Improve Effectiveness”.
  o Continue to plan and implement the ADR Institute, a day and half professional development opportunity held in conjunction with the annual NCAA Convention.
  o Build external partnerships. Do not rely solely on presidents attending the NCAA Convention; send NCAA representatives to existing higher education meetings for presidents.
  o Work with the Division III Commissioners Association (D3CA) to develop and distribute best practices to enhance presidential - commissioner communication at the conference level.

3. Ensure the Division is Effectively Managing Diversity and Inclusion Issues.

• Partner with the Office of Inclusion, Student-Athlete Leadership staff and the Minority Opportunities Athletic Association (MOAA) to review the objectives and establish meaningful goals for the division's programs supporting equity and inclusion.
  o Continue the Institute for Administrative Advancement, which provides programming for mid-level administrators of color.
Partner with Division III conferences and institutions to support innovative programs that promote inclusion. Maintain the monthly Diversity Spotlight that recognizes an institution or conference office’s diversity program or initiative each month.

Partner with the High School Federation to create a system to track the diversity of high school student-athletes.

Collaborate with the Office of Inclusion to develop programming for LGBTQ students.

Establish strategies to increase and diversify the pool of candidates for Division III committee service and membership job searches.

In coordination with the Office of Inclusion and Student-Athlete Leadership, maintain the division’s database of all women and ethnic minorities that have participated in an NCAA program (e.g. women and ethnic minority internship; strategic matching alliance; Institute for Administrative Advancement). The database is shared with Presidents and Athletics Directors who are looking to diversify their applicant pools.

Continue to send out a quarterly Diversity and Inclusion newsletter.

Continue to promote committee service to women and ethnic minorities within the division.

Develop a partnership with the recently created Advocates for Athletic Equity, formerly known as the Black Coaches Association.

Maintain an existing working group to evaluate the current diversity and inclusion landscape within Division III, evaluate current initiatives and propose the following next steps: develop a hiring best practices, develop a Senior Woman Administrator professional development program, maintain a program for ethnic minority students to attend the annual NCAA Convention, and provide additional grant funding, upon request, to conference offices that provide programming or internships for women and ethnic minorities.

4. **Enhance the Well-Being of Prospects, Student-Athletes and Staff.**

Maintain and enhance 360 Proof, a web-based, evidence-informed and free alcohol and other drug resource, for Division III and NASPA small college institutions.

Continue to partner with the Sport Science Institute (SSI) regarding priority health and safety issues. Provide Division III representatives for on-going sport specific summits (e.g. basketball, lacrosse). Provide constant and consistent communication with the membership regarding new SSI inter-association guidelines and best practices.

Support the Division III Sportsmanship and Game Environment working group’s on-going examination and enhancement of the Division III sportsmanship and game environment initiatives. Further, to identify best practices in this area and provide tools and resources for member institutions and conferences.

Continue to create specific programming for student-athletes attending the annual Convention to help better engage and educate them on the Division III philosophy.
5. **Promote the Division III Philosophical Principle that Student-Athletes’ Academic Performance is, at a minimum, consistent with that of the General Student Body.**

- Continue to sponsor a regular and representative academic reporting program to compare the academic success of student-athletes and the general student body. Continue to emphasize the academic success of Division III student-athletes as compared to other students.
- Focus on graduation rates of teams and demographic groups that are lower than their counterparts who do not participate in intercollegiate athletics.

6. **Enhance Formal Accountability of the Governance Structure.**

- *Monitor a performance scorecard for regular accountability of key Division III programs.*
- *Monitor the formal performance metrics for the governance structure staff liaisons.*
- Continue to implement through Management Council Playing and Practice Seasons Subcommittee a two-year review of the division’s playing and practice seasons with particular attention to nontraditional segments, contest exemptions and the length of playing seasons. Deliverables include proposed models to discuss and garner feedback during the 2016 Issues Forum at Convention. **Possible legislative initiatives at the 2017 Convention include standardization of contest exemptions and a voluntary two-season model for baseball.**
- Implement two educational videos to assist with committee service – one for committee liaisons and the other for committee members.
- Continue to monitor the enrollment and retention challenges within higher education and the unique challenges affecting the Division III membership.
- **Plan and implement a Conference Rules Seminar (CRS) for the summer of 2017 in New England to provide a more regionalized compliance educational opportunity for active Division III member institutions and conferences.**

7. **Maintain a Balanced Budget.**

- Develop a divisional biannual operating budget for 2015-17 and beyond that presents policy goals and program preferences that are fiscally responsible and sustainable.
- Develop legislation to increase divisional membership dues to help offset annual operating and travel championships costs.
- Develop models to address the long-term use of the budget’s surplus (beyond the mandated reserve), including potential effects of the Association’s new 2024-2032 broadcast agreement extension.
- Continue to monitor championships policies such as per diem; travel party sizes; and bracket size expansion.
- Annually publish the division’s budget summary facts and figures to maintain the highest level of transparency with the membership.
Appendix A

NCAA Association Wide Goals and Related

Division III Programs and Objectives
Association Wide Goal 1: Athletics as Integral to Higher Education. Student-athletes will be better educated and prepared for increased and lifelong achievement and success.

**Objectives**

- Increase support of reform efforts that emerge from the governance structure.
- Increase the number of student-athletes who succeed academically.
- Increase opportunities for student-athletes to integrate their academic, athletics and social interests.
- Enhance the leadership role of athletics administrators and increase the role of coaches as advocates for the values of intercollegiate athletics.

<table>
<thead>
<tr>
<th>Division III Programs and Initiatives</th>
<th>Desired Outcomes</th>
<th>Resource Allocation from Division III Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference visits by Presidents Council, Management Council, Student-Athlete Advisory Committee (SAAC) members and staff.</td>
<td>Improve communication between and among governance structure and membership as evidenced by a satisfaction survey.</td>
<td>Association-wide funding</td>
</tr>
<tr>
<td>Strategic Initiatives Conference Grant Program: Tier Two Integration activities.</td>
<td>All institutions will access strategic initiative conference grant dollars over a four-year period, and all conferences will optimally use the full allocation of funds each year. The integration activities should bring together key conference partners to discuss ways each school (and the conference as a group) might best support the integration concept, consistent with the division’s unique philosophy, identity and Strategic Positioning Platform.</td>
<td>$213,740</td>
</tr>
<tr>
<td>Communication Initiatives: Inform membership of policy issues, governance updates and hot topics.</td>
<td>Conference visits, quarterly presidential updates, monthly athletics updates and periodic educational columns shall be conducted or distributed on a regular schedule.</td>
<td>Overhead</td>
</tr>
<tr>
<td>Annual Division III Commissioners meeting.</td>
<td>All conferences will be represented annually; commissioners will be provided with the opportunity to discuss governance issues and Division III hot topics. Additional funding is provided through Tier One of the Strategic Initiative Conference Grant Program to supplement a portion the conference’s travel costs.</td>
<td>$20,000</td>
</tr>
<tr>
<td>Student-athlete leadership forums and campus based leadership programming.</td>
<td>At least 80 percent of eligible institutions will participate annually in DIII Student-Athlete Leadership forums, and the participating coaches and administrators will become stronger advocates for the values of Division III intercollegiate athletics.</td>
<td>$365,000</td>
</tr>
<tr>
<td>Strategic Initiatives Conference Grant Program: Tier One-Professional Development and SAAC support, Tier Two-Student-Athlete Well Being Initiatives.</td>
<td>All institutions will access strategic initiative conference grant dollars over a four-year period, and all conferences will optimally use the full allocation of funds each year.</td>
<td>$764,980</td>
</tr>
<tr>
<td>National SAAC Outreach.</td>
<td>Celebrate successful campus SAAC community outreach each quarter, engage in community outreach at each National SAAC meeting, and annually educate student-athletes about National Student-Athlete Day and other community initiatives. Support national SAAC’s creation of a short video highlighting the Division III student-athlete experience to be shown at annual campus compliance meetings.</td>
<td>Association-wide funding</td>
</tr>
<tr>
<td>National student-athlete outreach.</td>
<td>Continue to create specific programming for student-athletes attending the annual Convention to help better engage and educate on the Division III philosophy.</td>
<td>$20,000</td>
</tr>
<tr>
<td>Graduation Rate Reporting.</td>
<td>Sponsor a regular and representative graduation rate reporting program to compare student-athletes and nonstudent-athletes using data currently provided to the Association and the Department of Education.</td>
<td>Overhead</td>
</tr>
</tbody>
</table>
ASSOCIATION‐WIDE GOAL 2: The Student‐Athlete Experience. Student‐athletes will be enriched by a collegiate athletics experience based on fair and reasonable standards and a commitment to sportsmanship.

Objectives
- Increase the applications of fairer regulations that favor student‐athletes.
- Increase the opportunities for women and minorities to participate in intercollegiate athletics at all levels.
- Increase sportsmanship in intercollegiate athletics among student‐athletes, coaches and fans.

<table>
<thead>
<tr>
<th>Division III Programs and Initiatives</th>
<th>Desired Outcomes</th>
<th>Resource Allocation from Division III Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women and Minority Internship Program</td>
<td>The division will assess the original goals of this program to understand its legacy and to formulate future, long terms goals related to diversity of the athletics administrative and governance structures.</td>
<td>$1,130,000</td>
</tr>
<tr>
<td>Strategic Alliance Matching Grant</td>
<td>The division will assess the original goals of this program to understand its legacy and to formulate future, long term goals related to diversity of the athletics administrative and governance structures.</td>
<td>$708,600</td>
</tr>
<tr>
<td>Strategic Initiatives Conference Grant Program: Tier Two-Diversity/Gender Equity and Sportsmanship Initiatives</td>
<td>All conferences and at least 50% of institutions will engage in programming related to diversity, gender equity and sportsmanship initiatives within each four‐year grant cycle.</td>
<td>$426,480</td>
</tr>
<tr>
<td>The Nominating Committee shall annually review the NCAA’s gender and diversity audit and make personal contact with targeted groups to encourage committee service.</td>
<td>Balance membership of Division III committees to ensure the interests of all Division III constituents are represented in the governance structure.</td>
<td>Association‐wide funding</td>
</tr>
<tr>
<td>Get in the Game Web site; Requests and Secondary Reports Online.</td>
<td>The staff will maintain an online resource to provide consistent and complete compliance information to student‐athletes for the certification of eligibility process.</td>
<td>Association‐wide funding; Provisional/Reclassifying Membership fees</td>
</tr>
<tr>
<td>Committees will exercise fair decision making when making waiver and interpretive decisions.</td>
<td>Student‐athletes will benefit from the receipt of more individual consideration of their issues in the waiver and interpretations process.</td>
<td>Association‐wide funding</td>
</tr>
<tr>
<td>Regional Rules Seminars (national program) and Conference Rules Seminar.</td>
<td>Education sessions on Division III rules and regulations will be offered annually. The second Conference Rules Seminar was held in the summer of 2015 and the third will occur in 2017.</td>
<td>Association‐wide funding</td>
</tr>
<tr>
<td>Rules Test.</td>
<td>The Membership Committee shall annually make available a clear and fair rules test that all members can access on‐line to comply with the condition and obligation of membership to administer the rules test.</td>
<td>Overhead</td>
</tr>
<tr>
<td>Conduct quality championships with fair selection processes and appropriate access.</td>
<td>The Championships Committee will continually assess policies and NCAA legislation related to the championships program including the appropriateness of bracket sizes, regional alignment and select criteria processes.</td>
<td>$21,589,109</td>
</tr>
<tr>
<td>NCAA/NACWAA Institute for Administrative Advancement.</td>
<td>The division will fund professional development opportunities for female athletics administrators in a manner most accommodating to applicant individuals.</td>
<td>$28,000</td>
</tr>
<tr>
<td>Sportsmanship and Game Environment Initiatives.</td>
<td>New initiatives based on recommendations from the Division III Sportsmanship and Game Environment working group, with membership endorsement.</td>
<td>$50,000</td>
</tr>
<tr>
<td>Division III Programs and Initiatives</td>
<td>Desired Outcomes</td>
<td>Division III Programs and Initiatives</td>
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<tr>
<td>Examine demographic trends and consider whether Division III or Association-wide programming is appropriate to affect change in the division's student-athlete demographic profile.</td>
<td>The percentage of minority individuals in the student-athlete population should be consistent with the percentage of minority individuals in the general student-body.</td>
<td>Association-wide funding</td>
</tr>
<tr>
<td>Conference and Institutional Inclusion and Diversity programming.</td>
<td>Partner with Division III conferences and institutions to support innovative programs that promote inclusion and diversity. (e.g., the NCAA’s Institute for Administrative Advancement, ethnic minority student program at NCAA Convention, SWA professional development and the North Coast Conference’s Branch Rickey Program). In collaboration with the Office of Inclusion, develop programming for LGBTQ students.</td>
<td>$231,000</td>
</tr>
<tr>
<td>Strategic Initiative Conference Grant Program: Tier III Officiating Improvement.</td>
<td>Provide optional funding to conference offices through the Conference Grant Program and encourage support of officiating improvement.</td>
<td>$150,000</td>
</tr>
</tbody>
</table>
**ASSOCIATION-WIDE GOAL 3: Informed Governance and Decision-Making.**

Member institutions and conferences will have access to data, research and best practices that assist governance and management of intercollegiate athletics.

**Objectives**

- Increase opportunities and support for chief executive officers to participate and make more informed decisions about intercollegiate athletics.
- Increase opportunities for member institutions and conferences to share best practices in support of the Association’s core values.
- Increase the number and quality of research initiatives on relevant issues to help member institutions and conferences make informed decisions.
- Increase opportunities for affiliated organizations to provide input for more informed decision-making.
- Enhance hiring practices for administrators, coaches and other athletics personnel, resulting in more inclusive leadership in intercollegiate athletics.

<table>
<thead>
<tr>
<th>Programs and Initiatives</th>
<th>Desired Outcomes</th>
<th>Resource Allocation from Division III Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategically engage presidents and athletics direct reports in the Division III governance structure</td>
<td>Continue to promote greater strategic focus and more selective legislative engagement by presidents in the Division III governance structure, led by the Presidents Council in consultation with the Presidents and Chancellors Advisory Group (PAG).</td>
<td>Association-wide funding</td>
</tr>
<tr>
<td>Quarterly Presidential Communication.</td>
<td>The chair of the Presidents Council will reach out to all presidents on a quarterly basis via formal correspondence.</td>
<td>Association-wide funding</td>
</tr>
<tr>
<td>Division III Governance Outreach to Affiliates.</td>
<td>Governance structure representatives will engage with affiliates on an issue-specific basis (e.g., higher education association meetings, annual sports chairs and championships committee meeting, and FARA annual meeting, etc...).</td>
<td>Overhead</td>
</tr>
<tr>
<td>Presidential Programming at the NCAA Convention.</td>
<td>Presidential involvement at the NCAA Convention will be enhanced by presidentially-focused programming.</td>
<td>$20,000</td>
</tr>
<tr>
<td>Best Practices for Presidential-Commissioner Leadership.</td>
<td>Work with the Division III Commissioners Association (D3CA) to develop and distribute best practices to enhance presidential-commissioner leadership at the conference level.</td>
<td>Overhead</td>
</tr>
<tr>
<td>Institutional and Conference Self-Studies (CSSG).</td>
<td>All institutions and conferences will conduct regular reviews with active participation of campus/conference presidents. Presidential involvement shall promote an understanding of institutional control and the primary compliance role of presidents. Institutional reviews shall assess standards on recruiting, admissions, academic eligibility, student services, student-athlete profiles, personnel and a commitment to Division III philosophical priorities. Conference reviews shall include an assessment of conference alignments, values and priorities to support partnerships between conference members.</td>
<td>Overhead</td>
</tr>
<tr>
<td>Sports sponsorship and Institutional Self-Study (ISSG) audits.</td>
<td>The Membership Committee’s annual review of member compliance with sports sponsorship requirements and completed Institutional Self-Study instruments to assess compliance with membership criteria and educational needs of the membership. Members placed on probation required to complete an athletics program assessment.</td>
<td>Provisional/Reclassifying membership fees</td>
</tr>
<tr>
<td>Playing and Practices Seasons Comprehensive Review.</td>
<td>Continue to implement through Management Council Playing and Practice Seasons Subcommittee a two-year review of the division’s playing and practice seasons with particular attention to nontraditional segments, contest exemptions and the length of playing seasons. Deliverables include proposed models to discuss and garner feedback during the 2016 Issues Forum. Possible legislative initiatives at the 2017 Convention include standardization of contest exemptions and voluntary baseball two-season model.</td>
<td>Overhead</td>
</tr>
<tr>
<td>360 Proof.</td>
<td>Maintain and enhance 360 Proof, a web-based, evidence-informed and free alcohol and other drug resource for NCAA Division III and NASPA small college member campuses to reduce consequences of alcohol use.</td>
<td>$200,000</td>
</tr>
<tr>
<td>Description</td>
<td>Description</td>
<td>Cost</td>
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</tr>
<tr>
<td>Continually monitor Division III membership size and related access to</td>
<td>The governance structure shall analyze data and collect feedback from institutions to continually develop a growth management strategy for Division III.</td>
<td>Overhead</td>
</tr>
<tr>
<td>championship and other services.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletics Direct Report (ADR) Institute.</td>
<td>Conduct an annual ADR Institute in conjunction with the annual NCAA Convention. For Division III member institutions that have an ADR reporting structure, ADRs should be consulted for input on key institutional and conference operational and strategic issues facing the athletics program. The Institute will allow for an intentional level of engagement and professional development to assist ADRs in overseeing and managing the athletics department on campus.</td>
<td>$90,000</td>
</tr>
<tr>
<td>Financial Aid Reporting Process.</td>
<td>All institutions will participate in the data-driven reporting process. Greater availability of historical data shall enable increased emphasis on institutional accountability (i.e., enforcement and penalties).</td>
<td>Overhead</td>
</tr>
<tr>
<td>Faculty Athletics Representative (FAR) Fellows Institute.</td>
<td>Conduct an FAR Fellows institute to offer professional development training to and provide FARs with tools to communicate the Division III story to their campus peers and enhance the level of engagement of FARs across the division. Re-engage FARs by conducting a membership survey, creating a working group, collaborating with conference commissioners and producing a best practices resource.</td>
<td>$80,000</td>
</tr>
<tr>
<td>Strategic Initiative Conference Grant Program: Tier IV – Third Party Review.</td>
<td>Continue to provide assistance for conference offices to provide documentation of a third-party external review of grant fund usage to the national office annually.</td>
<td>$16,800</td>
</tr>
<tr>
<td>Programming at the NCAA Convention.</td>
<td>Continue to create specific programming for delegates attending the annual Convention (e.g. educational sessions, Issues Forum, and technology to support all sessions) to help better engage and educate the membership.</td>
<td>$30,000</td>
</tr>
</tbody>
</table>
ASSOCIATION-WIDE GOAL 4: Effective National Office Administration.
The National Office will be operated in an accountable, efficient manner.

**Objectives**
- Increase partnership with the membership. Better define the national office's role.
- Increase flexibility, responsiveness and efficiency of interpretations, enforcement and appeals processes.
- Increase the timeliness, clarity, conciseness and effectiveness of membership communication.
- Increase use of technology to improve the effectiveness and efficiencies of Association processes.

<table>
<thead>
<tr>
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<th>Desired Outcomes</th>
<th>Resource Allocation from Division III Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement use of available technology to regularly deliver NCAA messages and rules education.</td>
<td>The governance structure will continually assess common needs and available technologies to increase the timeliness, clarity, conciseness and effectiveness of membership communication.</td>
<td>Overhead</td>
</tr>
<tr>
<td>Partnership with National Association of Division III Athletics Administrators.</td>
<td>The governance structure will provide financial support to the NADIIIIAA. National office staff will support this membership-led organization in its professional development offerings.</td>
<td>$52,000</td>
</tr>
<tr>
<td>Educate the membership on the role of the NCAA national office.</td>
<td>Increase membership understanding of the role of the national office by including this information in governance presentations made at Leadership Conferences, Regional Seminars, conference meetings, and other appropriate venues.</td>
<td>Overhead</td>
</tr>
<tr>
<td>Conference Contact program.</td>
<td>Continue to service all conferences and ensure new conferences are accommodated according to program guidelines.</td>
<td>Overhead</td>
</tr>
<tr>
<td>Strategic Initiative Conference Grant Program: Tier Three - Technology Grants.</td>
<td>Provide funding to conferences offices to upgrade or maintain technical capabilities to access technical platforms used by the NCAA.</td>
<td>$542,500</td>
</tr>
<tr>
<td>New orientation programs to support athletics directors and commissioners.</td>
<td>Create in-person, orientation programs for new athletics directors and commissioners to assist with the knowledge, resources and philosophy of the division.</td>
<td>$60,000</td>
</tr>
</tbody>
</table>
ASSOCIATION-WIDE GOAL 5: Perceptions of the Association and Intercollegiate Athletics.
The public will gain a greater understanding of and confidence in the integrity of intercollegiate athletics and will more readily support its values.

Objectives
- Increase awareness of and advocacy for the positive values of intercollegiate athletics among the media and the public and within the membership.
- Increase the public’s confidence in the Association as a whole.

<table>
<thead>
<tr>
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<th>Desired Outcomes</th>
<th>Resource Allocation from Division III Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative Conference Grant Program: Tier Three-Promotions/Marketing/Division III Identity.</td>
<td>Increase opportunities for promotion and marketing efforts on behalf of Division III institutions and conferences, consistent with the messages of the Strategic Positioning Platform.</td>
<td>$272,300</td>
</tr>
<tr>
<td>Division III Identity Initiative.</td>
<td>Clarify and promote the unique Division III philosophy as articulated in the Division’s Strategic Positioning Platform. Enable conferences and institutions to better tell the Division III story to a variety of target audiences. Support the following identity activation initiatives: Division III week, and mobile website for coaches, national and customizable videos. Re-introduce a quarterly recognition award for directors of athletics communication to recognize the most outstanding written or video work that tells the Division III story.</td>
<td>$360,000</td>
</tr>
<tr>
<td>Special Olympics Partnership.</td>
<td>Continue to grow the strategic partnership with Special Olympics. Maintain Special Olympics events as a signature element of the Division III championships program and continue to encourage campus and conference engagement with local Special Olympics chapters.</td>
<td>$35,000</td>
</tr>
<tr>
<td>Academic All-America Partnership with CoSIDA.</td>
<td>Promote academic success of Division III student-athletes through financial support of a Division III Academic All-America Program.</td>
<td>$44,000</td>
</tr>
<tr>
<td>Strategic Initiative Conference Grant Program: Tier One - Professional development support for Sports Information Directors (SIDs).</td>
<td>Continue to identify new ways to support the growth of SIDs as strategic communicators, advance the messages of the Division III platform, and communicate the story of Division III at the local level. Offer professional development support through the Conference Grant Program, and position support through the Strategic Alliance Matching Grant and Internship Program.</td>
<td>$42,000</td>
</tr>
</tbody>
</table>
Appendix B

Division III Budget Justification
<table>
<thead>
<tr>
<th>Projected NCAA Division III 2016-17 Budget Breakdown</th>
<th>Division III Philosophy Statement and Constitutional Principles Justifying Funded Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue:</strong></td>
<td></td>
</tr>
<tr>
<td>Division III 3.18% Revenue Allocation</td>
<td><strong>Division III Institutions....</strong></td>
</tr>
<tr>
<td>$30,389,760</td>
<td></td>
</tr>
<tr>
<td><strong>Expenses:</strong></td>
<td></td>
</tr>
<tr>
<td>Total Championships Expense (excluding overhead)</td>
<td>Support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities. (Division III Philosophy Statement – section r)</td>
</tr>
<tr>
<td>$21,589,109</td>
<td></td>
</tr>
<tr>
<td>Strategic Initiative Conference Grant Program</td>
<td>Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (e.g., students, alumni, institutional personnel) than on the general public and its entertainment needs; (Bylaw 20.11-(b))</td>
</tr>
<tr>
<td>$2,541,000</td>
<td></td>
</tr>
<tr>
<td>NAD3AA Partnership</td>
<td>The purpose of the NCAA is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual institutions to determine their own special objectives and programs. (Bylaw 20.11)</td>
</tr>
<tr>
<td>$52,000</td>
<td></td>
</tr>
<tr>
<td>Conference Commissioners/SID Meeting</td>
<td>The purpose of the NCAA is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual institutions to determine their own special objectives and programs. (Bylaw 20.11)</td>
</tr>
<tr>
<td>$20,000</td>
<td></td>
</tr>
<tr>
<td>Conference Rules Seminar</td>
<td>The Association shall assist the institution in its efforts to achieve full compliance with all rules and regulations and shall afford the institution, its staff and student-athletes fair procedures in the consideration of an identified or alleged failure in compliance. (Constitution 2.8.2)</td>
</tr>
<tr>
<td>Association-wide</td>
<td></td>
</tr>
<tr>
<td>NACWAA Enhancement Grants</td>
<td>Support ethnic and gender diversity for all constituents; (Bylaw 20.11-(p))</td>
</tr>
<tr>
<td>$28,000</td>
<td></td>
</tr>
<tr>
<td>Division-wide Sportmanship Initiative</td>
<td>Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators; (Bylaw 20.11-(e))</td>
</tr>
<tr>
<td>$50,000</td>
<td></td>
</tr>
<tr>
<td>Strategic Alliance Matching Grant</td>
<td>Support ethnic and gender diversity for all constituents; (Bylaw 20.11-(p))</td>
</tr>
<tr>
<td>$708,600</td>
<td></td>
</tr>
<tr>
<td>Women &amp; Minority Intern Program</td>
<td>Support ethnic and gender diversity for all constituents; (Bylaw 20.11-(p))</td>
</tr>
<tr>
<td>$1,130,000</td>
<td></td>
</tr>
<tr>
<td>Student-Athlete Leadership Forum</td>
<td>Seek to establish and maintain an environment in which a student-athlete's athletics activities are conducted as an integral part of the student-athlete's educational experience, and in which coaches play a significant role as educators. (Bylaw 20.11)</td>
</tr>
<tr>
<td>$365,000</td>
<td></td>
</tr>
<tr>
<td>Campus Based Student-Athlete Leadership Programming</td>
<td>Seek to establish and maintain an environment in which a student-athlete’s athletics activities are conducted as an integral part of the student-athlete's educational experience, and in which coaches play a significant role as educators. (Bylaw 20.11) Funding may be used for professional development workshops for staff and administrators; SAAC retreats, meetings and workshops; student-athlete leadership academies; and teambuilding workshops for athletic teams and staffs.</td>
</tr>
<tr>
<td>$80,000</td>
<td></td>
</tr>
<tr>
<td>360 Proof</td>
<td>Intercollegiate athletics programs shall be conducted in a manner designed to protect and enhance the physical and educational well-being of student-athletes. (Constitution 2.2)</td>
</tr>
<tr>
<td>$200,000</td>
<td></td>
</tr>
<tr>
<td>FAR Fellows Institute</td>
<td>Colleges and universities in Division III place highest priority on the overall quality of the educational experience and on the successful completion of all students’ academic programs. They seek to establish and maintain an environment in which a student-athlete's athletics activities are conducted as an integral part of the student-athlete’s educational experience (preamble to philosophy statement)</td>
</tr>
<tr>
<td>$80,000</td>
<td></td>
</tr>
<tr>
<td>Expenses, continued:</td>
<td>Division III Philosophy Statement and Constitutional Principles Justifying Funded Programs</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Division III Academic All-America (CoSIDA)</td>
<td>Colleges and universities in Division III place highest priority on the overall quality of the educational experience and on the successful completion of all students’ academic program (preamble to philosophy statement). This initiative exists to provide opportunities for working groups/tasks forces in the future.</td>
</tr>
<tr>
<td>Other Working Groups/Task Forces</td>
<td>This initiative is reflective of the entire Division III Philosophy Statement (Bylaw 20.11).</td>
</tr>
<tr>
<td>Identity Initiatives</td>
<td>Institutions seek to establish and maintain an environment in which a student-athlete’s athletics activities are conducted as an integral part of the student-athlete’s educational experience (preamble to philosophy statement). Support ethnic and gender diversity for all constituents; (Bylaw 20.11-(l))</td>
</tr>
<tr>
<td>Special Olympics Partnership</td>
<td>Intercolligate athletics programs shall be administered in keeping with prudent management and fiscal practices to assure the financial stability necessary for providing student-athletes with adequate opportunities for athletics competition as an integral part of a quality educational experience. (Constitution 2.16)</td>
</tr>
<tr>
<td>Inclusion and Diversity Partnership</td>
<td>Honorarium for institutions that submit data for the voluntary graduation rate reporting program to compare student-athletes and nonstudent-athletes using data currently provided to the Association and the Department of Education.</td>
</tr>
<tr>
<td>Division III Financial Recovery Insurance (event cancelation coverage) *</td>
<td>Continue to create specific programming for student-athletes attending the annual Convention to help better engage and educate on the Division III philosophy.</td>
</tr>
<tr>
<td>Voluntary Grad Rate Reporting Stipend</td>
<td>Conduct an inaugural ADR Institute in 2016 in conjunction with the annual NCAA Convention. For Division III member institutions that have an ADR reporting structure, ADRs should be consulted for input on key institutional and conference operational and strategic issues facing the athletics program. The Institute will allow for an intentional level of engagement and professional development to assist ADRs in overseeing and managing the athletics department on campus.</td>
</tr>
<tr>
<td>Convention Programming including specific student-athlete programs</td>
<td>New Athletics Director Orientation $50,000 Create in-person orientation programs for new athletics directors to assist with the knowledge, resources and philosophy of the division.</td>
</tr>
<tr>
<td>Athletics Direct Report (ADR) Institute $90,000</td>
<td>New Commissioner Orientation $10,000 Create in-person, orientation programs for new commissioners to assist with the knowledge, resources and philosophy of the division.</td>
</tr>
<tr>
<td>New Athletics Director Orientation</td>
<td>Additional SAAC in-person meeting $15,000 A planning meeting for the Division III national SAAC committee. At this meeting, SAAC provides an orientation for new members and sets its goals and objectives for the year.</td>
</tr>
<tr>
<td>New Commissioner Orientation $10,000</td>
<td>NADIIIAA and D3CA leadership meeting $10,000 The executive leadership groups from NADIIIAA and D3CA come to Indianapolis in Sept. to discuss current hot topics in Division III and plan communication strategies for the upcoming year.</td>
</tr>
<tr>
<td>Additional SAAC in-person meeting</td>
<td>Other Division III Initiatives $4,000 This includes contracting costs, as well as money earmarked to support future initiatives.</td>
</tr>
<tr>
<td>NADIIIAA and D3CA leadership meeting</td>
<td>Overhead Allocation (including National Office staffing) $1,412,000 N/A</td>
</tr>
<tr>
<td>Other Division III Initiatives $4,000</td>
<td>Total Division III Expenses $29,256,709</td>
</tr>
</tbody>
</table>

* The $5 million event cancellation insurance protects the budget in case of a catastrophic event that would reduce or eliminate, for one year, the division's share of Association-wide revenue.

**The $1,412,000 overhead fee covers time and miscellaneous expenses related to Division III staff and programs.
Appendix C

History of the

Division III Strategic Plan
History

The original Division III strategic plan was unveiled in 1998 as the division embarked on its new federated structure. The Division III Management Council Strategic Planning Subcommittee developed the framework for the plan with broad participation of the Presidents Council, Division III and Association-wide committee structure, and the Division III membership. The 2004 version of the Division III Strategic Plan was developed by a joint subcommittee of the Management and Presidents Councils consistent with the Association-wide Strategic Plan adopted by the NCAA Executive Committee in April, 2004. The 2004 plan contained many of the existing initiatives and priorities to ensure that the programs and results remain consistent with Division III objectives. However, significant changes occurred as the 2005 and 2006 plans linked the relationship to the Division III philosophy with each Association-wide goal and outlined a series of outcome measures for each goal. Another significant change occurred in 2006-07 as the Division III Strategic Initiatives Grant Program resources were funneled directly to Division III Conferences and the Association of Independents. With this change, many strategic initiatives previously administered at the NCAA national office moved to the local control of conferences and institutions. The localized program encourages collaboration and involvement of all Division III constituent group representatives in the planning, decision-making and accountability of programming and funding to achieve the goals established in the Division’s Strategic Plan. Presidential oversight and accountability with the process and budget allocations, consistent with the legislated leadership role of presidents within conference governance, is paramount.

In 2008-09, the strategic plan underwent a format change to create a forward looking document that highlights the goals and expectations of a budget biennium. Much of the reporting done in previous plans was moved into a Division III Annual Report, and standard committee operations are now reflected in each committee’s policy and procedure guide (available on each committee’s home page on ncaa.org). The plan clearly articulates the division’s funding priorities, and explains when an initiative is funded by Division III, and when it is funded by a broader Association-wide budget. The plan also includes an appendix to show the philosophical or constitutional justification for all programs funded with Division III dollars.

In 2009-10, the plan was updated to highlight the division’s near-term strategic priorities. Most 2009-10 priorities resulted from a series of presidentially authored white papers on membership growth published in September 2008. For 2010-12, the plan was updated based on the Division’s release of a Strategic Positioning Platform, and clearly defined the near- and medium-term goals the division needed to accomplish to be successful in embodying the platform.

For 2012-15, the plan was updated to reflect the Association’s move to a three-year budget cycle.

With the 2015-17 budget, the plan returns to a two-year budget cycle and emphasizes budget accountability and management to address recent championships budget overages.
### Expenses:

#### Championship Expenses
- **Men's Championships**
  - Baseball: 1,821,330 to 1,870,795, 19% increase
  - Basketball: 874,810 to 1,055,412, 19% increase
  - Cross Country: 569,530 to 534,918, 6% decrease
  - Football: 1,625,070 to 1,288,733, 22% decrease
  - Golf: 512,840 to 543,997, 6% increase
  - Ice Hockey: 349,090 to 338,285, 3% decrease
  - Lacrosse: 493,280 to 543,997, 10% increase
  - Overhead: 320,498 to 325,000, 2% increase
  - Women's Championships: 1,143,870 to 1,129,597, 2% decrease
  - Swimming & Diving: 544,160 to 512,840, 5% decrease
  - Tennis: 575,220 to 619,432, 8% increase
  - Track, Indoor: 478,050 to 524,809, 9% increase
  - Track, Outdoor: 716,650 to 563,367, 21% decrease
  - Volleyball: 252,320 to 164,503, 34% decrease
  - Wrestling: 312,720 to 387,001, 23% decrease
  - Championship Other: 15,000 to 4,074, 73% decrease

#### Total Men's Championships: 10,283,940 to 11,047,010 (6.9% decrease)

- **Women's Championships**
  - Basketball: 988,640 to 1,339,458, 35% increase
  - Basketball Anniversary: 200,000 to 107,364, 46% decrease
  - Cross Country: 543,870 to 547,004, 1% increase
  - Field Hockey: 429,240 to 453,284, 5% increase
  - Golf: 287,580 to 320,498, 13% increase
  - Ice Hockey: 268,040 to 262,224, 2.3% decrease
  - Lacrosse: 699,690 to 770,828, 10% increase
  - Rowing: 399,400 to 302,151, 30% decrease
  - Soccer: 1,226,270 to 1,307,956, 7% increase
  - Softball: 1,809,920 to 1,504,278, 19% decrease
  - Swimming & Diving: 550,780 to 542,952, 1.5% decrease
  - Tennis: 647,770 to 640,021, 1.3% decrease
  - Track, Indoor: 479,610 to 536,337, 12% increase
  - Track, Outdoor: 752,750 to 794,328, 5% increase
  - Volleyball: 991,730 to 1,009,244, 1% increase
  - Championship Other: 15,000 to 4,074, 73% decrease

#### Total Women's Championships: 10,090,290 to 10,361,846 (2.7% increase)

#### Total Expenses: 26,342,000 to 28,358,306 (7% increase)

### Revenue:

- **Division III 3.18% Revenue Allocation**
  - Budget: 26,342,000, Actual: 28,316,136, 7% increase
  - Difference: 1,974,136, 12% increase

- **Division III Other Revenue**
  - Budget: 42,170, Actual: 100,010, 142% increase
  - Difference: N/A, N/A

#### Total Revenue: 26,342,000 to 28,358,306 (7% increase)

### Year-to-date:

- **Division III Budget-to-Actual (Thru August 2016)**
  - 2013-14: 28,316,136, 13% decrease
  - 2014-15: 29,379,770, 7% increase
  - 2015-16: 29,336,999, 2% increase

### Charters:

- **Championship Other**: 15,000 to 4,074, 73% decrease

### Notes:

- **Updated**: 10/19/2016 8:43 AM
## Expenses (continued):

### Non-Championship Expenses

#### Strategic Initiative Conference Grants
- **2013-14**: $2,490,900
- **2014-15**: $2,482,953
- **Difference**: $7,947

#### Other Division III Strategic Initiatives
- **Women & Minority Intern Program**: $820,000
- **Strategic Alliance Matching Grant**: $670,000
- **Division III Identity Program**: $600,500
- **Student-Athlete Leadership Conference**: $356,000
- **DIII Diversity Initiatives**: $50,000
- **360 Proof (formerly Drug Education and Research)**: $380,000
- **FAR Institute**: $185,000
- **Campus-based Student-Athlete Leadership Programs**: $80,000
- **ADR Institute**: $-20,000
- **Annual Convention**: $35,000
- **Division III Event Cancellation Insurance**: $109,000
- **NADAAA Partnership**: $51,000
- **New AD and Commissioner Orientation**: $-20,000
- **Division-wide Sportmanship Initiative**: $15,000
- **Co-SIDA Partnership**: $44,000
- **Special Olympics Partnership**: $50,000
- **SWA Enhancement Grant Program (NACWAA/HERS)**: $26,000
- **Academic Reporting Honorarium**: $25,000
- **Other Working Groups**: $21,000
- **Conference Commissioners Meeting**: $15,000
- **Additional Spring In-Person SAAC Meeting**: $35,000
- **Miscellaneous Division III Initiatives**: $25,000
- **DIII Administrator and Commissioner Meeting**: -
- **Sickle Cell Trait Testing Reimbursement Program**: $220,000
- **Exploratory/Provisional Membership**: -
- **Non-Championships Expense**: $6,203,400
- **Overhead Allocation**: $1,064,100
- **Total Non-Championships Expenses**: $7,267,500

### Total Division III Expenses
- **2013-14**: $28,063,280
- **2014-15**: $28,727,905
- **Difference**: $(664,625)

### Excess Revenue over Expense
- **2013-14**: $(1,721,280)
- **2014-15**: $(369,599)
- **Difference**: $1,351,681

### Add: Previous Year's Fund Balance (Unallocated/Unused Fund)
- **2013-14**: $18,680,153
- **2014-15**: $18,680,153
- **Difference**: $0

### Total Fund Balance (Funds Available for Reserve/Future Use)
- **2013-14**: $18,680,153
- **2014-15**: $18,680,153
- **Difference**: $0

### Less: Mandated Reserve Funds Needed (Note 1)
- **2013-14**: $(11,073,600)
- **2014-15**: $(14,158,068)
- **Difference**: $(3,084,468)

### Total Funds Available for Contingency/Future Use
- **2013-14**: $7,606,553
- **2014-15**: $4,522,085
- **Difference**: $3,084,468

### Less: Encumbered for future year programs (Note 2)
- **2013-14**: $602,080
- **2014-15**: $-24,222
- **Difference**: $377,858

### Less: Championships contingency
- **2013-14**: $-24,222
- **2014-15**: $-24,222
- **Difference**: $0

### Total Division III Projected Unallocated Funds
- **2013-14**: $16,487,353
- **2014-15**: $9,152,486
- **Difference**: $7,334,867
DIVISION III 2016-17 BUDGET OVERVIEW

REVENUE

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>$27,117,000</td>
</tr>
<tr>
<td>2015-16</td>
<td>$28,543,836</td>
</tr>
<tr>
<td>2016-17</td>
<td>$29,695,153</td>
</tr>
</tbody>
</table>

Source: 3.18% of NCAA operating revenue allocation.

CHAMPIONSHIPS (28 Division III specific)

<table>
<thead>
<tr>
<th></th>
<th>Men’s Budget</th>
<th>Women’s Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>$1,963,071</td>
<td>NA</td>
</tr>
<tr>
<td>Basketball</td>
<td>$1,039,241</td>
<td>$1,350,348</td>
</tr>
<tr>
<td>Cross Country</td>
<td>$560,320</td>
<td>$581,323</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>NA</td>
<td>$447,830</td>
</tr>
<tr>
<td>Football</td>
<td>$1,906,585</td>
<td>NA</td>
</tr>
<tr>
<td>Golf</td>
<td>$563,541</td>
<td>$333,377</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>$340,417</td>
<td>$296,004</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>$480,824</td>
<td>$746,444</td>
</tr>
<tr>
<td>Rowing</td>
<td>NA</td>
<td>$317,709</td>
</tr>
<tr>
<td>Soccer</td>
<td>$1,101,694</td>
<td>$1,263,436</td>
</tr>
<tr>
<td>Softball</td>
<td>NA</td>
<td>$1,453,315</td>
</tr>
<tr>
<td>Swimming and Diving</td>
<td>$531,072</td>
<td>$543,662</td>
</tr>
<tr>
<td>Tennis</td>
<td>$631,301</td>
<td>$664,143</td>
</tr>
<tr>
<td>Indoor Track and Field</td>
<td>$625,267</td>
<td>$626,450</td>
</tr>
<tr>
<td>Outdoor Track and Field</td>
<td>$795,214</td>
<td>$823,161</td>
</tr>
<tr>
<td>Volleyball</td>
<td>$180,281</td>
<td>$1,031,544</td>
</tr>
<tr>
<td>Wrestling</td>
<td>$391,535</td>
<td>NA</td>
</tr>
</tbody>
</table>

Overall Totals $11,110,363 $10,478,746

Source: NCAA Financial Statements

BUDGET ALLOCATION

<table>
<thead>
<tr>
<th>Allocation</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 Allocation</td>
<td>$14.8 million including a $5 million insurance policy</td>
</tr>
<tr>
<td>25% to nonchampionships</td>
<td>$7.3 million</td>
</tr>
<tr>
<td>75% to championships</td>
<td>$21.9 million</td>
</tr>
<tr>
<td>Mandated Annual Reserve</td>
<td>50% of annual overall budget</td>
</tr>
</tbody>
</table>

MEMBERSHIP DUES

<table>
<thead>
<tr>
<th>Division</th>
<th>Members</th>
<th>Annual Dues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voting</td>
<td>450</td>
<td>$18,900</td>
</tr>
<tr>
<td>Nonvoting</td>
<td>25</td>
<td>$11,250</td>
</tr>
</tbody>
</table>

VALUE OF MEMBERSHIP

With an annual budget of $29.7 million and annual membership dues of $900 or less, the estimated per-institution value of Division III membership is $66,889 annually.

NONCHAMPIONSHIPS INITIATIVES

<table>
<thead>
<tr>
<th>Initiative</th>
<th>2016-17 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative Conference Grants</td>
<td>$2,541,000</td>
</tr>
<tr>
<td>Women &amp; Minority Intern Program</td>
<td>$1,130,000</td>
</tr>
<tr>
<td>Strategic Alliance Matching Grant</td>
<td>$708,600</td>
</tr>
<tr>
<td>Student-Athlete Leadership Conference</td>
<td>$365,000</td>
</tr>
<tr>
<td>Division III Identity Program</td>
<td>$360,000</td>
</tr>
<tr>
<td>Division III Diversity Initiatives</td>
<td>$213,000</td>
</tr>
<tr>
<td>360 Proof</td>
<td>$200,000</td>
</tr>
<tr>
<td>ADR Institute</td>
<td>$90,000</td>
</tr>
<tr>
<td>Campus-based Student-Athlete Leadership Programs</td>
<td>$80,000</td>
</tr>
<tr>
<td>FAR Institute</td>
<td>$80,000</td>
</tr>
<tr>
<td>Annual Convention</td>
<td>$70,000</td>
</tr>
<tr>
<td>New AD and Commissioner Orientation</td>
<td>$60,000</td>
</tr>
<tr>
<td>NAD3AA Partnership</td>
<td>$52,000</td>
</tr>
<tr>
<td>Division-wide Sportsmanship Initiative</td>
<td>$50,000</td>
</tr>
<tr>
<td>CoSIDA Partnership</td>
<td>$44,000</td>
</tr>
<tr>
<td>Division III Event Cancellation Insurance</td>
<td>$41,000</td>
</tr>
<tr>
<td>Special Olympics Partnership</td>
<td>$35,000</td>
</tr>
<tr>
<td>SWA Enhancement Grant Program</td>
<td>$28,000</td>
</tr>
<tr>
<td>Academic Reporting Honorarium</td>
<td>$25,000</td>
</tr>
<tr>
<td>Conference Commissioners Meeting</td>
<td>$20,000</td>
</tr>
<tr>
<td>Other Working Groups</td>
<td>$16,000</td>
</tr>
<tr>
<td>Additional Spring In-Person SAAC Meeting</td>
<td>$15,000</td>
</tr>
<tr>
<td>Administrator and Commissioner Meeting</td>
<td>$10,000</td>
</tr>
<tr>
<td>Miscellaneous Division III Initiatives</td>
<td>$4,000</td>
</tr>
</tbody>
</table>

Overall Total $6,255,600

Source: NCAA Financial Statements

DIVISION III STAFF SUPPORT

Overall, of 514 NCAA staff members, 38 support Division III directly. 14 provide full-time, 100% Division III support. (Does not include administrative assistants.)
### 2016-17 Division III Budget-to-Actual (Thru September 2016)

#### PRELIMINARY

#### SUPPLEMENT NO. 03c

#### DIII Strategic Planning and Finance 11/16

**Revenue:**
- **Division III 3.18% Revenue Allocation:**
  - Budget: 27,117,000
  - Actual: 29,639,760
  - Difference: 3,685,651
  - Charter: 27,117,000
  - Difference: N/A

**Expenditures:**

### Men's Championships

<table>
<thead>
<tr>
<th>Expense</th>
<th>Budget 2015-16</th>
<th>Actual 2015-16</th>
<th>Difference 2015-16</th>
<th>Year-to-date</th>
<th>Budget 2016-17</th>
<th>Actual 2016-17</th>
<th>Difference 2016-17</th>
<th>Year-to-date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>1,825,000</td>
<td>1,824,027</td>
<td>973</td>
<td>-</td>
<td>1,891,000</td>
<td>1,717,761</td>
<td>173,239</td>
<td>(4,550)</td>
</tr>
<tr>
<td>Cross Country</td>
<td>519,000</td>
<td>525,965</td>
<td>6,965</td>
<td>27</td>
<td>541,000</td>
<td>537,671</td>
<td>3,329</td>
<td>-</td>
</tr>
<tr>
<td>Football</td>
<td>1,747,000</td>
<td>1,505,230</td>
<td>2,905</td>
<td>587,151</td>
<td>1,820,000</td>
<td>1,736,777</td>
<td>83,232</td>
<td>-</td>
</tr>
<tr>
<td>Golf</td>
<td>523,000</td>
<td>547,712</td>
<td>24,712</td>
<td>6,745</td>
<td>541,000</td>
<td>537,671</td>
<td>3,329</td>
<td>-</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>303,000</td>
<td>320,834</td>
<td>(17,834)</td>
<td>7</td>
<td>316,000</td>
<td>266,829</td>
<td>49,171</td>
<td>-</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>431,000</td>
<td>504,354</td>
<td>(73,354)</td>
<td>9,562</td>
<td>446,000</td>
<td>460,983</td>
<td>(14,983)</td>
<td>-</td>
</tr>
<tr>
<td>Soccer</td>
<td>1,008,000</td>
<td>1,020,050</td>
<td>(12,050)</td>
<td>-</td>
<td>1,046,000</td>
<td>992,540</td>
<td>53,460</td>
<td>152</td>
</tr>
<tr>
<td>Swimming &amp; Diving</td>
<td>496,000</td>
<td>547,533</td>
<td>(51,533)</td>
<td>142</td>
<td>513,000</td>
<td>547,966</td>
<td>(34,996)</td>
<td>(1,167)</td>
</tr>
<tr>
<td>Tennis</td>
<td>592,000</td>
<td>563,310</td>
<td>28,690</td>
<td>-</td>
<td>615,000</td>
<td>572,733</td>
<td>42,267</td>
<td>(547)</td>
</tr>
<tr>
<td>Track, Indoor</td>
<td>546,000</td>
<td>599,056</td>
<td>(53,056)</td>
<td>584</td>
<td>569,000</td>
<td>639,425</td>
<td>(70,425)</td>
<td>484</td>
</tr>
<tr>
<td>Track, Outdoor</td>
<td>744,000</td>
<td>914,715</td>
<td>(170,715)</td>
<td>4,533</td>
<td>771,000</td>
<td>785,329</td>
<td>(14,329)</td>
<td>-</td>
</tr>
<tr>
<td>Volleyball</td>
<td>164,200</td>
<td>141,279</td>
<td>22,921</td>
<td>98</td>
<td>167,000</td>
<td>186,145</td>
<td>(19,145)</td>
<td>426</td>
</tr>
<tr>
<td>Wrestling</td>
<td>367,500</td>
<td>340,176</td>
<td>27,324</td>
<td>7,457</td>
<td>381,000</td>
<td>377,109</td>
<td>3,891</td>
<td>-</td>
</tr>
<tr>
<td>Total Men's Championships</td>
<td>10,225,600</td>
<td>10,301,887</td>
<td>(76,287)</td>
<td>25,420</td>
<td>10,614,000</td>
<td>10,272,481</td>
<td>341,519</td>
<td>(5,140)</td>
</tr>
</tbody>
</table>

### Women's Championships

<table>
<thead>
<tr>
<th>Expense</th>
<th>Budget 2015-16</th>
<th>Actual 2015-16</th>
<th>Difference 2015-16</th>
<th>Year-to-date</th>
<th>Budget 2016-17</th>
<th>Actual 2016-17</th>
<th>Difference 2016-17</th>
<th>Year-to-date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>1,250,900</td>
<td>946,040</td>
<td>304,860</td>
<td>-</td>
<td>1,304,000</td>
<td>917,882</td>
<td>386,118</td>
<td>-</td>
</tr>
<tr>
<td>Cross Country</td>
<td>358,000</td>
<td>530,543</td>
<td>172,543</td>
<td>7,457</td>
<td>561,000</td>
<td>537,154</td>
<td>23,846</td>
<td>-</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>416,500</td>
<td>429,348</td>
<td>(12,848)</td>
<td>250</td>
<td>431,000</td>
<td>371,431</td>
<td>59,569</td>
<td>-</td>
</tr>
<tr>
<td>Golf</td>
<td>311,000</td>
<td>321,607</td>
<td>(10,607)</td>
<td>144</td>
<td>321,000</td>
<td>328,608</td>
<td>(7,608)</td>
<td>-</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>273,000</td>
<td>194,987</td>
<td>78,013</td>
<td>-</td>
<td>286,000</td>
<td>180,427</td>
<td>105,573</td>
<td>-</td>
</tr>
<tr>
<td>Rowing</td>
<td>686,000</td>
<td>624,848</td>
<td>61,152</td>
<td>1,255</td>
<td>727,000</td>
<td>729,435</td>
<td>(2,435)</td>
<td>-</td>
</tr>
<tr>
<td>Soccue</td>
<td>1,182,000</td>
<td>1,076,645</td>
<td>105,355</td>
<td>1,070</td>
<td>1,227,000</td>
<td>1,025,336</td>
<td>201,664</td>
<td>602</td>
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<tr>
<td>Softball</td>
<td>1,369,000</td>
<td>1,345,424</td>
<td>23,576</td>
<td>300</td>
<td>1,418,000</td>
<td>1,259,431</td>
<td>158,569</td>
<td>-</td>
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<tr>
<td>Swimming &amp; Diving</td>
<td>508,000</td>
<td>531,712</td>
<td>(23,712)</td>
<td>21</td>
<td>525,000</td>
<td>527,694</td>
<td>(2,694)</td>
<td>83</td>
</tr>
<tr>
<td>Tennis</td>
<td>592,000</td>
<td>593,021</td>
<td>(1,021)</td>
<td>-</td>
<td>617,000</td>
<td>609,185</td>
<td>7,815</td>
<td>-</td>
</tr>
<tr>
<td>Track, Indoor</td>
<td>778,000</td>
<td>866,324</td>
<td>(88,324)</td>
<td>3,305</td>
<td>807,000</td>
<td>773,955</td>
<td>33,045</td>
<td>(1,325)</td>
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<tr>
<td>Track, Outdoor</td>
<td>963,000</td>
<td>963,713</td>
<td>(713)</td>
<td>5</td>
<td>999,000</td>
<td>925,596</td>
<td>73,404</td>
<td>-</td>
</tr>
<tr>
<td>Total Women's Championships</td>
<td>9,785,400</td>
<td>9,367,183</td>
<td>418,317</td>
<td>6,308</td>
<td>10,375,000</td>
<td>9,226,440</td>
<td>1,148,560</td>
<td>-37</td>
</tr>
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</table>

### Total Revenue
- Budget: 29,739,770
- Actual: 30,247,544
- Difference: 707,774
- Charter: 29,639,760
- Difference: N/A

### Total Expenses
- Budget: 25,897,748
- Actual: 29,695,153
- Difference: 3,797,405
- Charter: 29,695,153
- Difference: N/A

---

http://intra.ncaa.org/sites/gov/DIII Committees/01 Presidents Council/2016 Meetings/October/Supplements/sup_08b_Budget-to-Actual 2016-17 at "DIII B to A (Champ)" tab

Updated: 10/26/2016 3:17 PM
## Expenses (continued):

### Non-Championship Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>2014-15 Budget</th>
<th>2015-16 Budget</th>
<th>2016-17 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year-to-date</td>
<td>Year-to-date</td>
<td>Year-to-date</td>
</tr>
<tr>
<td></td>
<td>Difference</td>
<td>Actual</td>
<td>Difference</td>
</tr>
<tr>
<td>Strategic Initiative Conference Grants</td>
<td>2,490,900</td>
<td>2,478,140</td>
<td>12,761</td>
</tr>
<tr>
<td>Women &amp; Minority Intern Program</td>
<td>890,000</td>
<td>834,721</td>
<td>55,279</td>
</tr>
<tr>
<td>Strategic Alliance Matching Grant</td>
<td>600,000</td>
<td>615,230</td>
<td>(15,230)</td>
</tr>
<tr>
<td>Student-Athlete Leadership Conference</td>
<td>356,000</td>
<td>271,929</td>
<td>84,071</td>
</tr>
<tr>
<td>Division III Identity Program</td>
<td>600,500</td>
<td>285,998</td>
<td>314,502</td>
</tr>
<tr>
<td>DIII Diversity Initiatives</td>
<td>50,000</td>
<td>31,392</td>
<td>18,608</td>
</tr>
<tr>
<td>360 Proof (formerly Drug Education and Research)</td>
<td>600,000</td>
<td>311,192</td>
<td>288,808</td>
</tr>
<tr>
<td>ADR Institute</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>FAR Institute</td>
<td>85,000</td>
<td>79,960</td>
<td>5,040</td>
</tr>
<tr>
<td>Annual Convention</td>
<td>80,000</td>
<td>61,946</td>
<td>18,054</td>
</tr>
<tr>
<td>New AD and Commissioner Orientation</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>NAD3AA Partnership</td>
<td>51,000</td>
<td>51,551</td>
<td>(551)</td>
</tr>
<tr>
<td>Division-wide Sportmanship Initiative</td>
<td>15,000</td>
<td>13,250</td>
<td>1,750</td>
</tr>
<tr>
<td>Co-SIDA Partnership</td>
<td>44,000</td>
<td>39,500</td>
<td>4,500</td>
</tr>
<tr>
<td>Division III Event Cancellation Insurance</td>
<td>109,000</td>
<td>109,000</td>
<td>-</td>
</tr>
<tr>
<td>Special Olympics Partnership</td>
<td>35,000</td>
<td>28,000</td>
<td>7,000</td>
</tr>
<tr>
<td>SWA Enhancement Grant Program (NACWAAHERS)</td>
<td>26,000</td>
<td>29,699</td>
<td>(3,699)</td>
</tr>
<tr>
<td>Academic Reporting Honorarium</td>
<td>25,000</td>
<td>24,208</td>
<td>792</td>
</tr>
<tr>
<td>Conference Commissioners Meeting</td>
<td>15,000</td>
<td>12,257</td>
<td>2,743</td>
</tr>
<tr>
<td>Other Working Groups</td>
<td>21,000</td>
<td>24,435</td>
<td>(3,435)</td>
</tr>
<tr>
<td>Additional Spring In-Person SAAC Meeting</td>
<td>35,000</td>
<td>18,184</td>
<td>16,816</td>
</tr>
<tr>
<td>DIII Administrator and Commissioner Meeting</td>
<td>25,000</td>
<td>7,761</td>
<td>17,239</td>
</tr>
<tr>
<td>Miscellaneous Division III Initiatives</td>
<td>35,000</td>
<td>6,366</td>
<td>(6,366)</td>
</tr>
<tr>
<td>Total Non-Championship Expenditures</td>
<td>6,203,400</td>
<td>5,379,107</td>
<td>824,293</td>
</tr>
<tr>
<td>Overhead Allocation</td>
<td>920,000</td>
<td>920,000</td>
<td>-</td>
</tr>
<tr>
<td>Total Division III Expenditures</td>
<td>7,123,400</td>
<td>6,299,107</td>
<td>824,293</td>
</tr>
</tbody>
</table>

### Excess Revenue over Expense

<table>
<thead>
<tr>
<th>Description</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year-to-date</td>
<td>Year-to-date</td>
<td>Year-to-date</td>
</tr>
<tr>
<td></td>
<td>Difference</td>
<td>Actual</td>
<td>Difference</td>
</tr>
<tr>
<td>Excess Revenue over Expense</td>
<td>(342,400)</td>
<td>3,446,694</td>
<td>-</td>
</tr>
<tr>
<td>Add: Previous Year's Fund Balance (Unallocated/Unused Funds)</td>
<td>18,310,554</td>
<td>18,310,554</td>
<td>-</td>
</tr>
<tr>
<td>Total Fund Balance (Funds Available for Reserve/Future Use)</td>
<td>17,968,154</td>
<td>21,757,248</td>
<td>21,757,248</td>
</tr>
<tr>
<td>Add: Event Cancellation Insurance Policy</td>
<td>5,000,000</td>
<td>5,000,000</td>
<td>-</td>
</tr>
<tr>
<td>Less: Mandated Reserve Funds Needed (Note 1)</td>
<td>(13,558,500)</td>
<td>(13,558,500)</td>
<td>(14,271,932)</td>
</tr>
<tr>
<td>Total Funds Available for Contingency/Future Use</td>
<td>9,409,654</td>
<td>13,198,748</td>
<td>12,762,180</td>
</tr>
<tr>
<td>Less: Encumbered for future year programs (Note 2)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Less: Championships contingency</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Division III Projected Unallocated Funds</td>
<td>9,409,654</td>
<td>13,198,748</td>
<td>12,762,180</td>
</tr>
</tbody>
</table>
### Revenue:

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Actual*</th>
<th>Budget</th>
<th>Projection</th>
<th>Projection</th>
<th>Projection</th>
<th>Projection</th>
<th>Projected Revenue Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>29,639,760</td>
<td>$30,140,829</td>
<td>$30,852,829</td>
<td>$31,565,829</td>
<td>$32,121,829</td>
<td>$33,083,829</td>
<td>$33,876,829</td>
<td>4.9%</td>
</tr>
<tr>
<td>2015-16</td>
<td>29,639,760</td>
<td>$30,140,829</td>
<td>$30,852,829</td>
<td>$31,565,829</td>
<td>$32,121,829</td>
<td>$33,083,829</td>
<td>$33,876,829</td>
<td>4.9%</td>
</tr>
<tr>
<td>2016-17</td>
<td>29,639,760</td>
<td>$30,140,829</td>
<td>$30,852,829</td>
<td>$31,565,829</td>
<td>$32,121,829</td>
<td>$33,083,829</td>
<td>$33,876,829</td>
<td>4.9%</td>
</tr>
<tr>
<td>2017-18</td>
<td>29,639,760</td>
<td>$30,140,829</td>
<td>$30,852,829</td>
<td>$31,565,829</td>
<td>$32,121,829</td>
<td>$33,083,829</td>
<td>$33,876,829</td>
<td>4.9%</td>
</tr>
<tr>
<td>2018-19</td>
<td>29,639,760</td>
<td>$30,140,829</td>
<td>$30,852,829</td>
<td>$31,565,829</td>
<td>$32,121,829</td>
<td>$33,083,829</td>
<td>$33,876,829</td>
<td>4.9%</td>
</tr>
<tr>
<td>2019-20</td>
<td>29,639,760</td>
<td>$30,140,829</td>
<td>$30,852,829</td>
<td>$31,565,829</td>
<td>$32,121,829</td>
<td>$33,083,829</td>
<td>$33,876,829</td>
<td>4.9%</td>
</tr>
<tr>
<td>2020-21</td>
<td>29,639,760</td>
<td>$30,140,829</td>
<td>$30,852,829</td>
<td>$31,565,829</td>
<td>$32,121,829</td>
<td>$33,083,829</td>
<td>$33,876,829</td>
<td>4.9%</td>
</tr>
<tr>
<td>2021-22</td>
<td>29,639,760</td>
<td>$30,140,829</td>
<td>$30,852,829</td>
<td>$31,565,829</td>
<td>$32,121,829</td>
<td>$33,083,829</td>
<td>$33,876,829</td>
<td>4.9%</td>
</tr>
<tr>
<td>2022-23</td>
<td>29,639,760</td>
<td>$30,140,829</td>
<td>$30,852,829</td>
<td>$31,565,829</td>
<td>$32,121,829</td>
<td>$33,083,829</td>
<td>$33,876,829</td>
<td>4.9%</td>
</tr>
<tr>
<td>2023-24</td>
<td>29,639,760</td>
<td>$30,140,829</td>
<td>$30,852,829</td>
<td>$31,565,829</td>
<td>$32,121,829</td>
<td>$33,083,829</td>
<td>$33,876,829</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

### Expenses:

<table>
<thead>
<tr>
<th>Year</th>
<th>Actual</th>
<th>Actual*</th>
<th>Budget</th>
<th>Projection</th>
<th>Projection</th>
<th>Projection</th>
<th>Projected Expense Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>4,134,762</td>
<td>$4,280,748</td>
<td>$4,375,186</td>
<td>$4,602,326</td>
<td>$4,657,095</td>
<td>$4,797,917</td>
<td>$4,919,081</td>
</tr>
<tr>
<td>2015-16</td>
<td>4,134,762</td>
<td>$4,280,748</td>
<td>$4,375,186</td>
<td>$4,602,326</td>
<td>$4,657,095</td>
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<td>$4,919,081</td>
</tr>
<tr>
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<td>$4,602,326</td>
<td>$4,657,095</td>
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</tr>
<tr>
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<td>4,134,762</td>
<td>$4,280,748</td>
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<td>$4,602,326</td>
<td>$4,657,095</td>
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<tr>
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<td>$4,797,917</td>
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</tr>
<tr>
<td>2019-20</td>
<td>4,134,762</td>
<td>$4,280,748</td>
<td>$4,375,186</td>
<td>$4,602,326</td>
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</tr>
<tr>
<td>2020-21</td>
<td>4,134,762</td>
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<td>$4,602,326</td>
<td>$4,657,095</td>
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</tr>
<tr>
<td>2021-22</td>
<td>4,134,762</td>
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<td>$4,602,326</td>
<td>$4,657,095</td>
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</tr>
<tr>
<td>2022-23</td>
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<td>$4,280,748</td>
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</tr>
<tr>
<td>2023-24</td>
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<td>$4,375,186</td>
<td>$4,602,326</td>
<td>$4,657,095</td>
<td>$4,797,917</td>
<td>$4,919,081</td>
</tr>
</tbody>
</table>

**Notes:**

1. In process of closing 2015-16 fiscal year. Amounts are not finalized (particularly revenue and overhead allocation).
2. Mandated reserve is 5% of the annual DIII revenue allocation, including $5M insurance policy coverage beginning in fiscal year 2014-15.
Excerpt from the Championships Committee Report
September 12-13, 2016, Meeting

**Budget Planning.** The championships committee discussed input from the sport committee chairs and requested that NCAA staff provide a financial analysis on the following ideas to be evaluated during the committee’s February in-person meeting as part of the 2017-19 budget process:

- **Expand bracket/field sizes** – 2017-18 bracket expansion for team sports based on legislated access ratio and analysis of field size expansion for individual sports where merited.
- **Increase team travel party size** – increase by 10% across all sports or evaluate select sports based on average squad size among sponsoring institutions and those participating in the championship.
- **Reimburse teams flying to a championship site for local ground transportation** – various ways to implement: (1) full expense; (2) fixed amount for duration of travel; and (3) fixed amount by travel day.
- **Add day off** – implement a day of rest between semifinal and final rounds of team sports (if appropriate); requires an additional day of per diem.
- **Increase officials’ fees** – institute increases gradually (e.g., two to three percent in a given year).
- **Sport committee initiatives** – support various sport-specific operations or championship format requests.

In addition, NCAA administrative services staff discussed with committee members the idea of limiting per diem reimbursement for individual-team sports to days of actual competition and any days in between (versus automatic reimbursement for all days of the championship round). No action was taken, but the committee supported further review of the concept during a future meeting, including feedback on any sport-specific concerns.
NCAA Division III
SWA Program Feedback Summary

At the conclusion of the NCAA Division III Senior Women Administrators (SWA) Program held October 8 – 9, 2016, the participants filled out a brief feedback survey that included ten rating questions and seven open-ended questions. Overall, twenty-seven participants provided their input. The summary of their comments can be found below.

<table>
<thead>
<tr>
<th>Overall</th>
<th>Very Helpful</th>
<th>Somewhat Helpful</th>
<th>Not Helpful</th>
<th>No Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>How helpful was the Division III SWA Program?</td>
<td>24</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>How informative did you find the content of the materials?</td>
<td>20</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>How informative and/or helpful did you find the speakers?</td>
<td>24</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>How was the Maximizing the SWA Role presentation?</td>
<td>19</td>
<td>7</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>How was the Examining the SWA Role session?</td>
<td>20</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>How was the networking, resume and interviewing workshop?</td>
<td>18</td>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>How was the Ignite the Future of Women’s Leaders session?</td>
<td>15</td>
<td>8</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>How was the Making the Most from working with your Director of Athletics (AD) panel?</td>
<td>19</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>How was the Positioning Yourself to be an AD presentation?</td>
<td>25</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>How was the Starpower: Service/Skills/Strategy session?</td>
<td>13</td>
<td>10</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Briefly, identify any expectations met or not met during the Division III SWA Program:

Many participants stated their expectations were met, and some shared that their expectations were exceeded. The primary expectations participants stated which were met by many included networking and learning from others; education on expectations in current SWA role; and a focus on career advancement. Some wanted more specific programming for becoming an AD and noted these expectations were not fully met.
Recommendations for future Division III SWA Programs:

Participants shared many ideas for future programs. The suggestions mentioned by more than one participant include:

- Developing a mentor program in conjunction with SWA program;
- Use a self-awareness diagnostic tool or DiSC assessment;
- Have current SWAs speak;
- Switch tables more often to allow for increased networking;
- Provide a session on the nuts and bolts of what an SWA should be doing day-to-day;
- Have a break during the networking/resume/interviewing session;
- Have time for subgroups within the cohort to meet (i.e., SWA/Coaches vs. SWA/Administrators and/or early career vs. more experienced);
- Have time for practicing AD specific job interview questions;
- Have role playing or mock interviews as a part of the interview skills session; and
- Allow the AD panel more time.

Was the information presented in a useful format?

The participants overwhelmingly agreed that the information was presented in a useful format. Many shared their appreciation that the materials were available to them ahead of time and that the format was often interactive. The only criticism was that at times the days were packed with possibly too much material, particularly Saturday.

Do you feel more prepared for your current SWA designation and transition to becoming an AD?

A majority of participants stated they feel more prepared for their current SWA designation. An even greater number stated they feel more prepared to become an AD. Multiple participants expressed that they came out of the program more encouraged, inspired, and empowered to serve in their current role and to pursue an AD job in the future. A small number of participants still feel confused about what they should be doing in their current role as SWA or expressed uncertainty about their future career goals.
Did you like the session topics? What else would you have liked to have seen on the Division III SWA Program agenda?

Feedback on the session topics was largely positive, especially for President Drugovich’s session. Session ideas which multiple participants stated they would have liked to have seen included difficult conversations and conflict resolution; use of diagnostic assessments on leadership style and philosophy; and additional time to interact with and learn from the other participants.

What are your thoughts on the timing of the SWA Program?

While many stated that is was a difficult time of year to get away from campus, most participants said it was as good of a time as any to offer the event. A majority of participants thought holding the program in conjunction with the NACWAA Rally was a great idea. Suggestions of offering the program at different times of the year in different years or tying it to another NCAA event were offered.

General Comments:

Many participants offered their thanks for the opportunity to attend the program and for the financial support for the trip to the NACWAA Rally. Several participants noted they left the program feeling empowered to make a larger impact in their current role or look for the next career step. Additionally, several stated they hoped the program would continue in the future.
# 2016 Senior Woman Administrator Program

<table>
<thead>
<tr>
<th>Request</th>
<th># participants</th>
<th>Budget per individual</th>
<th>Budget</th>
<th>Actual</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel for participants</td>
<td>28</td>
<td>$ 500.00</td>
<td>$ 14,000</td>
<td>$ 8,656</td>
<td></td>
</tr>
<tr>
<td>Travel for speakers</td>
<td>5</td>
<td>$ 500.00</td>
<td>$ 2,500</td>
<td>$ 2,625</td>
<td></td>
</tr>
<tr>
<td>Travel honorarium</td>
<td>33</td>
<td>$150</td>
<td>$ 4,950</td>
<td>$ 4,950</td>
<td></td>
</tr>
<tr>
<td>Workshop - resume, interview and networking</td>
<td></td>
<td>$150</td>
<td>$ 4,700</td>
<td>$ 4,700</td>
<td>$4,500 plus $200 for presenter's hotel for one night</td>
</tr>
<tr>
<td>Lodging for max. 4 nights</td>
<td>30</td>
<td>$189/night</td>
<td>$ 22,680</td>
<td>$ 23,058</td>
<td>hotel rate is $164/night + 15.35% tax</td>
</tr>
<tr>
<td>Lodging for speakers (max 2 nights)</td>
<td>5</td>
<td>$189/night</td>
<td>$ 1,890</td>
<td>$ 2,646</td>
<td>hotel rate is $164/night + 15.35% tax</td>
</tr>
<tr>
<td>Meals - Sat. lunch</td>
<td>30</td>
<td>$ 36.00</td>
<td>$ 1,180.00</td>
<td>$ 1,180.00</td>
<td></td>
</tr>
<tr>
<td>Meal - Sat. dinner</td>
<td>40</td>
<td>$ 50.00</td>
<td>$ 1,750</td>
<td>$ 2,739</td>
<td>per person = $82 (all inclusive with tax)</td>
</tr>
<tr>
<td>Meals - Sun. breakfast</td>
<td>30</td>
<td>$ 26.00</td>
<td>$ 880</td>
<td>$ 880.00</td>
<td></td>
</tr>
<tr>
<td>Meals - Sun. lunch</td>
<td>30</td>
<td>$ 28.00</td>
<td>$ 840</td>
<td>$ 840.00</td>
<td></td>
</tr>
<tr>
<td>Gifts</td>
<td>50</td>
<td>$ 25.00</td>
<td>$ 1,250</td>
<td>$ 1,044.00</td>
<td>power bank</td>
</tr>
<tr>
<td>NACWAA convention registration</td>
<td>28</td>
<td>$ 350.00</td>
<td>$ 9,800</td>
<td>$ 9,800.00</td>
<td>ask for $350 instead of $415</td>
</tr>
<tr>
<td>NACWAA membership</td>
<td>28</td>
<td>$ 150.00</td>
<td>$ 4,200</td>
<td>$ 4,200.00</td>
<td>ask for $150 instead of $175</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td>$ 5,000</td>
<td>$ 5,000.00</td>
<td>$ 5,000.00</td>
<td>Hotel internet, audio visual, etc., for meeting room</td>
</tr>
<tr>
<td>NACWAA Credit from summer grant</td>
<td></td>
<td>(1,732)</td>
<td>(1,732)</td>
<td>(1,732)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$ 75,620</td>
<td>$ 70,586.30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Please evaluate the overall institute experience.

Well worth my time: 28  
Just acceptable: 0  
Wish I would have stayed home: 0  
No Response: 1  

2. What content piece or part of the agenda do you think will be most valuable to you as an FAR when you return to campus?

- Multiple. (9)  
  o I don’t know if I can pick one! Need for job descriptions and the fact that I am not alone in being unsure if I have one. The phrase “be annoyingly visible”, DiSC model (also 363 but DiSC is easier to apply).  
  o Ideas for immediate action/tactics for on-campus actions. 363 and DiSC feedback - information about working with other DiSC styles.  
  o DiSC/363 feedback and thinking about how my leadership style influences my effectiveness and the perception of accomplishment in “the group.”  
  o 363 and DiSC assessment.  
  o The 363 analysis is what I consider to be the most valuable resource. The 2nd is ideas generated by everyone during our discussions. I plan on using many of these ideas.  
  o Can’t pick just one!  
  o Networking, DiSC and 363, Saturday AM panel.  
  o DiSC and leadership study. Forcing me to create concrete goals. Breakout panels.  
  o Policy, panels.

- DiSC. (4)  
  o DiSC was interesting to learn about - I’d be more interested in how to better work with other personality types.  
  o DiSC method and hearing all of everyone’s ideas and vetting them.  
  o DiSC, commitment to follow through timeliness, meeting schedule.

- 363. (2)

- Role Clarity. (7)  
  o Defining the FAR Role - have a better understanding.  
  o The general flow of ideas and best practices specific to the role. Hearing what works and what does not on campuses.  
  o Different ways to execute my job as FAR.  
  o Better defining the FAR role (throughout the weekend). Sharing ideas for increased engagement at campus, conference and national levels.  
  o How to make a greater impact on campus.  
  o Best Practices and action plan.  
  o The activities that generated practical best practice action plans - hear nuances about them and discussing with others.
• Networking/Sharing. (5)
  o Sharing ideas for best practices with other FARs.
  o Collecting and learning about best practices from other FARs.
  o Hearing other FAR ideas and problems.
  o Sharing ideas for becoming better (more active, more effective) FARs.
  o Networking with other FARs, focused activities to encourage action plans.

• The binder. (2)
  o The binder was full of great information. The specific facts and numbers.

3. What content piece or part of the agenda do you expect to be least valuable to you as an FAR? (Some people did not answer this item so this section will not total 29.)

• All was valuable. (11)
  o It was all valuable.
  o All was valuable - I don’t know how much of the legislative information I will retain. Glad to have the information in books and on-line.
  o Can’t identify something now.
  o ?
  o All good.
  o I just can’t say any of them were not valuable - I learned something useful during all sessions.
  o Not to sound silly, but every part was worthwhile. There wasn’t one piece that I didn’t learn something.
  o All had some value.
  o None. (2)

• 363 evaluation. (2)
  o Certain aspects of the 363 (particularly some of the extrapolations) weren’t terribly accurate (mostly due to raters with little experience).

• DiSC. (3)
  o (Prior experience).
  o Personality analysis - many have done before.
  o I completed this before so didn’t find it as useful.

• The NCAA trivia quiz. (3)
  o NCAA 101 trivia - not that it wasn’t informative, I had just hit the wall by the time that presentation started.
  o Trivia questions.
  o Trivia was slow. Note: This person also said all was valuable, so is included on both lists.
• Governance (6)
  o Governance information, though still good to know! (Just less- not least useful).
  o NCAA policy and governance. Useful, but maybe not part of the Institute and keep it in the binder.
  o Information on NCAA/BOG governance structure.
  o Legislative information.
  o NCAA budgetary discussion. (2)

• Leadership articles did spark discussion - about including emotional intelligence and distinguishing management from leadership and these are important topics. Was surprised that there was no mention of ethics in the articles or session.

• Discussion of increased involvement at conference level, simply because our conference already includes FARs.

• The early morning activities.

4. What other topics should be included in future institutes?

• Committees. (2)
  o Information on national committees.
  o What committees do.

• Peer best practices. (4)
  o I wish we discussed more details about what other people are doing. If everyone could have started by describing one thing they do well and one thing they could do better and we could have had a session that was more practical, I would have benefitted.
  o I would be interested in more case studies or opportunities to hear about challenges others have faced.
  o More on attendance policies and dealing with them.
  o A section on “best practices.” Share one from each attendee/school. Might spark more interest and connections than the parking lot or strategic practice boards.

• Other practical duty items. (5)
  o How to give presentations from the Body Mind Spirit Curriculum.
  o DIII week - what to do, when to do it and how to do it.
  o Help with technology or other ways to make an impact - twitter, Facebook, forums to reach this generation.
  o Problem in working with Program Hub.
  o Dealing with workloads as an FAR.

• More FAR and athletics department role clarity.
  o Role of athletics trainers on campus, especially dealing with injuries.
  o More discussion on bylaws specifically related to FAR roles.
  o What are the job and duties of an AD and a coach?
• Networking.
  o FAR as part of professional development.
  o Specific networking strategies and key constituents on campus (counseling center, registrar, etc.), conference commissioners. WHAT ISSUES to initiate with them.
  o More panel discussion with president/AD/student-athletes/conference commissioner.
  o Integration with other campus programs?

• A conversation regarding parity (?) and compensation.
• More discussion on how to increase national activity.
• Is my position pronounced “F-A-R” or “far”?
• A piece about NCAA surveys administered by the FARs. What is done with the results?
• Ethical or legal issues/controversies of the FAR role.

• No suggestions. (4)
  o Can’t think of anything!
  o I like the mix you have - no changes needed.
  o Not sure, but I am willing to think about it and send ideas along.
  o N/A.

Please use the following values to indicate your level of agreement with the following statements:
(1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

<table>
<thead>
<tr>
<th>As a result of attending the Institute…</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. I have a better understanding of the role of the FAR as a leader at the campus level.</td>
<td>4.62</td>
</tr>
<tr>
<td>6. I have a better understanding of the role of the FAR as a leader at the conference level.</td>
<td>4.55</td>
</tr>
<tr>
<td>7. I have a better understanding of the role of the FAR as a leader at the national level.</td>
<td>4.28</td>
</tr>
<tr>
<td>8. I am empowered to build strong relationships with my president, athletics direct report, athletics director, conference commissioner and Student-Athlete Advisory Committee.</td>
<td>4.48</td>
</tr>
<tr>
<td>9. I am empowered to raise awareness of the FAR as a valuable campus and conference resource.</td>
<td>4.62</td>
</tr>
<tr>
<td>10. I have specific ideas to effectively carry out regular responsibilities at the campus, conference and national level.</td>
<td>4.79</td>
</tr>
<tr>
<td>11. I have specific ideas to effectively advocate for the role of athletics in the educational process with faculty and other constituents, consistent with the Division III philosophy and model of intercollegiate athletics.</td>
<td>4.48</td>
</tr>
<tr>
<td>12. I have specific ideas to effectively support student-athlete development beyond the traditional academics and athletics environments.</td>
<td>3.90</td>
</tr>
<tr>
<td>13. I am better informed on national issues impacting the conduct of a Division III intercollegiate athletics program.</td>
<td>4.24</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>14.</td>
<td>I have a clear idea on how to be a more effective leader.</td>
</tr>
<tr>
<td>15.</td>
<td>I am inspired to nominate student-athletes for NCAA postgraduate scholarships and leadership programs on a regular basis.</td>
</tr>
<tr>
<td>16.</td>
<td>I am better informed about the process to serve on campus, conference and national committees.</td>
</tr>
<tr>
<td>17.</td>
<td>I am prepared to take at least one action that will create positive FAR-led change at the campus level.</td>
</tr>
<tr>
<td>18.</td>
<td>I am prepared to take at least one action that will create positive FAR-led change at the conference level.</td>
</tr>
<tr>
<td>19.</td>
<td>I am prepared to take at least one action that will create positive FAR-led change at the national level.</td>
</tr>
<tr>
<td>20.</td>
<td>I am inspired to attend the NCAA Convention.</td>
</tr>
<tr>
<td>21.</td>
<td>I am inspired to attend FARA Annual Symposium.</td>
</tr>
<tr>
<td>22.</td>
<td>As a result of my experience at the Institute, I now have a network of peer FARs to serve as a future resource.</td>
</tr>
<tr>
<td>23.</td>
<td>I am inspired to contribute to the professional development of FARs (e.g., becoming more involved with FARA and/or serving as a mentor for other FARs.)</td>
</tr>
</tbody>
</table>

24. **What messages would you use to describe your experience this weekend?**

- Best leadership training I have had.
- Long but very informative.
- Clear content/information. Effective, powerful leadership assessment.
- Intense and informative weekend with great information presented in engaging ways with fun people who will continue to be valuable resources!
- Intense.
- Engaging, energizing and motivated to make positive change on campus. I now have the resources to do so and will not have to reinvent the wheel.
- It was an intense, collegial and fun experience. Lots of fine folk and good ideas circulating.
- This was an excellent use of my time. I learned many valuable insights about my own leadership style (both good and needs improvement.). I appreciate getting concrete ideas on how to improve. My message would be “I have become more self-aware.”
- Awesome! Worth my time and energy!
- A tour-de-force of the range of possibilities and opportunities available to the FAR.
- Highly engaging learning activities. Multiple points of connection with people at different conferences and across the country.
- So much awesome information I feel empowered and excited to go back to campus. I love being FAR now.
- Helpful as FAR, professional, and yes, even person (?)
- Affirming and empowering. Motivating to strengthen and nurture own student-athletes. The foundation of an amazing network of FARs with great potential for powerful collaboration.
- Informative, Collaborative, Collegial, Friendly, Fun.
- Well-organized weekend. Thank you!
• Good tools for delivering self-awareness and applying them to be better at my job.
• Beneficial - useful-engaging.
• Useful and well designed.
• Inspiring, intense, effective.
• Enlightening. Networking.
• Powerful/informative for changing the FAR culture.
• Invigorating and inspiring!
• Informative, inspiring, worth-while.
• Inspiring, efficient, fun. Well worth the time.
• Informative. Energizing.
• Eye opening. Thought provoking.

25. **Other comments?**
• Well organized, but more strict observance of breaks/stretching!
• Lynne was great! Enjoyed everything and learned a ton! I will definitely recommend our other FAR attend this soon!
• We need to move around a bit more frequently - too much long sitting.
• Thank you for your hard work developing a program it is worth it and appreciated.
• I would only recommend that the schedule have a few longer breaks to allow people to socialize and explore the city. I didn’t even get a chance to see the NCAA Hall of Champions!
• Very much enjoyed this weekend.
• What super hosts! Thank you!
• Thank you - very carefully planned and executed!
• Consider doing 101 Trivia as part of a working lunch, ending around 3:30 or 4, and an earlier dinner.
• Thank you : )
• Thanks for constant food and drink. Helpful! Very nice program, super thoughtful and well organized.
• Great job - the experts, facilitators, and coordinators were so friendly, supportive and complemented each other.
• It isn’t often a group of faculty takes such a positive and constructive attitude at development events. I think you did a great job to bring in a motivated, interesting group.
• Would like more time to move during Saturday (stretch-walk).
• Touché.
• Thanks!
• Thank you!
• Thanks to all who were involved in planning and execution.
• Great conference, great content, great leader.
• Common issues that I wish we spent more time on best practices in establishing faculty athletics mentor’s best practices in absence policies.
• Thank you. This type of experience doesn’t usually make me happy but this one did. I think the difference is on tangible results and explicit discussion of (?)
• Well done and organized. Great group. Good pace.
• Group dynamics can be frustrating- more reminders of ground rules we set out.
<table>
<thead>
<tr>
<th>Item Description</th>
<th>Budget</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel, hotel, meals, materials for 30 attendees</td>
<td>$28,000</td>
<td></td>
</tr>
<tr>
<td>Notes: 2 nights hotel at $150 each, $25 per meal for 6 meals, $100 for incidental expenses during travel. 363 Assessment $190 per person, book and gifts $50 per person. Leaves $375 each for air travel or mileage.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel, hotel, meals and materials for 6 program facilitators</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>Notes: 3 nights hotel at $150, $25 per meal for 8 meals, $50 for book and gifts, assessment optional ($190), 4 days per diem. Leaves about $300 each for air or mileage, assuming average case of 1-2 repeating assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel, hotel, per dem for speakers</td>
<td>$3,000</td>
<td></td>
</tr>
<tr>
<td>Notes: For panelists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steering Committee honoraria</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td>Program Management fees (Kareti and Muller)</td>
<td>$10,000</td>
<td></td>
</tr>
<tr>
<td>Welcome Reception</td>
<td>$2,200</td>
<td></td>
</tr>
<tr>
<td>Full beverage service 2.5 days</td>
<td>$1,800</td>
<td></td>
</tr>
<tr>
<td>Misc (AV, snacks, travel overage, other program management fees)</td>
<td>$6,000</td>
<td></td>
</tr>
<tr>
<td>Notes: Geographically isolated participants add hotel nights, may need to supplement air travel projections in lines 3 and 4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>$80,000</td>
<td></td>
</tr>
</tbody>
</table>
DIVISION III IDENTITY INITIATIVE

**Division III Purchasing Website**

After signing a three-year contract extension (2016-2019), the Division III Purchasing Website is in its seventh year in operation, and its fifth year of management by Source One Digital. In September a new $500 credit was offered to institutions and conferences for purchases from the site during the 2016-17 year. Thus far, approximately 10 percent of the institutions and conference offices have used their credit, which ends on August 31 of 2017. Seventy-six (76) percent of Division III institutions and 88.1 percent of conference offices used their credit last year.

**Championships**

There are several new enhancements for the 2016-17 championships.

- In coordination with NCAA statistics, staff is creating an archived championships brackets section for each sport that will be housed within the Record Books section on NCAA.org. Click [here](#) to see an example.
- In order to better promote the Division III brand, all of our 2016-17 webcasted championships will have a live player branding graphic.
- To enhance the championship webcasts, we are committed to providing an on-site announcer for all Division III championships this year. We have also secured the addition of a fourth camera and/or an additional commentator at selected championships.

**Division III/D3SIDA Recognition Award**

A panel of Division III College Sports Information Directors of America (D3SIDA) members are in the midst of selecting a recipient for the Fall D3SIDA Recognition Award. The submission deadline is October 15. The Division III and D3SIDA Recognition Award is a partnership between the Division III governance staff and D3SIDA to honor the best work - including news releases, feature articles, videos, blogs and other materials - produced by Division III campus and conference athletics communication offices. Each top honoree, named three times annually, will receive a $1,500 credit to attend Division III Day at the 2017 CoSIDA convention in Orlando, Florida.

**Social Media**

The NCAA Division III Facebook has surpassed 24,200 fans, while the @NCAADIII Twitter feed has over 34,400 followers. The staff has developed a social media strategic plan to leverage social media as a primary channel for sharing the Division III story with current student-athletes, administrators, potential student-athletes, parents, and supporters.

In August, staff established #MotivationMonday, #ThrowBackThursday and #HappyFridays to be a part of the weekly posts for Division III social media. These posts are unique in their own ways and create alternative ways of telling stories with a Division III photograph, along with a meaningful caption.

**Special Olympics**

Eighty-one (81) institutions and 13 conference offices reported Division III Special Olympics activities during the 2015-16 year involving approximately 7,500 Division III student-athletes and 10,100 Special Olympic athletes. The division dedicated just over 26,000 volunteer hours and raised a total of $40,827 as a result of these activities.

The division also donated an additional $61,759 to Special Olympics generated from Division III Week initiatives ($22,559) and championship and enforcement fines ($39,200). The total amount donated to Special Olympics from fiscal year 2015-16 was $102,586.

Staff continues to encourages schools and conferences to report their events.
**Website Content**
NCAA.org continues to provide Division III with additional opportunities to use its home page to share more stories portraying its unique student-athlete experience. The page regularly highlights Division III feature stories from sources such as member websites and Champion magazine, and videos produced by the NCAA and by member schools and conferences. Sports information directors are encouraged to send human interest stories and record-breaking performances to d3identity@ncaa.org.

**Division III Week**
The sixth annual Division III Week will occur **April 3-9, 2017.**
SPORTSMANSHIP AND GAME ENVIRONMENT
WORKING GROUP BUDGET REQUEST

Proposal:

Current Year’s Budget: The Division III Sportsmanship and Game Environment Working Group is requesting to use $500,000 during the 2016-17 year to develop an online training program in conjunction with the Disney Institute. This request represents $450,000 of new dollars, as $50,000 was previously budgeted for this initiative during 2016-17. In addition, $50,000 was allocated in 2015-16 but was unused as the working group continued to study the most beneficial outcome for its efforts.

Future Years’ Budgets: The working group also is requesting that $250,000 annually be allocated for sportsmanship programming in both 2017-18 and 2018-19. This amount will allow the division to conduct one national and one regional sportsmanship summit each year.

The program’s primary goal is to create and sustain championship-level decorum and game environments at all Division III institutions.

The program’s three primary benefits for the Division III membership will be:

1. A five-module online training program designed for each institution to evaluate, learn and improve on its game environment and customer service standards.
2. Division III game service standards that will define the proper environment at Division III for all regular season and championships athletics contests.
3. Tool kits and training through the Disney Institute that will ensure that the game standards are understood and able to be carried out for institutions at all resource levels.

In addition to an introductory section, the primary learning modules of the online program will be: an institutional self-assessment tool; Division III game service standards; tools for assistance with conflict resolution and bystander intervention; and a template to create an institutional action plan to institute positive change where needed. The online program will also integrate input and tools created by the Division III Student-Athlete Advisory Committee.

The work of the Disney Institute is further defined in Attachment A. In addition, a breakdown of additional expenses is defined in Attachment B.
CREATING AND SUSTAINING A CHAMPIONSHIP CULTURE

A GAME PLAN DOCUMENT FOR

NCAA DIVISION III
THE FAN EXPERIENCE

The secret to exceeding your fans’ expectations every time is not about doing any one thing 1,000% better; it’s doing many things throughout the fan experience just a little bit better. When combined, these details in your customer touchpoints create magic.

Walt Disney understood this and had an eye for detail, a deep understanding of what his Guests (customers) wanted, the know-how to execute his vision, and the ability to engage employees to perform their best toward that vision.

Walt created an effective corporate culture founded in values-based leadership, where employees are recognized for their achievements and encouraged to work as a team to exceed the expectations in our customer experiences around the world.

As one of the most recognized names in the industry, Disney Institute empowers organizations to create lasting change by bridging insight into action through Disney Best Practices.

Disney Institute would be honored to help NCAA Division III (“NCAA DIII”) achieve your goals. We invite you to experience the business behind the magic and “D’Tink” your way to success.

TOUCHPOINTS DURING A SINGLE CUSTOMER EXPERIENCE

Quality service is the cumulative result of things going right at every possible touchpoint.
Based on leading research, there are three areas that are among the most pressing business challenges today:

<table>
<thead>
<tr>
<th>Quality Service</th>
<th>Employee Engagement</th>
<th>Leadership Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the Priority Level?</strong></td>
<td><strong>Why is it a Critical Success Factor?</strong></td>
<td><strong>How Far is the Gap?</strong></td>
</tr>
<tr>
<td>Creating a strong, customer-centric culture is the #1 strategy favored by CEOs globally.</td>
<td>Front-line staff is critical to solving this challenge because they represent your brand. Enabling them to exceed customer expectations consistently is key.</td>
<td>“...[T]he vast majority of companies struggle to tie customer experience investments to business outcomes.”</td>
</tr>
<tr>
<td><strong>Employee Engagement</strong></td>
<td>A good company culture is at the center of solving many issues. Without an engaged workforce, improving customer experience and other goals are practically impossible.</td>
<td>Companies that have good cultures consistently outperformed the S&amp;P 500, while those known for poor cultures underperformed.</td>
</tr>
<tr>
<td><strong>Leadership Excellence</strong></td>
<td>Only 13% say they do an “excellent” job in providing leadership development at all levels.</td>
<td>Only 15% believe they are ready to address it.</td>
</tr>
</tbody>
</table>

**Sources:**
THE DISNEY INSTITUTE DIFFERENCE

PRACTICAL
We shift perspectives by showcasing key business insights and real-world illustrations from our operations that showcase what success looks like.

ACTIONABLE
We drive results and sustainability by facilitating dialogue, acting as coaches, and developing action plans to implement new ideas, so approaches do not fade over time.

INSPIRATIONAL
We leverage storytelling to inspire action and involve all levels to empower and align the team. This process enables maximum collaboration so everyone has ownership and connection throughout the journey.

AUTHENTIC
Our team members are true “insiders.” Well-versed in business and passionate about Disney, they have worked in a variety of fields from marketing, sports, sales, retail, resorts, and guest relations, to HR, training, and entertainment.
OUR COMPREHENSIVE APPROACH

As part of our comprehensive approach, we include all levels of NCAA DIII, giving each group the information they need to solve their problems to take your organization to the next level.

- At the **executive level**, we work to transform your senior leaders’ thinking by helping them understand our strategies.

- We work with your **mid-level managers** to benchmark our best practices and help them inspire and engage your front-line leaders and staff.

- With your company’s **front-line leaders and staff**, we train them to develop the skills and behaviors necessary to bring NCAA DIII’s vision to life.

<table>
<thead>
<tr>
<th>AUDIENCE</th>
<th>GAP/NEED</th>
<th>SOLUTION</th>
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<tr>
<td>Executives</td>
<td>Transformational “Thinking”</td>
<td>Understand Strategies</td>
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<td>Mid-Level Managers</td>
<td>Organizational “Enhancements”</td>
<td>Benchmark Best Practices</td>
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<tr>
<td>Front-Line Leaders &amp; Staff</td>
<td>Performance “Upskill”</td>
<td>Train Skills &amp; Behaviors</td>
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</table>
INSIGHTS-BASED APPROACH

Disney Institute uses a unique insights-based approach. Insights are designed to be thought provoking and challenge you to think differently to create solutions to your specific business challenges.

Our Approach Focuses on:

- Prioritizing key themes that emerge as we discover your company’s key goals and objectives
- Identifying the frustration or problems your company may be facing that are barriers to those goals and objectives
- Showcasing a key insight, or belief, on how businesses tackle that problem
- Discovering a Disney Best Practice through illustrations that may include:
  - Field Experiences
  - Video Case Studies
  - Experiential Activities
  - Interactive Storytelling
- Adapting and applying those insights and illustrations in a way that is relevant to your company

**Disney Institute’s Definition of “Overmanage”**

Overmanage is not the same as micromanage.

**Disney Institute Thesis**

“Disney’s consistent business results are driven by overmanaging certain things that most companies under manage or ignore—and that is a key source of what differentiates us. We have learned to be intentional where others are unintentional.”

**Sample Insight**

“Recognition is more powerful than most organizations can imagine.”
HOW WE THINK

The premise for how we can work together begins with understanding Disney’s “Chain of Excellence.” Each link of the chain is interdependent, and together the links drive business results and forge an enduring bond between inspired leaders, motivated employees, and satisfied customers. This drives financial results and sustains years of repeat business.

DISNEY’S CHAIN OF EXCELLENCE

Leadership Excellence
Effective Disney leaders create an environment in which both internal and customer-facing employees can thrive and deliver superior performance.

Cast Excellence
Disney leaders create superior employee performance through a culture where Disney Cast Members receive effective feedback, as well as have the authority to give input, and make and implement decisions.

Guest Satisfaction
When the Disney Cast is coached and empowered to make memories that last a lifetime through our Service Framework, Guests rate their experience with us higher.

Business Results
Tested data has shown that all of these elements are inextricably linked and drive results.
HOW WE WORK

As Disney’s insights and illustrations are what we teach, how we work comes together in our time-tested Engagement Model. This model bridges **insights into sustained action** and empowers organizations to create a lasting initiative.

**OUR ENGAGEMENT MODEL**

**UNDERSTAND & PRIORITIZE**
*Your Needs*
We go beyond the typical advisory assessment to gain an understanding of your organization so that we can make a real impact.

**OPERATIONALIZE & SUSTAIN**
*for Ongoing Success*
To sustain your desired initiative for the long term, Disney Institute provides sustainment strategies, ongoing coaching, and skills-based training.

**ADAPT & APPLY**
*Disney Best Practices*
This is when the real magic happens, where your organization begins to determine for itself which Disney approaches/benchmarks make sense for NCAA DIII.

**REORIENT & UPSKILL**
*Your Teams*
The key to rolling out the initiative is an inspiring and motivational launch. This is when Disney Institute engages your leaders, managers, and front-line staff to embrace the initiative and focus on the goals and objectives established.

---

Your Disney Institute Engagement Team supports and energizes your organization by:
- Acting as coaches
- Enabling the creation of unique content
- Advising you through the Disney perspective
Disney Institute has developed the following timeline as an engagement resource for NCAA DIII.

**THE GAME PLAN**
Disney Institute has developed the following timeline as an engagement resource for NCAA DIII.

Continuous Communication & Leader Alignment (Throughout Journey)

DIII Game Environment Summit
Walt Disney World® Resort
2 Days
Jul. 2018

Regional Game Environment Summit
TBD
1.5 Days
Jul. 2018

Regional Game Environment Summit
TBD
1.5 Days
Jul. 2018

DIII Game Environment Summit
Walt Disney World® Resort
2 Days
Jul. 2019

Regional Game Environment Summit
TBD
1.5 Days
Jul. 2019

Regional Game Environment Summit
TBD
1.5 Days
Jul. 2019

Continuous Communication & Leader Alignment (Throughout Journey)
# Proposed Engagement Details

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<th><strong>Timeline</strong></th>
<th><strong>Description</strong></th>
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</table>
| **Discovery Visit**          | During your Discovery Visit, Disney Institute will:  
  - Observe the game day experiences at these schools and conduct interviews (private and group) with Athletics department staff members. These interviews will:  
    - Offer opportunities to delve deeper into common themes and opportunities.  
    - Entertain nuances of opinion and perception of the current NCAA DIII organizational culture from individual points of view.  
  - Review existing customer and employee satisfaction metrics, as well as leadership behavioral expectations, current customer service models, and existing customer service training. |
| Nov. 2016                    | **2 Athletic Departments, TBD (2 Days)**                                                                                                                                                                               |
| **Common Purpose & Service Standards Creation** | In your Common Purpose & Service Standards Creation session, Disney Institute will help your leaders create important components of a Service Framework for the DIII Fan Experience, which include a Common Purpose and Service Standards. During the session, your Disney Institute team will:  
  - Explain our journey together and how these deliverables fit into a larger picture.  
  - Present a brief overview of how Disney approaches these deliverables.  
  - Work on the cornerstone of a Service Framework for NCAA DIII (A Common Purpose and Service Standards).  
  For more detailed information regarding your Service Framework, see page 13 of this document. |
| Late Jan. 2017                | Walt Disney World® Resort (2 Days)                                                                                                                                                                                   |
| **Service Standards & Behavioral Guidelines Creation** | In your Service Standards & Behavioral Guidelines Creation session, Disney Institute will help your leaders complete the remaining components of a Service Framework for NCAA DIII, which include prioritizing Service Standards and creating Behavioral Guidelines. During the session, your Disney Institute team will:  
  - Explain our journey together and how these deliverables fit into a larger picture.  
  - Present a brief overview of how Disney approaches these deliverables.  
  - Finalize the previously drafted Service Standards for NCAA DIII.  
  - Help your leaders in developing defined Behavioral Guidelines for each Service Standard that support a consistent, service-centric customer experience.  
  For more detailed information regarding your Service Framework, see page 13 of this document. |
| Feb. 2017                    | Indianapolis, IN (2 Days)                                                                                                                                                                                               |
| **Service Framework Pilot #1** | Once we have finalized the Service Framework together, the next step is to work with different DIII Athletic Departments to put the Service Framework into action. Through this process your Disney Institute team will:  
  - Gather best practices  
  - Gain illustrations for practical use of the Service Framework  
  - Uncover obstacles to uptake so we can adjust messaging for when it is communicated out to the rest of the DIII Athletic Departments  
  - Create advocates for the Service Framework with the Pilot Athletic Departments |
<p>| Late Feb. 2017                | TBD (2 Days)                                                                                                                                                                                                          |</p>
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<tr>
<td><strong>Service Framework</strong></td>
<td>Once we have finalized the Service Framework together, the next step is to work with different DIII Athletic Departments to put the Service Framework into action. Through this process your Disney Institute team will:</td>
</tr>
</tbody>
</table>
| Pilot #2                       | • Gather best practices  
• Gain illustrations for practical use of the Service Framework  
• Uncover obstacles to uptake so we can adjust messaging for when it is communicated out to the rest of the DIII Athletic Departments  
• Create advocates for the Service Framework with the Pilot Athletic Departments                                                                                                                                 |
<p>| Early Mar. 2017                | TBD (2 Days)                                                                                                                                                                                                |
| <strong>Storytelling and Support of Service Framework</strong> | In your Compilation &amp; Storytelling of Service Framework session, your Disney Institute team will:                                                                                                           |
| Early April. 2017              | • Work with the NCAA DIII Fan Experience team to adapt and apply DIII illustrations to the DIII Service Framework.                                                                                           |
| Indianapolis                   | • Incorporate lessons learned from Service Framework Pilot #1 and Service Framework Pilot #2 into content for DIII Service Framework.                                                                     |
|                                | • Facilitate conversation around storytelling components to help NCAA DIII communicate their Service Framework in a vivid and imaginative way.                                                             |
|                                | • Discuss accountability for schools to use the Service Framework.                                                                                                                                           |
|                                | • Discuss recognition to recognize athletic departments excelling in their use of the Service Framework.                                                                                                    |
|                                | • Discuss strategies to incentivize athletic departments to use the Service Framework                                                                                                                       |
|                                | • Discuss additional support offerings for schools expressing deeper support                                                                                                                              |
| Early April. 2017              | (2 Days)                                                                                                                                                                                                    |
| <strong>Ambassador Engagement Session</strong> | The mission of the Ambassador Engagement Session is to develop culture advocates who can serve as trainers and “super users” to lead and role model the NCAA DIII’s enhanced service culture. Disney Institute will facilitate a deep-dive immersion in your Service Framework at a local level and Disney’s approach to the customer experience and world-class service. |
| July 2017                      | • Training will include content from Disney’s Approach to Quality Service and the NCAA DIII Service Framework.                                                                                           |
| Walt Disney World® Resort      | • Training will also focus on how to become a better trainer and facilitator from Disney’s Facilitation Skills program.                                                                                   |
| (2 Days)                       | • The result will be a group of skilled and motivated trainers who will serve as coaches and motivate their colleagues to embrace their roles in the service initiative.                                          |
| <strong>DIII Fan Experience Summit</strong> | It is critical for both leaders and staff to understand that a service-focused culture is not just about an event, but about excellence in service every day and in every interaction, driving consistency and accountability. In your DIII Fan Experience Summit, your Disney Institute engagement team will: |
| July 2018                      | • Conduct high-energy rollout sessions for all employees and staff, introducing and reinforcing the newly designed NCAA DIII Service Framework.                                                           |
| Walt Disney World® Resort      | • Explain how to apply your Service Framework to all roles and responsibilities.                                                                                                                 |
| (2 Days)                       | • Provide Disney-proven insights on how to integrate the appropriate behaviors in your employees’ daily roles to drive increased employee engagement and consistent, exceptional service delivery. |
| <strong>Regional Game Environment Summit #1</strong> | A condensed, regionally located version of the DIII Fan Experience Summit. This version of the Summit will be created to offer an additional date for those schools interested in creating a service mindset, but who may have had a conflict in attending the DIII Fan Experience Summit at the Walt Disney World® Resort. |
| July 2018                      | Walt Disney World® Resort (1.5 Days)                                                                                                                                                                          |</p>
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<td>Regional Game Environment Summit #2</td>
<td>July 2018</td>
<td>Walt Disney World® Resort (1.5 Days)</td>
<td>A condensed, regionally located version of the DIII Fan Experience Summit. This version of the Summit will be created to offer an additional date for those schools interested in creating a service mindset, but who may have had a conflict in attending the DIII Fan Experience Summit at the Walt Disney World® Resort.</td>
</tr>
</tbody>
</table>
| DIII Fan Experience Summit | July 2019 | Walt Disney World® Resort (2 Days) | It is critical for both leaders and staff to understand that a service-focused culture is not just about an event, but about excellence in service every day and in every interaction, driving consistency and accountability. In your DIII Fan Experience Summit, your Disney Institute engagement team will:  
• Conduct high-energy rollout sessions for all employees and staff, introducing and reinforcing the newly designed NCAA DIII Service Framework.  
• Explain how to apply your Service Framework to all roles and responsibilities.  
Provide Disney-proven insights on how to integrate the appropriate behaviors in your employees’ daily roles to drive increased employee engagement and consistent, exceptional service delivery. |
| Regional Game Environment Summit | July 2019 | Walt Disney World® Resort (1.5 Days) | A condensed, regionally located version of the DIII Fan Experience Summit. This version of the Summit will be created to offer an additional date for those schools interested in creating a service mindset, but who may have had a conflict in attending the DIII Fan Experience Summit at the Walt Disney World® Resort. |
| Regional Game Environment Summit | July 2019 | Walt Disney World® Resort (1.5 Days) | A condensed, regionally located version of the DIII Fan Experience Summit. This version of the Summit will be created to offer an additional date for those schools interested in creating a service mindset, but who may have had a conflict in attending the DIII Fan Experience Summit at the Walt Disney World® Resort. |
ENGAGEMENT OUTCOMES

THE SERVICE FRAMEWORK

A Service Framework is the foundation of building a service-focused culture. A Service Framework consists of a Common Purpose, Service Standards, and Behavioral Guidelines.

A Common Purpose defines an organization’s purpose, aligns that purpose with customer expectations, and communicates that alignment to employees. A Common Purpose is the essential foundation on which all other service decisions can be developed.

Service Standards are those operating priorities that ensure a consistent and high-quality customer service experience.

Each of these Service Standards has Behavioral Guidelines that are clearly defined and measurable, and are aligned to create a world-class customer service experience.
HELPING COMPANIES AROUND THE WORLD

Since the founding of Disney Institute in 1986, millions of professionals from 45 countries have experienced the time-tested best practices, sound methodologies, and real-life business lessons that have sustained Disney’s global success.

BROOKLYN NETS/BARCLAYS CENTER CASE STUDY

Situation:
Barclays Center is a multi-purpose indoor arena in Brooklyn, N.Y., that is home to the Brooklyn Nets and host to concerts, conventions, and sporting events. The Brooklyn Nets’ leadership saw an opportunity to differentiate the arena by providing outstanding customer service from the moment the doors opened. With help from Disney Institute, Barclays Center established a customer service leadership model designed to make each guest’s visit to Barclays Center memorable.

Disney Institute Solution:
Senior leadership from the Brooklyn Nets, AEG, and Levy Restaurants began work with Disney Institute to develop a methodology for delivering top-notch service to Barclays Center guests by uniting the different business units around a common service framework. They created the “Brooklyn’s Best” service strategy that unites expectations, language, symbols, stories, and values for all employees. This in turn creates a seamless, well-organized experience for guests.

Key Results:
The finishing touches were put on the arena, and it opened to the public in September 2012. The arena itself has received accolades for its architecture, but as one visitor noted, the thing that truly sets the Barclays Center apart is the staff: “It’s unlike anything we’ve experienced. Helpful isn’t the word. Gracious is. So is proud… We had one staffer walk us the entire length of the arena to help us get where we’re going.”

Brooklyn Nets owner Bruce Ratner said that of all the things at the Barclays Center, he is most proud of the arena staff, stating: “The No. 1 compliment I get about the arena is about the people who work there. They’re friendly, helpful, and so on. I’m probably proudest of that among anything else.”

ORLANDO MAGIC/AMWAY CENTER CASE STUDY

Situation:
Faced with mediocre customer service results and a scheduled relocation to the newly built Amway Center, the Orlando Magic basketball organization turned to Disney Institute to help introduce a new service-oriented culture to its nearly 1,000 employees.

Disney Institute Solution:
After meeting with the Orlando Magic’s senior management, Disney Institute recommended a series of sessions about leadership excellence, all designed to improve the fan experience and positively impact the bottom line. In all, nearly 1,000 employees attended the Disney Institute sessions.

Key Results:
- By implementing a wide range of Disney Best Practices, the Orlando Magic saw employee morale soar and customer service satisfaction results jump to 95%.
- Amway was honored with the 2013 Customer Experience Award during the Stadium Business Awards presentation in Manchester, England. It was the largest dedicated meeting in the world of the owners, operators, and developers of the world’s leading stadiums, arenas, and major sports venues.
- Amway Center was named “Sports Facility of the Year” in 2012 by the Sports Business Journal.
YOUR INVESTMENT

Below is the investment for our potential engagement, based on our recent conversations.

<table>
<thead>
<tr>
<th>ROADMAP</th>
<th>TOTAL COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discovery Visit <em>(2 Athletic Departments, TBD)</em></td>
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<tr>
<td>Common Purpose &amp; Service Standards Creation <em>(Walt Disney World® Resort)</em></td>
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<tr>
<td>Service Standards &amp; Behaviors Creation <em>(Indianapolis, IN)</em></td>
<td>$380,800</td>
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<td>Pilot Service Framework #1 <em>(Athletic Department, TBD)</em></td>
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<td>Pilot Service Framework #2 <em>(Athletic Department, TBD)</em></td>
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<tr>
<td>Storytelling and Support of Service Framework <em>(Indianapolis, IN)</em></td>
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<td>Ambassador Engagement Session <em>(Walt Disney World® Resort)</em></td>
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<td>DIII Game Environment Summit 2018 <em>(Walt Disney World® Resort)</em></td>
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<td>Regional Game Environment Summit <em>(TBD)</em></td>
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</tbody>
</table>

Changes to the scope and/or length will affect pricing. Pricing subject to change until signed contract is received. All pricing is in USD.

PRICING DETAILS

Pricing Includes:
- Design and development time
- Delivery of advisory and training services by Disney Institute team member(s)
- Materials (as needed)
- Coordination of logistics for services

Pricing Does Not Include:
- Audio/visual requirements
- Food and beverage
- Venue rental fees
- Reimbursable travel expenses for each Disney Institute Engagement team member:
  - Coach class airfare to and from your site(s)
  - Accommodations
  - $125 per day for ground transportation, meals, and incidentals
- Applicable taxes
We are honored to have the potential opportunity to further work with your team. Please take a moment to review the ground rules on the next page that lay the foundation as we continue our journey. We look forward to working with NCAA Division III on this initiative to create and sustain a championship culture!

Thank You!

Jeff B. Leiken  
Account Director  
407.566.6506 office  
407.765.0876 mobile  
jeff.b.leiken@disney.com

David Millay  
Account Manager  
407.566.6407 office  
321.217.3009 mobile  
david.millay@disney.com

“You can design and create, and build the most wonderful place in the world. But it takes people to make the dream a reality.”  
— Walt Disney
GROUND RULES

As a necessary formality, we would like to confirm the basis on which we are proceeding with our discussions. Accordingly, by continuing our discussions, each party agrees to the following ground rules:

1) During our discussions, neither party will be exchanging any confidential or proprietary information, and any ideas or information shared between the parties may be used or disclosed by either party without liability or compensation.

2) Each party will keep confidential the fact that the parties are engaged in these discussions.

3) Our discussions are non-binding in nature, and unless and until a mutually acceptable written agreement is signed by both parties, either party will have the right to discontinue these discussions at any time without liability or obligation.

All of us at Disney Institute are extremely excited about the opportunity to have these continued discussions. Thank you!
The NBA is partnering with the Disney Institute to create a leaguewide customer service program to improve the fan experience at NBA arenas.

A steering committee of about nine NBA teams and key concessionaires Levy Restaurants and Aramark met recently with Disney Institute executives in Orlando to begin the creation of a standardized arena customer service program.

Participation in the program, which is still being developed, will be voluntary, with a near six-figure annual cost to be paid by each participating team. The program will include strategies for teams to improve customer service during game nights along with employee training, and the development of specific customer service standards that will be put into place over time.

Sources said that the Indiana Pacers, Miami Heat, Brooklyn Nets, Orlando Magic and San Antonio Spurs are part of the league’s steering committee, but league officials would not disclose the teams. The Nets and the Magic have used Disney training in the past.

Disney Institute executives will travel to participating NBA teams to customize the program. The number and names of participating teams have not yet been made final, but the program will begin this season and was largely driven by the NBA’s team
marketing and business operations department.

“We are working with Disney to set our own service standards,” said Amy Brooks, senior vice president of the NBA’s team marketing and business operations department. “It will be position specific. There will be behavior guidance for what an usher will do, what a concessionaire will do, or what a ticket taker will do.”

The Disney Institute for two decades has been working with companies to improve customer service and employee training. In recent years, it has worked with a variety of sports clients, including the NFL and major college sports programs such as Michigan State, Tennessee and Arizona State.

While other leagues have used outside services, this marks a deeper alignment where a league has partnered with a group to formulate a specific set of industry standards on the fan experience. It comes at a time when all teams are focused on improving the door-to-door and especially in-arena experience. Disney has forged a solid reputation since making sports a key growth area of its business, and teams that have worked with it praised the approach and training resulting in stronger customer service.

“The focus on the fan experience was a guiding principle into every piece of the development of the Amway Center and it manifested itself through our relationship with the Disney Institute,” said Alex Martins, chief executive officer of the Orlando Magic, who is helping lead the NBA’s expanded involvement with the Disney Institute. “At this point, there is a pilot program with a handful of teams as the first step. Beyond that, there is a league intent to provide it in every one of its buildings.”

The Magic has spent roughly $500,000 with the Disney Institute since the Amway Center opened in 2010, which includes the first-time training and subsequent follow-up. Disney Institute staffers are not embedded within a team organization but visit frequently.

The Nets last year become a Disney client and have extended their agreement to continue to train Barclays Center employees.
“We have aligned with them in every way we can,” said Brett Yormark, chief executive officer of the Brooklyn Nets and Barclays Center. “Other NBA teams are now giving it a shot. The league wants to get the consistency across all NBA venues.”

“Our goal is to create the best game experience in sports,” Brooks said. “Disney is a brand that is known for exceptional service.”

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INFORMATIONAL ITEMS.

1. **Welcome and roster.** The NCAA Division III Diversity and Inclusion Working Group commenced business at 12:05 p.m. Eastern time Tuesday, September 27, 2016. Chancellor Dennis Shields welcomed the group. Staff conducted a roll call.

2. **Report of August 16, 2016, teleconference.** The working group reviewed the report and had no changes.

3. **Discuss best practices resource.** Each subgroup provided an update on its recent teleconference and best practices hiring resource written report:
   a. Developing a diverse candidate pool. Working group feedback included:
      (1) Providing the resources within a single URL; and
      (2) For document formatting consistency, adding “questions to consider” to the section headers as well as numbering each section.
   b. Search committee. Working group feedback included:
      (1) For document formatting consistency, adding “questions to consider” to the section headers;
      (2) Highlight the search committee’s role in relation to the hiring manager; and
      (3) Convert the checklists into graphic boxes.
   c. Search process and engagement with search firms. Working group feedback included:
      (1) Adding questions to consider to the job description section;
      (2) Adding a question to the Search Firm section that highlights the possible ease of work burden on the athletics department; and
      (3) For document consistency, adding numbering to each section.
   d. Retention and exit interview training. Working group feedback included:
      - For document formatting consistency, adding “questions to consider” to the section headers as well as numbering each section.
4. **Division III Student Immersion Program selections.** Staff noted that the application process closed Friday, Sept. 30, and anticipated there would be 60 applications for the 40 available slots. Staff also provided the application review timeline for the three working group members that volunteered to be reviewers.

5. **Next steps.** The working group asked staff to combine the work of the four subgroups into one document [Attachment]. This new best practices hiring document will be shared with Division III Management and Presidents Councils. The working group will be seeking feedback and endorsement. In addition to having two NCAA outside contractors review the document, each working group member will review and provide feedback in preparation for its November teleconference.

6. **Other business.** Staff noted that a graduate student at a Division III institution requested the working group review her design proposal related to Division III student-athletes. The working group was in favor of participating in the review.

7. **Adjournment.** The call adjourned at 1 p.m. Eastern time.

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**Staff Liaisons:**

Louise McCleary, Division III Governance  
Nicole Hollomon, Research  
Sonja Robinson, Office of Inclusion  
Sarah Sadowski, Leadership Development  
Amy Wilson, Office of Inclusion

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**Attendees:**

Heather Benning, The Midwest Conference  
Keith Brandon, Penn State University, Abington  
Gerard Bryant, John Jay College of Criminal Justice  
Valerie Cleary, Willamette University  
Jason Fein, Drew University  
Callie Olson, Lakeland College  
Joe Onderko, Presidents Athletic Conference  
Dennis Shields, University of Wisconsin-Platteville  
Natalie Winkelfoos, Oberlin College  
Nicolle Wood, Salem State University

**Absentees:**

Nnenna Akotaobi, Swarthmore College  
Nicole Monick, Johnson State College

**NCAA Staff Support in Attendance:**

Reed Fogle, Nicole Hollomon, Louise McCleary, Sonja Robinson, and Sarah Sadowski.
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Retaining employees from diverse backgrounds ...................................................................... 13
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Get a head start
Don’t wait until an opening occurs. There are several steps an athletics department can take to prepare for openings to assist in encouraging diversity and inclusion when an opportunity does become available.

Institutional and departmental policies
It’s important that hiring managers regularly develop and review institutional and departmental policies. These should articulate the school’s position on creating a diverse workplace/community and be readily available as part of the recruitment process.

Assess the campus and the department
Know your school and departmental demographics. Familiarize yourself with campus resources and programming that support an inclusive environment and celebrate diversity. Take a serious look at what your institution and community have to offer candidates of varied cultural heritage.

Websites and written materials
Review your school and department websites to ensure they reflect your institution, athletics department and community. Incorporate images, descriptions and text that display examples of existing diversity. Be sure that the institution’s and department’s policies and mission statements are also prominently posted.

Establish relationships
Build and maintain relationships with individuals who would be strong candidates for future openings at your institution. Begin conversations with them about what makes your institution a desirable employer and start to better understand what top candidates might seek in a position and an institution. If your institution or department have gaps, work to fill those before you enter your next search (or at least be in a position to explain how your institution is working toward filling those gaps).

Supervisors should develop internal candidates.
- Internships are an excellent way of field-testing quality candidates. They provide an opportunity to watch candidates in action in the position.
- Student-athletes and student-support personnel should be encouraged to look at athletics administration and coaching as a profession.
- To contribute to diversity in top management positions, young staff and coaches must be encouraged to move ahead in the profession.
- Encourage current staff to always be on the lookout for quality people who would make great candidates.

Hiring managers should also strive to constantly expand their contacts by:
- Networking with women and minorities in the industry
- Building relationships with professional organizations; and
- Identifying students who may be interested in a career in intercollegiate athletics.
When an opening occurs

Hiring managers in Division III athletics department have the responsibility of keeping diversity and inclusion top-of-mind when they find themselves with opening on their staff. Whether the position be for an associate athletics director or a part-time coach, several factors should be considered even before a position opens.

Job descriptions

An accurate, detailed job description leads to a full understanding of job requirements, qualifications and expectations. While qualifications must not unnecessarily prevent or lessen employment opportunities for any class of applicants, the job description provides an opportunity for the institution and athletics department to tell potential applicants how they will be supported throughout the job search and their employment.

Create job announcements shaped to attract diversity. The job announcement is the single most effective tool in recruiting anyone, including the quality diverse applicants. If candidates read that working with multicultural or otherwise diverse groups of people is a required qualification, the diverse candidate then is more likely to be interested and confident in researching the position.

Criteria

The criteria for the position should be set in writing and agreed on before the start of the search process. A good job description should also include:

- Reporting relationship.
- Required skills and abilities;
- Expectations and outcomes;
- Education and experience requirements;
- Required job competencies.

Helpful information

It’s important that the job description also contain helpful information to gain the attention of candidates who may, or may not, be actively searching for a new job. This may include:

- A brief history and the current state of the school;
- An overview of the athletics department, it’s values and vision for success;
- An explanation of Division III’s values; and
- A list of expectations and outcomes for the position.

Compliance statement

A compliance statement on the campus-wide policy of nondiscrimination should be included at the end of the job description. Written statements that encourage diversity, developed either by the campus or the department, should be included. For example, “…is committed to providing a diverse and inclusive culture to best support our student-athletes. Women and minorities are encouraged to apply.”

Questions to consider when developing a job description:

- Does the description explain how the individual would be supported once they arrive on campus?
- Does the description unnecessarily prevent or lessen employment opportunities for any class of applicants or potential applicants?
- Have you consulted with the human resources department regarding the job description?
- Does the job description accurately reflect the responsibilities of the position?
- Do full-time and part-time job posting accurately reflect the job’s responsibilities?
• Would an interested candidate clearly understand the required knowledge and experience needed to execute the job responsibilities?

Advertising the opportunity
Advertising is a crucial step in the search for qualified and diverse candidate pool. Athletics departments must be committed to creatively targeting as many diverse sources as possible when they have a vacancy.

Traditional advertisements
Be sure to post job advertisements on various websites, especially those that encourage diversity and identify individuals who may be interested in a career in intercollegiate athletics. See the reference section for a list of websites that hiring managers may consider when posting a job. Place advertisements in appropriate print publications and trade journals.

Recruit beyond the job posting
Another way to increase the diversity of candidate pools is to recruit beyond paper. Through consistent networking, an institution can begin to develop and maintain candidate lists to aid its present and future searches. For example, athletics departments can engage in these ways:
• Networking with people who may know of qualified applicants, particularly minorities and women.
• Maintain contact with women and minority graduates interested in athletics careers. They may be future candidates for positions at your university and they also may have women and minorities among their colleagues who are potential candidates for open positions.
• Requesting nominations from professional organizations and associations.

Campus resources
Familiarize yourself with campus resources and programming that support an inclusive environment and celebrate diversity.
• Know your school and departmental demographics.
• Take a serious look at what your institution and community have to offer candidates of varied cultural heritage.
• Identify colleagues from diverse backgrounds to contact personally regarding openings or to solicit nominations.
• Attend and encourage other individuals who will be attending conferences, particularly ones that attract large numbers of women and minority attendees, to combine your visits with recruitment efforts for present and future positions.

Questions to consider when advertising an opening:
• Have you purposefully expanded your contacts by networking with women and minorities in the industry?
• Have you built relationships with professional organizations?
• Have you identified students who may be interested in a career in intercollegiate athletics?
• Have you considered posting the job description on specific website that would encourage a more diverse candidate pool?
The Search Committee

It is important that the search committee reflect the institution’s goals for diversity. Women and minorities should be represented on the committee. It may be important to consider the power differentials when selecting members so that people will feel free to share opinions. All members should be specifically chosen for their strengths and talents (e.g., experience and understanding of the position or their current partnership within the department) so the best candidate is hired.

Search committee composition

When selecting individuals to serve on the search committee, athletics departments should consider diverse representation even outside the specific department or unit of the position being searched.

Diverse search committee members can bring can be as valuable as those within the department as those who are the “subject matter experts.” Schools or departments that is not yet highly diverse should also be sensitive to not asking the same faculty and staff to sit on every search committee.‘

Standardizing committee composition

The institution may consider a standard format for search committee membership (e.g., the number of faculty members, coaches, staff, students, student-athletes, athletics administrators, campus administrators, boosters and alumni).

The diversity of gender and ethnicity on the search committee is essential to a successful search. It is important to consider including at least one senior member of the faculty and/or staff.

Senior members are able to communicate campus history and philosophy and the importance of athletics to the university.

The chair or human resource office should also designate a school official who will serve on the committee and ensure that best practices in regards to diversity, gender equity and equal opportunity hiring practices are followed. Individuals to consider for this role may include either the Title IX/Equal Employment Opportunity officer.

Search committee roles and responsibilities

Clarifying the roles and responsibilities of search committee members can assist in the recruitment in selection process. Each role also plays an important role encouraging diversity and inclusion throughout the search.

The chair

The first step in the search process is to identify a committee chair. The chair is responsible for the overall conduct of the search, including emphasizing the importance of recruiting and considering individuals from diverse backgrounds for the position. Selecting the ideal chair will benefit the search process, as the chair’s relationships with on-campus partners will help identify committee members who will bring a diverse perspective to the committee. Keep in mind, however, that the chair may not be the final hiring manager/official.

Below are additional key search committee chair responsibilities. [put in graphic box]

- Organize the committee.
- Serve as liaison between committee and hiring official/human resources.
- Coordinate recruiting, advertising and networking (with Human Resources).
- Communicate with applicants.
• Evaluation criteria/selection of finalists.
• Preparing the committee for the interviews.
• Oversee reference checks.
• Coordinate and schedule committee meetings.
• Develop a candidate evaluation sheet.
• Assist applicants during the submission process.
• Coordinate candidate interview arrangements and schedule.
• Process human resource transactions.
• Complete search documentation and close the search.

Search committee members
Search committee members serve in an advisory capacity for the identification and selection of candidates. The search committee member performs a variety of tasks under the direction of the search chair and should make every attempt to assure that the pool of applicants includes qualified candidates from diverse backgrounds. The entire committee then should review all qualified applications, striving for a diverse pool of qualified candidates.

The hiring manager/official
The hiring manager/official reviews the finalists for the positions as advised by the search committee and is ultimately responsible for the selection of the final candidate.

Utilizing a search firm
The use of search firms also can be an effective way to build a strong candidate pool. When choosing a firm, it is important to investigate each firm’s commitment to diversity. Much can be said about a firm’s commitment by looking at its demographics. In addition, one should consider the firm’s track record of past hires to see how diverse its previous selections have been. A firm that is truly interested in finding qualified, diverse candidates most likely will have a diverse staff of its own.

Before hiring a search firm, schools may want to consider:
• Does the profile of the warrant the use of a search firm?
• Does the department’s budget support cost of hiring a search firm?

If it is determined that a search firm should be hired, be sure to:
• Clarify expectations of the search
• Identify the roles the search firm will have in the process
• Explain the importance of a diverse candidate pool when recruiting candidates.

Questions to considered when developing a search committee:
• Who is involved with the search committee?
• What is the gender and ethnic diversity of the search committee?
• Does the search have a realistic time frame?
• Is the search consistent with the institution’s affirmative action principles?
Search committee policies and expectations
With the creation of every search committee, there should be a set of policies and guidelines that will outline baseline expectations and expected search committee conduct such as using a campus officer to ensure diversity policies are being followed and data collection is occurring.

Search committee policies and expectations
In order to objectively review each candidate, the department should provide the search committee with policies for evaluating the candidates based on the advertised skills and abilities.

Policies
Applicable policies can vary. Be sure to work with human resources to identify ones specific to your school. You may, at least, consider the following:

- Equal Employment Opportunity vs. Affirmative Action. A high-level understanding of the differences between the EEO and AA may be beneficial to the search committee. The EEO prohibits discrimination based on any prohibited characteristic. The AA requires additional proactive measures to ensure equal employment opportunity; these measures require good faith efforts to recruit women, minorities, veterans, and persons with a disability.
- Highlight and Publicize Diversity Growth. It is important for institutions and conferences to talk about its successes with diversity and provide concrete examples.

Expectations
Search committee expectations should reflect the institution’s campus-wide personnel policies. The athletics department also may want to develop its own expectations to compliment the campus policies.

This may include:
- Confidentiality of the search (including identity of candidates, resumes and schedules).
- Ensuring the legality of questions for interviewees.
- Identity of the search spokesperson.
- Charge to the committee (e.g., forward three names unranked with comments from the group).
- Unauthorized reference checks (e.g., soliciting information from applicant’s current employer without permission).

Strategies to avoid bias.
The search chair, search committee members and the hiring manager/official should evaluate their personal judgments and consider whether unintentional bias may have played a role throughout the search process such as if women or minority applicants subject to higher expectations. Ensuring careful and fair treatment of all applicants at each stage of the selection process is important.

To ensure consistent evaluation of all applicants by spending sufficient time reviewing each applicant search committee members should also:

- Evaluate each candidate’s entire application.
- Avoid depending too heavily on only one element such as letters of recommendation, or the prestige of the degree-granting institution or post-doctoral program.
- Be able to defend every decision for eliminating or advancing a candidate through documentation of decisions.

See the Resources section for more information about best practices to avoid biases.
Checklist and timeline

The checklist and timeline are valuable tools in documenting and recording due process in the search and ensuring that a thorough, equitable and legal search occurs. Institutions should have systematic reviews of hiring practices with meaningful consequences for decision-makers to maintain accountability. All departments should be required to document the ethnicity and gender of all staff members, along with the dates hired.

Search checklist

In the instructions to the search committee, human resources should provide a checklist of tasks to be done and a timeline to be followed.

The checklist minimally should include the following items:
- Selection of committee chair and committee members.
- Search committee training session.
- Job description review and update.
- Advertisement in appropriate venues.
- Deadlines (or will the process remain open until the position is filled?).
- Review of the diversity of the candidate pool by an appropriate university or college official.
  If diversity is not met, the search remains open and effort is made to diversify.
- Review of applications using policies and guidelines adopted by the search committee.
- Discussion of candidate’s evaluations.
- Document the reason for any candidate dropped from the viable candidate pool.
- Selection of finalist candidates.
- Background checks.
- Invitations for interviews.
- Interview arrangements.
- Interviews.
- Search committee review of interviews.
- Written evaluations (e.g., candidate evaluation sheet) to the hiring official.
- Notification of selection.
- Notification to other candidates not hired.
- Thank you to committee and others involved.

Timeline

A timeline that helps the institution obtain the desired candidate pool should be distributed to all committee members and each item also should have an assigned committee member. The timeline can be adjusted as needed, but the checklist itself should not change from search to search.
The selection process
There are several steps the search chair, the search committee and the hiring manager/official must take once a candidate pool has been finalized.

First search committee meeting
During the first search committee meeting should occur as soon, if not before, the job description is posted. At this meeting, the search committee chair should:

- Review policies and expectations of search committee members.
- Review the job description, defining the position and needed qualifications.
- Discuss applicant recruitment strategies and brainstorming.
- Introduce the diversity advocate and conduct an Affirmative Action or Equal Employment Opportunity discussion.
- Discuss how to avoided biases.
- Emphasize the importance of confidentiality.
- Identify conflicts of interest.
- Evaluation criteria for screening applicants, including how to use the candidate evaluation sheet.
- State the charge from hiring official/manager (e.g., the person making the official offer).

Search committee training
A search committee training session should be provided by the campus human resources department or office of affirmative action at the committee’s first meeting. The search committee should be informed and provided copies of any campus, state or federal affirmative action or equal opportunity policies at this meeting. An explanation and discussion of subtle and covert forms of discrimination also should occur to ensure that all committee members are educated in this area.

A formal training will assist committee members with:

- Guiding the committee to make certain that the search process is free of bias or stereotyping of applicants in verbal or written communication.
- Ensuring that candidates are evaluated fairly.
- Working to ensure diversity of the applicant pool.

Interview training
To assist search committee members in conducting optimal searches, the human resources and the chair should:

- Develop a set of core questions to be asked of each candidate.
- Be sure all interviewers are aware of what questions are inappropriate.
- Determine the interview structure and schedule.
- Include a campus visit that provides similar opportunities for each candidate and follows interview procedures which treats all applicants consistently.
- Carefully prepare interview questions.
- Avoid biased questions.
- Justification for hire must be based on qualifications, experience, references and interview.

Depending on the profile of the position, there may be several rounds of interviews including phone screenings, Skype interviews and on-campus finalist interviews. Trainings in some fashion may be valuable at each stage. See the Resources section for more information on interview best practices.
Selecting a candidate
Once all interviews have been conducted the search committee and chair should make their recommendations to the hiring manager/official. Before making their recommendations the committee should evaluate:

- Do each of the finalists meet the position’s qualifications?
- Were biases avoided throughout the process?
- Do the recommended finalists provide diverse options to the hiring manager/official and reflect the overall candidate pool?

Making an offer
The hiring manager should take the search committee’s recommendations into consideration before making a final selection. Once a final candidate has been selected, the hiring manager/official should work with human resources to make the job offer and conduct any necessary negotiations. They should also ensure that the search process was documented accurately.

The hiring manager should also identify ways to support the new employee in his or her transition to campus and the job responsibilities through a retention plan.
Retaining employees from diverse backgrounds

Educating people of all backgrounds, beliefs and cultures takes a diverse academic workforce. Increasing and maintaining employee diversity is not only the right thing to do, but also essential to achieving the academic missions of higher education institutions and their athletics departments.

On-boarding

Organizational leadership must engage in adequate planning for consistent integration of the new employee and must reach beyond an initial orientation process. Employers should:

- Make sure the employee is connected to key players in the organization.
- Familiarize the employee with campus and the local community.
- Brief the employee on “organizational language” and culture

Most important is for the employer to understand the workplace integration is not temporary; there must be a short-term and long-term plan to orient an individual until they have developed a level of comfort, and adapted to workplace expectations and institutional/organizational culture.

Retention

Showing a strong commitment to diversity and inclusion principles sends a clear message to coaches and administrators that their identity and contributions are valued, and that one’s worth to the organization will not be limited by negative perceptions about background, sexual orientation, race, or gender identity or expression.

Commitment to diversity and inclusion

Organizational commitment to diversity and inclusion practices must also be pervasive meaning every individual in the organization plays a role in retention for those from underrepresented backgrounds. After all:

- The hiring process can be costlier than retaining qualified and motivated employees.
- The loss of organizational knowledge and experience could result in a large learning curve and delayed effectiveness for new hires.
- An employee’s sense of fair and equitable treatment for themselves and others is a key element of an inclusive environment.
- An organization where employees want to stay enhances the recruitment of competitive and productive talent.

Salary and compensation

Employers must ensure that fair and equal pay for comparable work across the department is a consistent and embedded practice, and that all employees benefit from this practice. Employees must also have a clear and transparent understanding about how professional development (including educational attainment, improved skills, or undertaking additional responsibilities) may or may not impact their benefits and compensation. Employers should regularly work with their Human Resources colleagues or other comparable units to engage in market surveys to make sure salaries are comparable to industry averages.

Benefits

Orientation and education about benefits is an essential element to retention. Employees must clearly understand the variables that impact a benefits including directed guidance on what is available to the employee and their dependents.
Nonmonetary benefits and support

Oftentimes budget restrictions and financial commitments hinder an organization’s ability to continuously adjust salary offerings to employees as a means of retention. Capitalizing on the intrinsic rewards that employees glean from high performance and mission-oriented environments – such as athletics – departments can find other ways to provide support for employees that lessen their own needs for additional financial outlay.

Providing child care, flex hours and alternative work settings can assist employees find creative ways to counter long hours and family commitments. Formal and informal mentoring relationships can also provide assistance for employees, as they help individuals create a support network for their various psychological, social, and physical needs.

Professional development and career advancement opportunities

Informal and formal mentorship is key to retention. Proactive assistance and advisement on how the employee can advance, improve skills, and take on additional responsibilities may increase the likelihood of retention.

A transparent process of promotion also allows the employee to establish goals and have a clear understanding of what is expected in order to achieve career advancement. In addition, making professional development opportunities and resources accessible to employees allows them to seek opportunities that best align with their career goals.

Campus and departmental culture/climate

A department can establish a culture and environment that welcomes diversity and inclusion even when the desired level of diverse demographical representation has yet to be achieved. If fact, one of the main reasons that employees are not retained is a lack of “fit” – or a lack of match with the organization’s culture. Great consideration should be given to the creation and maintenance of a culture that is congruent with departmental values as manifested through communication processes, the system of rewards and recognitions, the history behind traditions and rituals, public statements and visible signage.

A departmental diversity plan and statement of philosophy is one way to exhibit serious thought and commitment to creating an inclusive and supportive environment, where all employees are welcomed and valued for their productivity and contribution.

Resources and opportunities for engagement

Engaging with other resources across campus reaps multiple benefits. On one hand, cost savings might be realized with the addition of other departments’ employees when purchasing bulk products or services (such as childcare). On the other hand, the campus may already offer support programs that would benefit employees in their day-to-day lives, both work-related and not. An employer should be proactive in offering multiple options of engagement outside of the athletics department, assisting employees in making connections in the greater town or city community as well.

Many times, connections lacking on campus can be enhanced by expanding the outreach beyond the campus walls. Departments may facilitate these opportunities to connect by crediting employees with continuing education, community service, flexible assignments, encouragement to participate in outside events, and leadership positions on campus cabinets and councils.
Evaluation
A continuous effort to take the pulse of the climate and employees needs will help a department remain aware and proactive in its retention efforts. The implementation of a systematic annual review, with results disaggregated by identity groups as they relate to hiring, promotion, turnover and performance trends can highlight the areas of success and challenge for a department, and signify if employee groups are being impacted differently.
The Exit Interview
Exit interviews are conducted with employees once they have resigned and before they leave the institution. These interviews are helpful tools that can:
- Determine why employee is leaving position.
- Distinguish strengths and weaknesses of department, administration and staff.
- Discuss overall position responsibilities.
- Establish a plan for department improvements.

Administering exit interviews
Exit interviews are typically conducted by a human resources professional or an objective person not directly involved with the departing employee. This allows for impartiality and provides the chance for the departing employee to voice his or her experiences and opinions honestly and free of judgment. Exit interviews can be conducted face-to-face, through a survey (written or electronic) or conducted over the phone.

Potential exit interview questions may include:
- Why have you decided to leave the organization?
- Did anything trigger your decision to leave?
- Was a single event responsible for your decision to leave?
- Have you shared concerns with anyone in the company prior to deciding to leave?
- Did anyone in this organization discriminate against you, harass you, or cause hostile working conditions? (important to follow up if response is ‘yes’)
- How did the job match your expectations?
- Did you feel that the work you were doing aligned with your personal goals and interests?
- Did you have the tools and resources you needed to effectively do your job?
- Would you recommend this as a place for a friend to work?
- What could have been done for you to remain employed here?
- If you could change anything about your job or the company, what would you change?
- Did you feel a welcome part of the campus community?
- Were you able to connect with peer or mentors within the department? Outside of outside of the department?

How exit interviews may be helpful
The interview responses should be accurately reported to human resources may be used as a tool to evaluate recruitment, selection and retention practices.
Resources

Organizations
Industry and division-specific organizations can be helpful resources before, during and after a search.

General administration

National Collegiate Athletic Association
ncaa.org
The National Collegiate Athletic Association is a member-led organization dedicated to the well-being and lifelong success of college athletes. The membership is comprised of about 1,100 colleges and universities, 100 athletics conferences, and 40 sports organizations devoted to the sound administration of intercollegiate athletics.

National Association of Collegiate Directors of Athletics
nacda.com
The National Association of Collegiate Directors of Athletics is the largest association of collegiate athletics administrators. Members include athletics directors, associate and assistant athletics directors, conference commissioners and affiliate individuals or corporations. NACDA’s partner organizations including:

- National Association of Division III Athletic Administrators (NADIIIA)
- Division III Conference Commissioners Association (DIIICCA)
- Minority Opportunities Athletic Association (MOAA)
- College Sports Information Directors of America (CoSIDA)
- National Association of Collegiate Marketing Administrators (NACMA)
- National Association of Athletic Development Directors (NAADD)
- National Association for Athletics Compliance (NAAC)
- Collegiate Event and Facility Management Association (CEFMA)
- National Association of Academic Advisors for Athletics (N4A)

Division-specific administration

Division III Commissioners Association
diiicomm.org
The focal point of the Division III Commissioners Association is for the membership to learn together and share with each other by working closely with affiliated organizations such as the NCAA, NACDA, NADIIIAA, NACWAA, and the Division III Independents, creating a national synergy that allows all memberships to work in concert to improve communications and ultimately, service student-athletes.

National Association of Division III Athletic Administrators
nadiiiaa.org
NADIIIAA is comprised of more than 700 athletics administrators from over 350 institutions and conferences competing at the NCAA Division III level. The Association encourages the continued development of athletics programs focused on the student-athlete and based on sound educational principles and the Division III philosophy.
Diversity and inclusion focused

Advocates for Athletic Equity
aaesports.org
Advocates for Athletic Equity’s mission is to advocate and promote ethnic minority coaches for positions of leadership at all levels of sport. Through events, programming, professional development, mentoring and networking the AAE will work to increase the number of ethnic minority head coaches in the coaching industry and strive to make a difference for its membership and for future generations who want to pursue careers in coaching.

Chronicle of Higher Education
chronicle.com
The Chronicle of Higher Education is the number one source of news, information, and jobs for college and university faculty members and administrators. Online, The Chronicle is published every weekday and is the top destination for news, advice, and jobs for people in academe. In print, The Chronicle is published in two sections: Section A, which contains news and jobs, and The Chronicle Review, a magazine of arts and ideas.

National Association of Collegiate Women Athletics Administrators
nacwaa.org
The National Association of Collegiate Women Athletics Administrators is the premier leadership organization that empowers, develops, assists, celebrates, affirms, involves and honors women working in college sports and beyond. NACWAA takes a pro-active role in advancing women into positions of influence and powerfully shapes the landscape of women leaders.

National Association of Diversity Officers in Higher Education
nadohe.org
The National Association of Diversity Officers in Higher Education serves as the preeminent voice for diversity officers in higher education by supporting collective efforts to lead institutions toward: producing and disseminating empirical evidence through research to inform diversity initiatives; identifying and circulating exemplary practices; providing professional development for current and aspiring diversity officers; informing and influencing national and local policies; and creating and fostering networking opportunities.

NCAA leadership development
ncaa.org/leadershipdevelopment
NCAA leadership development provides education and training for college athletes, coaches and administrators to assist with the transition to life after college sports, to foster the growth of the next generation of leaders and to encourage athletics administrators to translate lessons learned through competition. Training sessions are also available for athletics administrators and coaches that provide opportunities to enhance their skills and advance their careers.

Coaching organizations
- Amateur Softball Association of America/USA Softball
- American Baseball Coaches Association
- American Football Coaches Association
- American Hockey Coaches Association
- American Volleyball Coaches Association
- College Swimming Coaches Association of America
• Collegiate Rowing Coaches Association
• Golf Coaches Association of America
• Intercollegiate Men's Lacrosse Coaches Association
• Intercollegiate Tennis Association
• National Association of Basketball Coaches
• National Association of Collegiate Gymnastics Coaches/Women
• National Fastpitch Coaches Association
• National Golf Coaches Association
• National Soccer Coaches Association of America
• National Strength and Conditioning Association
• National Wrestling Coaches Association
• U.S. Fencing Coaches Association
• U.S. Intercollegiate Lacrosse Association
• U.S. Track & Field and Cross Country Coaches Association
• U.S. Tennis Association
• USA Basketball
• USA Track & Field, Inc.
• USA Volleyball
• Women’s Basketball Coaches Association

**Best practices**

**Interview dos and don’ts.**

**How to avoid biased interview questions.**
Sample documents

Sample candidate evaluation sheet.
INSTITUTION X

POSITION TITLE: Associate Director of Athletics

DEPARTMENT: Athletics

REPORTS TO: Director of Athletics

Institution X seeks applicants for an associate director of athletics. This position is responsible for the campus, conference and NCAA compliance of our 18 athletics programs and ensuring academic standards are maintained through campus services for our diverse group of 250 student-athletes. The successful candidate will report directly to the director of athletics and serve as an integral member of the senior management team, providing leadership and support in the areas of student services and compliance.

This individual works closely with the director of athletics, the faculty athletics representative, coaches and student-athletes and is expected to have experience working with multiple, diverse groups at one time.

Found in 1890, Institution X is located in City, ST and is a member of the Athletics Conference. Institution X provides almost 2,500 students with a well-rounded educational experience grounded in liberal arts and supports the growth of all its employees through employee resource groups, professional development opportunities and on- and off-campus engagement opportunities. Institution X is also committed to providing a diverse and inclusive culture to best support our student-athletes and departmental goals. Women and minorities are encouraged to apply.

Responsibilities: Monitoring institutional, conference and national policies; attending campus and conference meetings and serving on committees; meeting with campus academic liaisons; monitoring recruiting practices; serving as a sports team liaison; and other duties as assigned.

Education/Experience: Candidates must have a bachelor’s degree (a master’s degree is preferred) and a high-level of knowledge and a demonstrated experience of NCAA rules and academic oversight. Additionally, candidates should have evidence of effective leadership and the ability to manage others, especially those from diverse backgrounds include women, minorities and individuals with disabilities.

The successful candidate must complete a background check prior to being hired. Interested candidates should visit www.institutionx.edu/apply to submit an application. Review of candidates will begin immediately and continue until the position is filled.
INSTITUTION X

POSITION TITLE: Assistant Men’s and Women’s Swimming Coach (Part time)

DEPARTMENT: Athletics

REPORTS TO: Head Men’s and Women’s Swimming Coach

Institution X seeks applicants for an assistant men’s and women’s swimming coach. This position is responsible for assisting the head coach with the swimming program on a part-time basis. This individual works closely with the head coach and student-athletes and is expected to have experience working with multiple, diverse groups at one time.

Found in 1890, Institution X is located in City, ST and is a member of the Athletics Conference. Institution X provides almost 2,500 students with a well-rounded educational experience grounded in liberal arts and supports the growth of all its employees through employee resource groups, professional development opportunities and on- and off-campus engagement opportunities. Institution X is also committed to providing a diverse and inclusive culture to best support our student-athletes and departmental goals. Women and minorities are encouraged to apply.

Responsibilities: Teach the skills necessary for a successful athletics program; assist in team practices and game day preparations; assist in the evaluation and recruitment of qualified prospective student-athletes; comply with all NCAA, Athletic Conference and Institution X rules and regulations and help to ensure all student-athletes do the same; work independently; be able to work evenings and weekends; travel locally, regionally and nationally to find prospective student-athletes is required and the candidate must have the ability to transport teams by van as needed.

Education/Experience: Bachelor’s degree and collegiate playing experience preferred. Knowledge of NCAA, Athletic Conference and Institution X rules and regulations preferred. Individuals must possess the skills and abilities or be able to teach and demonstrate all aspects of the sport they are assisting in perform all other essential functions of the job, with or without accommodation, using some other combination of skills and abilities.

Licenses: Current and valid driver’s license required. Successful completion of Institution X Van License A.

The successful candidate must complete a background check prior to being hired. Interested candidates should visit www.institutionx.edu/apply to submit an application. Review of candidates will begin immediately and continue until the position is filled.
2015-16 CONFERENCE GRANT SPENDING SUMMARY

During 2015-16, Division III distributed a total of $2,521,326 Strategic Initiative Grant dollars to 43 conferences plus the Association of Division III Independents. The amount each conference received ranged from $44,889 to $88,419 with an average distribution of $57,750. The conference distribution amount is annually calculated with a formula that utilizes the number of member schools within each conference.

NCAA staff reviewed and verified the permissible use of this year’s funds in accordance with the policies and procedures. The seven conferences identified in Supplement No. 11 were identified as misusing funds and were addressed through corrective actions taken by the Strategic Planning and Finance Committee’s Grant Review Subcommittee. The other 37 conferences were found to be in full compliance with the policies and procedures.

No unused funds were returned to the NCAA from conference offices this year. Ten (10) conferences did not use the full amount of their allocated dollars and have properly presented a plan to rollover the unused amount to use with their 2016-17 grant allocations. This number is down from the sixteen (16) conferences that did not use their full amount of allocated dollars in the previous year. The rollover amounts range in value from $144 to $8,106, with an average amount of $3,165 and a median of $2,168. Similar to overall use, the NCAA staff reviews and verifies each plan for the use of rollover funds, and approved all requests. The other 34 conferences used all their allocated grant dollars and did not have any funds that will rollover to 2016-17.

Finally, 2015-16 marked the third year that conferences were required to submit a third-party review document. This form provides the program with third-party verification of spending compared to the amounts detailed within the online grant reporting system. All conferences returned the verification form and the staff identified no major issues.
ACTION ITEMS.

- None.

INFORMATIONAL ITEMS.

1. Review of 2015-16 Impact Forms. During its August 5, 2016, teleconference, the Strategic Planning and Finance Committee’s Conference Grant Subcommittee, comprised of Tracey Ranieri, Brit Katz and Candice Poiss Murray, met with the NCAA Conference Grant Administrator (Jay Jones) and reviewed the 2015-16 Impact Forms that were submitted by 43 Division III conferences plus the Association of Division III Independents.

During the standard NCAA staff review of the impact forms, the staff found that seven conferences misused grant funds, based on the established Conference Grant Policies and Procedures. In each of these cases, staff noted the concern and requested additional information from the conference regarding its potential misuse. During its teleconference, the subcommittee reviewed these findings and responses and determined that in all seven cases it was proper to issue a warning letter to the conference leadership regarding the misuse of funds.

2. Misuse of funds. A summary of the seven identified conferences and their area(s) of fund misuse is as follows:

   a. Capital Athletic Conference (CAC).

      Issue: Tier One – Compliance. There is a Tier One annual requirement to spend some dollars in the area of “compliance and rules seminar education”. For the Capital Athletic Conference in 2015-16, there was no spending identified in this area.

   b. Division III Association of Independents (Independents).

      Issue No. 1: Tier One – sports information director (SID). Within Tier One, there is a requirement to spend at least $1,000 per year for member institutions’ SIDs. The Independents did not spend any money on SIDs during 2015-16.

      Issue No. 2: Tier One – senior woman administrator (SWA). There is a Tier One annual requirement to spend some dollars in the area of “campus senior woman administrators.” The Independents did not spend any money on SWAs during 2015-16.
c. **Great Northeast Athletic Conference (GNAC).**

**Issue:** Tier One – faculty athletics representative (FAR). The GNAC did not report any money spent for an FAR, which is an annual spending requirement within the tier.

d. **Heartland Collegiate Athletic Conference (Heartland).**

**Issue:** Tier One – Ethnic Minority. Within Tier One, there is a biennial requirement to spend some dollars in the area of “ethnic minority professional development”. The Heartland did not spend any money in this area during 2014-15 or 2015-16.

e. **New England Collegiate Conference (NECC).**

**Issue:** Tier One – FAR. The NECC did not report any money spent for an FAR, which is an annual spending requirement within the tier.

f. **Northern Athletics Conference.**

**Issue:** Tier One – FAR. The Northern Athletics Conference did not report any money spent for an FAR, which is an annual spending requirement within the tier.

g. **Upper Midwest Athletic Conference (UMAC).**

**Issue:** Tier One – Ethnic Minority. Within Tier One, there is a biennial requirement to spend some dollars in the area of “ethnic minority professional development”. The UMAC did not spend any money in this area during 2014-15 or 2015-16.
ACTION ITEMS.

1. Legislative Items.
   - None.

2. Nonlegislative Item.
   a. Committee Chair.
      (1) Recommendation. That Corey Borchardt, commissioner of the Upper Midwest Athletic Conference, serve as chair of the Division III Championships Committee, replacing Gerald Young, director of athletics at Carleton College.
      (2) Effective Date. February 1, 2017.
      (3) Rationale. Mr. Borchardt has past sport committee experience and has been a valuable member of the championships committee; he will provide excellent leadership for the committee.
      (4) Estimated Budget Impact. None.
      (5) Estimated Student-Athlete Impact. None.
   b. Charter Flight Travel.
      (1) Recommendation. That the cost for charter flight transportation be fixed at a maximum of $350 per one-way ticket for all team sports.
      (2) Effective Date. Immediate.
      (3) Rationale. The committee evaluated the favorable results of the 2015-16 pilot program (i.e., no budget impact) and agreed to implement the program on a more permanent basis. The pilot program was developed in response to feedback from the Division III Football Committee and other membership constituents to provide a fixed ticket cost for student-athletes, staff or others affiliated with the participating team who do not fit within the reimbursable travel party size. During the pilot program, participating institutions purchased more seats at the fixed rate than they otherwise would, thereby limiting any concern about a potential budget impact. The
committee supports the program for all team sports and will continue to evaluate the program on an annual basis.

(4) Estimated Budget Impact. None.

(5) Estimated Student-Athlete Impact. None.

INFORMATIONAL ITEMS.

1. Opening Remarks and Review of Schedule and Agenda. The committee chair facilitated introductions, reviewed the meeting schedule and highlighted key discussion items.

2. August 16 Teleconference Report. The committee reviewed and approved the August 16 teleconference report as presented.


4. 2017 Legislative Proposals. NCAA staff reviewed two legislative proposals for the 2017 Convention, including one that would eliminate the requirement that the mandatory day off for track and field and swimming and diving programs be the same day for every student-athlete. The committee endorsed the proposal, citing the challenges faced in these two sports due to the variety of disciplines within the sport.

The second proposal would allow field hockey and lacrosse teams to conduct an exempted scrimmage, exhibition or joint practice with outside competition prior to the first permissible contest or date of competition. The committee endorsed the proposal, citing it is in line with the soccer/volleyball proposal they endorsed last year.

5. Recap of the Meeting with Sport Committee Chairs. The Championships Committee valued the discussion on strength of victory as a possible addition to selection criteria and agreed to explore it further. NCAA staff will compile data to demonstrate strength of victory as part of the total selection data. The committee noted several questions for consideration as the concept is evaluated: (1) how does the criterion impact the evaluation of strength of schedule; (2) should there be consideration of a comparable criterion for degree of loss; (3) will the criterion impact scheduling in a negative way (i.e., encourage more out of region play); and (4) to what extent will the swing in an opponent’s results throughout the season impact the data (e.g., a team that starts out strong, but finishes with a significant losing streak)?
The committee also noted the success of the mock rankings exercise and continued to support using team sheets as a tool to present data to the sport committees for rankings and championships selections.

6. **Budget Planning.** The championships committee discussed input from the sport committee chairs and requested that NCAA staff provide a financial analysis on the following ideas to be evaluated during the committee’s February in-person meeting as part of the 2017-19 budget process:

- **Expand bracket/field sizes** – 2017-18 bracket expansion for team sports based on legislated access ratio and analysis of field size expansion for individual sports where merited.
- **Increase team travel party size** – increase by 10% across all sports or evaluate select sports based on average squad size among sponsoring institutions and those participating in the championship.
- **Reimburse teams flying to a championship site for local ground transportation** – various ways to implement: (1) full expense; (2) fixed amount for duration of travel; and (3) fixed amount by travel day.
- **Add day off** – implement a day of rest between semifinal and final rounds of team sports (if appropriate); requires an additional day of per diem.
- **Increase officials’ fees** – institute increases gradually (e.g., two to three percent in a given year).
- **Sport committee initiatives** – support various sport-specific operations or championship format requests.

In addition, NCAA administrative services staff discussed with committee members the idea of limiting per diem reimbursement for individual-team sports to days of actual competition and any days in between (versus automatic reimbursement for all days of the championship round). No action was taken, but the committee supported further review of the concept during a future meeting, including feedback on any sport-specific concerns.

NCAA staff also presented an update on the charter flight pilot program (refer to Nonlegislative Action Item 2b.) and the favorable news that the 2016 women’s basketball joint championship experience was conducted within the allocated budget.

7. **Sports Committee Recommendations.**

a. **Baseball.**

(1) **Automatic qualification.** The committee approved that the following 41 conferences receive automatic qualification for the 2017 Division III
Baseball Championship: Allegheny Mountain Collegiate Conference; American Southwest Conference; Capital Athletic Conference; Centennial Conference; College Conference of Illinois and Wisconsin; Colonial States Athletic Conference; Commonwealth Coast Conference; Empire 8; Freedom Conference; Great Northeast Athletic Conference; Heartland Collegiate Athletic Conference; Iowa Intercollegiate Athletic Conference; Landmark Conference; Liberty League; Little East Conference; Massachusetts State College Athletic Conference; Michigan Intercollegiate Athletic Association; Middle Atlantic Conference Commonwealth; Middle Atlantic Conference Freedom; Midwest Conference; Minnesota Intercollegiate Athletic Conference; New England Collegiate Conference; New England Small College Athletic Conference; New England Women’s and Men’s Athletic Conference; New Jersey Athletic Conference; North Atlantic Conference; North Coast Athletic Conference; North Eastern Athletic Conference; Northern Athletics Conference; Northwest Conference; Ohio Athletic Conference; Old Dominion Athletic Conference; Presidents’ Athletic Conference; Skyline Conference; St. Louis Intercollegiate Athletic Conference; Southern California Intercollegiate Athletic Conference; Southern Athletic Conference; Southern Collegiate Athletic Conference; State University of New York Athletic Conference; USA South Athletic Conference; Upper Midwest Athletic; and Wisconsin Intercollegiate Athletic Conference.

(2) Regional start date. The committee approved that regional tournaments begin Thursday and end Sunday (Monday, if necessary), effective with the 2017 championship. Currently, there is limited turnaround time between the team selection announcement at midnight on Monday to the start of team practices on Tuesday. This change allows for more time to secure travel and remain on campus. Six-team regionals will end Sunday and eight-team regionals will end no later than Monday (dependent on if necessary game; impact limited to two teams).

(3) Tournament seeding. The committee approved that the teams advancing to the championships final site be seeded to balance bracket play and avoid stronger teams meeting in the early round games at the final site, effective with the 2017 championship. Currently, the first-round matchups at the finals site are determined by an eight-year regional rotation; other team sports benefit from the continuity of a complete bracket published at the time of selections. The baseball committee will use the NCAA online score reporting system with updated results through regional competition to determine seeds (seeds will not be published).
The baseball committee received positive feedback from Division III baseball coaches concerning the change.

(4) Other business. The committee noted the following concerning the informational business in the baseball committee’s report: (1) if the baseball committee pursues the application of a strength-of-schedule multiplier, such a multiplier must be submitted to the committee for approval prior to implementation; (2) the super-regional championship format will be implemented for the 2019 championship (versus the 2018 championship) due to the scheduling limitations of the 2018 championship venue; and (3) the committee reiterated that only those student-athletes eligible to compete as part of the squad size (25 individuals) may be dressed in uniform in the dugout.

b. Men’s Basketball.

(1) Automatic qualification. The committee approved that the following 43 conferences receive automatic qualification for the 2017 Division III Men’s Basketball Championship: Allegheny Mountain Collegiate Conference; American Southwest Conference; Capital Athletic Conference; Centennial Conference; The City University of New York Athletic Conference; College Conference of Illinois and Wisconsin; Colonial States Athletic Conference; Commonwealth Conference; Commonwealth Coast Conference; Empire 8; Freedom Conference; Great Northeast Athletic Conference; Heartland Collegiate Athletic Conference; Iowa Intercollegiate Athletic Conference; Landmark Conference; Liberty League; Little East Conference; Massachusetts State College Athletic Conference; Michigan Intercollegiate Athletic Association; Midwest Conference; Minnesota Intercollegiate Athletic Conference; New England Collegiate Conference; New England Small College Athletic Conference; New England Women’s and Men’s Athletic Conference; New Jersey Athletic Conference; North Atlantic Conference; North Coast Conference; North Eastern Athletic Conference; Northern Athletics Conference; Northwest Conference; Ohio Athletic Conference; Old Dominion Athletic Conference; Presidents’ Athletic Conference; Skyline Conference; Southern Athletic Association; Southern California Intercollegiate Athletic Conference; Southern Collegiate Athletic Conference; St. Louis Intercollegiate Athletic Conference; State University of New York Athletic Conference; USA South Athletic Conference; University Athletic Association; Upper Midwest Athletic Conference; and Wisconsin Intercollegiate Athletic Conference.
(2) **Committee chair.** The committee approved that Kevin Vande Streek, head men’s basketball coach at Calvin College, serve as the Division III Men’s Basketball Committee Chair for the 2016-17 academic year.

(3) **Budget requests.** The committee tabled the recommendations to purchase a new “used” basketball court for semifinal and final rounds and to hire a Division III men’s basketball national coordinator of officials; both will be reviewed during the committee’s February 2016 in-person meeting along with all Division III championship budget requests. The committee requested that the men’s basketball committee provide more extensive rationale for the new “used” floor, including all options considered in working with the current host as well as the need for a comparable purchase for women’s basketball. The committee also requested that the men’s basketball committee provide justification for the proposed stipend for the national coordinator of officials along with a job description of the position.

c. **National Collegiate Women’s Bowling.** The committee reviewed the information provided in the bowling committee’s report and noted the anticipated implementation of automatic qualifiers and the changes to the championship format.


e. **Men’s Golf.**

(1) **Automatic qualification.** The committee approved that the following 33 conferences receive automatic qualification for the 2017 Division III Men’s Golf Championships: Allegheny Mountain Collegiate Conference;
American Southwest Conference; Capital Athletic Conference; Centennial Conference; College Conference of Illinois and Wisconsin; Colonial States Athletic Conference; Commonwealth Coast Conference; Empire 8; Great Northeast Athletic Conference; Heartland Collegiate Athletic Conference; Iowa Intercollegiate Athletic Conference; Liberty League; Michigan Intercollegiate Athletic Association; Middle Atlantic Conference Commonwealth; Middle Atlantic Conference Freedom; Midwest Conference; Minnesota Intercollegiate Athletic Conference; New England Collegiate Conference; New England Small College Athletic Conference; North Atlantic Conference; North Coast Athletic Conference; North Eastern Athletic Conference; Northern Athletics Collegiate Conference; Northwest Conference; Ohio Athletic Conference; Old Dominion Athletic Conference; Presidents’ Athletic Conference; Skyline Conference; St. Louis Intercollegiate Athletic Conference; Southern Athletic Association; Southern California Intercollegiate Athletic Conference; Upper Midwest Athletic Conference; and USA South Athletic Conference.

(2) **Committee chair.** The committee approved that William Gorman, associate director of athletics at Wentworth Institute of Technology, serve as the Division III Men’s Golf Committee Chair for the 2016-17 academic year.

(3) **Budget requests.** The committee tabled the recommendation to modify the team access ratio from 1:7 to 1:6.5 and will review it during the committee’s February 2016 in-person meeting along with all Division III championship budget requests. In addition, the committee approved increasing the number of individuals selected into the championship not on a team to six (from five) in order to provide an even number of threesome pairings, effective with the 2018 championship. The increase has an estimated budget impact of $3,000 and will be presented with other championships budget recommendations following the committee’s February meeting.

(4) **18-team and six-individual cut.** The committee approved that, after 36 holes, the field will be cut to 18 teams and six individuals, effective with the 2017 championship. The increase to the cut (from 15 teams) will provide an improved championship experience for participating teams as the total field size has grown in recent years. The change does not have a budget impact as teams are already afforded per diem for all travel party members for the duration of the championship.
f.  Women’s Golf.

(1) **Automatic qualification.** That the following 19* conferences sponsoring women's golf be awarded automatic qualification into the 2017 championships: American Southwest Conference; Centennial Conference; College Conference of Illinois and Wisconsin; Heartland Collegiate Athletic Conference; Iowa Intercollegiate Athletic Conference; Liberty League; Michigan Intercollegiate Athletic Association; Middle Atlantic Conference; Minnesota Intercollegiate Athletic Conference; North Coast Athletic Conference; Northern Athletics Collegiate Conference; Northwest Conference; Ohio Athletic Conference; Old Dominion Athletic Conference; Presidents' Athletic Conference; Southern Athletic Association; Southern California Intercollegiate Athletic Conference; Upper Midwest Athletic Conference and Wisconsin Intercollegiate Athletic Conference

*Confirmation of automatic qualifiers and pool numbers will be determined based on sport sponsorship information available at the time of championship selections.

(2) **Team access ratio.** The committee tabled the recommendation to modify the team access ratio from 1:7 to 1:6.5 and will review it during the committee’s February 2016 in-person meeting along with all Division III championship budget requests.

(3) **Championship format.** The committee approved that, after 54 holes, the field be cut to 15 teams and six individuals, effective with the 2017 championship. Cutting the field in this manner will provide for only one wave of play on the final day, which will allow greater flexibility to address weather delays. The change may prompt some teams to leave earlier than the current practice, thereby generating a nominal change fee for air travel arrangements; however, since the cut will be determined early evening Thursday, the number of teams leaving early will be limited.

g.  Men’s Ice Hockey.

(1) **Automatic qualification.** The committee approved that the following seven conferences receive automatic qualification for the 2017 Division III Men’s Ice Hockey Championship: Commonwealth Coast Conference, Massachusetts State Collegiate Athletic Conference, Minnesota Intercollegiate Athletic Conference, New England Hockey Conference, New England Small College Athletic Conference, Northern Collegiate
Hockey Association, and State University of New York Athletic Conference.

(2) Committee chair. The committee approved that Bill Kangas, head men’s ice hockey coach at Williams College, serve as the Division III Men’s Ice Hockey Committee Chair for the 2016-17 academic year (the last year of his service).

(3) Budget requests. The committee tabled the recommendations to require video replay at all games at the finals site and to increase the fees for referees and linesman, add a fee for the replay official, and provide a stipend to the supervisor of officials at the finals site; the recommendations will be reviewed during the committee’s February 2016 in-person meeting along with all Division III championship budget requests.

h. Women’s Ice Hockey.

(1) Automatic qualification. The committee approved that the following five conferences receive automatic qualification for the 2017 Division III Women’s Ice Hockey Championship: ECAC DIII Women’s West Hockey League; Minnesota Intercollegiate Athletic Conference; New England Hockey Conference; New England Small College Athletic Conference; and Women’s Northern Collegiate Hockey Association.

(2) Committee chair. The committee approved that Katie Boldvich, commissioner of the Colonial Hockey Conference and the New England Hockey Conference, serve as chair of the Division III Women’s Ice Hockey Committee.

(3) Budget requests. The committee tabled the recommendations to require video replay at all games at the finals site and to increase the fees for referees and linesman, add a fee for the replay official, and provide a stipend to the supervisor of officials at the finals site; the recommendations will be reviewed during the committee’s February 2016 in-person meeting along with all Division III championship budget requests. In addition, the committee did not approve that the championship field be increased from eight to nine teams; the committee reaffirmed commitment to the policy of maintaining even-sized brackets, but agreed to examine during its February meeting whether sports with lower sponsorship should merit an exception to this policy.
(4) **Rankings.** The committee did not approve a change to the rankings policy to allow that the sport region with the fewer teams rank a minimum of six teams, and that the proportionate percentage of teams ranked apply to the opposite region. The committee was not comfortable providing an exception to the team rankings policy (i.e., each region to rank 15 to 21 percent of teams).

i. **Men’s Lacrosse.**

(1) **Automatic qualification.** The committee approved that the following 24 conferences receive automatic qualification to the 2017 NCAA Division III Men’s Lacrosse Championship: Capital Athletic Conference; Centennial Conference; Colonial States Athletic Conference; Commonwealth Coast Conference; Empire 8; Great Northeast Athletic Conference; Landmark Conference; Liberty League; Little East Conference; Michigan Intercollegiate Athletic Association; Middle Atlantic Conference Commonwealth; Middle Atlantic Conference Freedom; Midwest Lacrosse Conference; New England Small College Athletic Conference; NEWMAC Lacrosse League; North Atlantic Conference; North Coast Athletic Conference; North Eastern Athletic Conference; Ohio Athletic Conference; Ohio River Lacrosse Conference, Old Dominion Athletic Conference; Skyline Conference; Southern Athletic Association and State University of New York Athletic Conference.

(2) **Committee chair.** The committee approved that Jay Gardiner, commissioner of the Southern Athletic Association, serve as Division III Men’s Lacrosse Committee Chair for the 2016-17 academic year.

j. **Women’s Lacrosse.**

(1) **Automatic qualification.** The committee approved that the following 29 conferences receive automatic qualification to the 2017 NCAA Division III Women’s Lacrosse Championship: Capital Athletic Conference; Centennial Conference; College Conference of Illinois and Wisconsin; Colonial States Athletic Conference; Commonwealth Coast Conference; Empire 8; Great Northeast Athletic Conference; Landmark Conference; Liberty League; Little East Conference; Massachusetts State Collegiate Athletic Conference; Michigan Intercollegiate Athletic Association; Middle Atlantic Conference Commonwealth; Middle Atlantic Conference Freedom; Midwest Women’s Lacrosse Conference; New England Collegiate Conference; New England Small College Athletic Conference; New
England Women’s and Men’s Athletic Conference; New Jersey Athletic Conference; North Atlantic Conference; North Coast Athletic Conference; North Eastern Athletic Conference; Ohio Athletic Conference; Ohio River Women’s Lacrosse Conference; Old Dominion Athletic Conference; Skyline Conference; Southern Athletic Association; State University of New York Athletic Conference; and USA South Athletic Conference.

(2) Squad size increase. The committee tabled the recommendation to increase the squad size from 28 to 30 student-athletes in uniform, thereby increasing the travel party to 32 individuals; the recommendation will be reviewed during the committee’s February 2016 in-person meeting along with all Division III championship budget requests.

k. Rowing. The committee approved that the following four conferences receive automatic qualification to the 2017 NCAA Division III Rowing Championship: The Liberty League, Mid-Atlantic Rowing Conference, the New England Women’s and Men’s Athletic Conference and the New England Small College Athletic Conference.

l. Men’s and Women’s Soccer. The committee approved that the current strength of schedule multiplier be eliminated from the strength of schedule calculation, effective with the 2017 championship. Due to a revised calculation from the original method, the current strength of schedule multiplier is no longer achieving the intended effect as when the multiplier was implemented for the men in 2011.

m. Softball.


(2) Committee chair. The committee approved that Michelle Manning, associate director of athletics at Ithaca College, serve as Division III Softball Committee Chair.

(3) Mileage radius. The committee did not approve a recommendation to increase the mileage radius for championship ground transportation from 500 to 600 miles in preliminary round competition. The committee expressed concern about maintaining a quality travel experience for student-athletes and encouraging schools to depart from campus earlier (i.e., a night earlier) than they otherwise would. The committee agreed to discuss the concept further, including an alternative option to separating top teams in the earlier rounds of competition.

n. Men’s and Women’s Tennis.

(1) Men’s tennis automatic qualification. The committee approved that the following 35 conferences receive automatic qualification for the 2017 Division III Men’s Tennis Championships: Allegheny Mountain Collegiate Conference; American Southwest Conference; Capital Athletic Conference; Centennial Conference; City University of New York Athletic Conference; College Conference of Illinois & Wisconsin; Colonial States Athletic Conference; Empire 8; Great Northeast Athletic Conference; Heartland Collegiate Athletic Conference; Iowa Intercollegiate Athletic Conference; Landmark Conference; Liberty League; Little East Conference; Michigan Intercollegiate Athletic Association; Middle Atlantic Conference Commonwealth; Middle Atlantic Conference Freedom; Midwest Conference; Minnesota Intercollegiate Athletic Conference; New England Men’s and Women’s Athletic Conference; New England Small College Athletic Conference; North Atlantic Conference; North Coast Athletic Conference; Northern Athletics Conference; Northwest Conference; Ohio Athletic Conference; Old
Dominion Athletic Conference; Presidents’ Athletic Conference; Skyline Conference; Southern Athletic Association; Southern California Inter. Athletic Conference; Southern Collegiate Athletic Conference; The Commonwealth Coast Conference; University Athletic Association; USA South Athletic Conference.

(2) **Women’s tennis automatic qualification.** The committee approved that the following 39 conferences receive automatic qualification for the 2017 Division III Women’s Tennis Championships: Allegheny Mountain Collegiate Conference; American Southwest Conference; Capital Athletic Conference; Centennial Conference; City University of New York Athletic Conference; College Conference of Illinois and Wisconsin; Colonial States Athletic Conference; Empire 8; Great Northeast Athletic Conference; Great South Athletic Conference; Heartland Collegiate Athletic Conference; Iowa Intercollegiate Athletic Conference; Landmark Conference; Liberty League; Little East Conference; Michigan Intercollegiate Athletic Association; Middle Atlantic Conference Commonwealth; Middle Atlantic Conference Freedom; Midwest Conference; Minnesota Intercollegiate Athletic Conference; New England Small College Athletic Conference; New England Women’s and Men’s Athletics Conference; New Jersey Athletic Conference; North Coast Athletic Conference; North Eastern Athletic Conference; Northern Athletics Conference; Northwest Conference; Ohio Athletic Conference; Old Dominion Athletic Conference; Presidents’ Athletic Conference; Skyline Conference; Southern Athletic Association; Southern California Inter. Athletic Conference; Southern Collegiate Athletic Conference; State University of New York Athletic Conference; The Commonwealth Coast Conference; University Athletic Association; USA South Athletic Conference; Wisconsin Intercollegiate Athletic Conference.

(3) **Access ratio.** The committee tabled the recommendation to modify the team access ratio from 1:7.5 to 1:7 and will review it during the committee’s February 2016 in-person meeting along with all Division III championship budget requests.

**o. Men’s and Women’s Track and Field and Cross Country.**

(1) **Officials – recall starter.** The committee approved that one more recall starter be added to the cross country championship officiating crew, effective with the 2016 championship. The addition bears a nominal expense ($40 fee).
(2) **Committee chair.** The committee approved that Bill Ross, associate director of athletics and recreation services at Allegheny College, and Thomas Thomasson, associate director of athletics and recreational services at Rutgers-Camden, serve as co-chairs of the Division III Men’s and Women’s Track and Field and Cross Country Committee for the 2016-17 academic year.

(3) **Cross country – start times.** The committee recommended that the men’s and women’s track and field and cross country committee seek feedback on the revised start time protocol from participants following the 2016 championship.

p. **Wrestling.**

(1) **2017 regional site selection.** The committee approved the following 2017 regional site selections:

- Central Region – Loras College; Five Flags Center in Dubuque, Iowa.
- West Region – Concordia College, Moorhead; Memorial Auditorium in Moorhead, Minnesota.

The 2017 East and Mideast Regional locations are to be determined.

(2) **Regional alignment.** The committee approved the following regional placements for new wrestling programs, effective with the 2017 championship:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>MacMurray College</td>
<td>Central</td>
</tr>
<tr>
<td>Nebraska Wesleyan University</td>
<td>Central Region</td>
</tr>
<tr>
<td>Southern Virginia University</td>
<td>East Region</td>
</tr>
<tr>
<td>Keystone College</td>
<td>Mideast Region</td>
</tr>
<tr>
<td>Otterbein University</td>
<td>Midwest Region</td>
</tr>
<tr>
<td>Thomas More College</td>
<td>Midwest Region</td>
</tr>
<tr>
<td>Castleton University</td>
<td>Northeast Region</td>
</tr>
<tr>
<td>New England College</td>
<td>Northeast Region</td>
</tr>
</tbody>
</table>

The committee did not support additional realignment recommendations which aimed to balance the number of teams per region, but will consider changes once the wrestling committee is fully composed (addition of two committee members for the 2017-18 academic year).
q. Men’s Volleyball.

(1) **Automatic qualification.** The committee approved that the following eight conferences receive automatic qualification for the 2017 Division III Men’s Volleyball Championship: City University of New York Athletic Conference; Continental Volleyball Conference; Great Northeast Athletic Conference; Midwest Collegiate Volleyball League; New England Collegiate Conference; North Eastern Athletics Conference; Skyline Conference; United Volleyball Conference.

The Midwest Collegiate Volleyball Conference is a single-sport conference in its first year as eligible for the automatic qualification.

(2) **Committee chair.** The committee approved that Russ Rogers, director of athletics at Stevens Institute of Technology, to serve as Division III Men’s Volleyball chair.

(3) **Bracket configuration.** The committee did not approve a recommendation to allow the men’s volleyball committee the flexibility to decide the best format for the first-round of competition with matches hosted at two sites with four teams each or four sites with two teams each. While the committee is sympathetic to the challenge of building a viable pool of first-round host sites, the committee expressed concern about the ambiguity and uncertainly of the proposed solution. The committee encouraged the men’s volleyball committee to examine other ways to build hosting interest, including utilizing regional advisory members and conference commissioners to help encourage bid interest.

(4) **Budget requests.** The committee tabled the recommendations to modify the championship format to include four three-team first-round sites and a four-team finals site and to increase the officials’ fees at the championship site; the recommendations will be reviewed during the committee’s February 2016 in-person meeting along with all Division III championship budget requests.

8. **Playing Rules and Officiating Updates.** NCAA playing rules staff provided a general update on the Arbiter system and the officials background check pilot program.

9. **Championships Participation – Obligation to Compete.** The committee agreed to revisit the topic of championships participation and the obligation to compete once selected during a future meeting. The committee noted the variety of thought and opinion that came out of the general discussion with the sport committee chairs.
10. **Championships Committee Composition.** The committee initiated discussion on the appropriate size and make-up of the committee, but took no action. The committee agreed to seek input from the championships advisory committee of the Division III Commissioners Association (the topic originated with commissioners), noting that any change would require a legislative action.

11. **Future Meeting Dates.** The committee reviewed dates for in-person meetings through February 2017. The committee will consider various June meeting dates – options include: June 12-13, June 15-16, or June 19-20. The September 2017 in-person meeting will include the championships committee only; updates with the sport committees will be conducted via teleconference in August and September 2017.

12. **Other business.**

   - **WIAC Baseball Automatic Qualification.** The committee did not approve the request from the Wisconsin Intercollegiate Athletic Conference to waive the Automatic Qualification requirements in baseball upon the conference’s completion of a two-year grace period in 2016-17. The conference is considering the addition of an affiliate member in 2017-18 to fulfill the seven-member requirement; however, the affiliate member will not be an NCAA active member until 2018-19 at the earliest.

13. **Adjournment.** Prior to adjournment, the committee thanked Tracey Ranieri and Terry Small for their service to the Division III Championships Committee.

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**Committee Chair:** Gerald Young, Carleton College, Minnesota Intercollegiate Athletic Conference

**Staff Liaisons:** Liz Turner Suscha, Championships and Alliances
Maureen Harty, Academic and Membership Affairs

<table>
<thead>
<tr>
<th><strong>Division III Championships Committee</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>September 12-13, 2016, Meeting</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Attendees:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Corey Borchardt, Upper Midwest Athletic Conference.</td>
</tr>
<tr>
<td>Jennifer Chuks, Williams College; New England Small College Athletic Conference.</td>
</tr>
<tr>
<td>Susan Fumagalli Mahoney, Gettysburg College; Centennial Conference.</td>
</tr>
<tr>
<td>Julie Johnson, Ripon College; Midwest Conference.</td>
</tr>
<tr>
<td>Tracey Ranieri, State University of New York at Oneonta; State University of New York Athletic Conference.</td>
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<tr>
<td>Guests in Attendance:</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>None.</td>
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</table>

<table>
<thead>
<tr>
<th>NCAA Staff Support in Attendance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shalisa Griffin, Maureen Harty and Liz Turner Suscha</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other NCAA Staff Members in Attendance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Baldwin, Ben Brownlee, John Bugner, Dan Calandro, Joni Comstock, Dan Dutcher, Reed Fogle, Jan Gentry, Elisa Halpin, John Kuzio, Louise McCleary, Jeff Myers, Nancy O’Hara, John Pfeffenberger, Katherine Plessy, Anjellica Rospond, Juanita Sheely, Ethan Walker and JP Williams</td>
</tr>
</tbody>
</table>
### 2015-16 Championships Financial Summary

Division III Championships - Combined Women's Basketball Championship Pro Forma Expense
For Fiscal Year Ended:  August 31, 2016*

*The NCAA is still in the process of closing its books for the fiscal year as of September, 12 2016; however; the data on this report is materially accurate for the year-end financial performance of the Division.

<table>
<thead>
<tr>
<th>Project Rollup 1</th>
<th>Championship Operations Group</th>
<th>Actual</th>
<th>Budget Original</th>
<th>Variance Actual to Budget Original $ F/(U)</th>
<th>Variance Actual to Budget Original % F/(U)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIII Portion of Combined Women's Basketball Championship</td>
<td>Game Operations</td>
<td>$27,408</td>
<td>$22,000</td>
<td>($5,408)</td>
<td>(24.6%)</td>
</tr>
<tr>
<td></td>
<td>Committee Expense</td>
<td>$6,990</td>
<td>$19,000</td>
<td>$12,010</td>
<td>63.2%</td>
</tr>
<tr>
<td></td>
<td>Team Travel</td>
<td>$21,767</td>
<td>$110,000</td>
<td>$88,233</td>
<td>80.2%</td>
</tr>
<tr>
<td></td>
<td>Team Per Diem</td>
<td>$40,500</td>
<td>$49,000</td>
<td>$8,500</td>
<td>17.3%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$96,665</strong></td>
<td><strong>$200,000</strong></td>
<td><strong>$103,335</strong></td>
<td><strong>51.7%</strong></td>
</tr>
</tbody>
</table>
MEMORANDUM

October 3, 2016

VIA EMAIL

TO: Presidents and Chancellors
    Directors of Athletics
    Senior Woman Administrators – of NCAA Division III Member Institutions.
    Faculty Athletics Representatives
    Athletics Direct Reports

FROM: Eric Hartung, Associate Director of Research for Division III.

SUBJECT: Launch of the Division III Institutional Performance Program (IPP).

What is the IPP?

The IPP consolidates data your institution has already submitted to the Association into a user-friendly format with reporting and benchmarking functionality. It provides better visibility into your data with the hope it will facilitate better informed decisions and strategic planning on your campus. Click here for an overview of the IPP.

Why should I use the IPP?

- There is no extra work on your end. The data you annually submit to the NCAA is already in the system.

- A secured, powerful platform provides information you can rely on.

- The peer comparison feature lets you compare your school, privately, in all data categories to existing peers (for example, conference and all Division III) and to other peer groups of your own choosing.

How do I access the IPP?

You must have an ncaa.org account (user ID and password) and proper access. If you do, click here. If an account does not already exist, please contact your Single Source Sign-On (SSSO) administrator (typically the Director of Athletics). He or she can establish your account and assign you access to the IPP. Once access has been assigned and you have logged in, click the IPP icon.
Where does the data come from?

1. **Sports Sponsorship and Demographics Form** (due August 1st): Required submission of information for student-athletes, athletics administrators and coaches.

2. **Graduation Rates Data Collection System** (due June 1st): Required submission of student-body information and voluntary submission of student-athlete information.


All three systems are available to users with proper SSSO access [here](#).

How can the IPP help me?

- **ACADEMICS**: Review graduation rates data, including trends by gender, race/ethnicity and sport. Additional information about graduation rates can be found [here](#).

- **STUDENTS**: View your student-athlete data and compare their characteristics with those at peer institutions; view how your student-athletes compare with your entire undergraduate population in regard to gender and reported ethnicity/racial groups; compare sports sponsorship with peer institutions. Additional information about the diversity of your student-athletes can be found [here](#).

- **LEADERSHIP**: See breakdown of assistant and head coaches and administrators by gender, sport and race/ethnicity and compare their characteristics with peer groups and your conference. Additional information about the diversity of your coaches and athletics administrators can be found [here](#).

- **FINANCIAL**: View how expenses are trending; research compensation data for head and assistant coaches and administrators to compare against peer groups. Better understand the expense implications of adding a sport(s) to your athletics program. Additional information about the finances of intercollegiate athletics can be found [here](#).

Questions?

Contact Eric Hartung, [ehartung@ncaa.org](mailto:ehartung@ncaa.org), 317/917.6306
What is the IPP data management system?

- The IPP data management system consolidates data currently being submitted by Division III institutions into a more user-friendly format with reporting functionality.
- IPP provides leaders better visibility into their institutional data.
- The goal: to facilitate better informed decisions and strategic planning on campus.

How can IPP help me?

**ACADEMICS:** Review graduation rates data, including trends by gender, race/ethnicity and sport.

**STUDENTS:** View the data of your student-athletes and compare their characteristics with those at peer institutions; view how your student-athletes compare with your entire undergraduate population in regard to gender and reported ethnicity/racial groups; compare sports sponsorship with peer institutions.

**LEADERSHIP:** See breakdown of assistant and head coaches and administrators by gender, sport and race/ethnicity and compare their characteristics with peer groups and your conference.

**FINANCIAL:** View how expenses are trending; research compensation data for head and assistant coaches and administrators to compare against peer groups; and better understand the expense implications of adding a sport(s) to your athletics program.

Why should I use IPP?

- No extra work on your end. The data you annually submit to the NCAA is already in the system.
- Secured, powerful platform provides information you can rely on.
- Peer comparison feature lets you compare your school, privately, in all data categories to existing peers (for example, conference and all Division III) and to other peer groups of your own choosing.
<table>
<thead>
<tr>
<th>SPOPL Number</th>
<th>Title</th>
<th>Source</th>
<th>Effective Date</th>
<th>Intent</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NCAA MEMBERSHIP — CONDITIONS AND OBLIGATIONS OF MEMBERSHIP — INDEPENDENT MEDICAL CARE</td>
<td>NCAA Division III Presidents Council [Management Council (Committee on Competitive Safeguards and Medical Aspects of Sports)]</td>
<td>08/01/2017</td>
<td>To specify that an active member institution shall: (1) establish an administrative structure that provides independent medical care and affirms the unchallengeable autonomous authority of primary athletics health care providers (team physicians and athletic trainers) to determine medical management and return-to-play decisions related to student-athletes; and (2) designate an athletics healthcare administrator to oversee the institution's athletics health care administration and delivery.</td>
<td>The NCAA Principle of Health and Safety makes it the responsibility of institutions to protect the health of, and provide a safe environment for student-athletes. As a continuum of Inter-Association Consensus: Independent Medical Care for College Student-Athlete Guidelines, this proposal supports this principle and requires further administrative controls in the delivery of integrated sports medicine and athletic training services. Specifically, this proposal addresses the issue of medical providers at institutions having unchallengeable autonomous authority to determine medical management and return-to-play decisions of student-athletes. Further, the administrative structure should ensure that no coach serve as the sole supervisor for any medical provider, nor have sole hiring, retention, or dismissal authority over that provider. This is an issue facing institutions that directly impacts the health and well-being of student-athletes and this proposal will help ensure that appropriate medical care controls and authority exist.</td>
</tr>
<tr>
<td>2</td>
<td>LEGISLATIVE AUTHORITY AND PROCESS — AMENDMENT PROCESS — RECONSIDERATION — ELIMINATE WINDOW OF RECONSIDERATION AND PROHIBIT ADDITIONAL RECONSIDERATION</td>
<td>Minnesota Intercollegiate Athletic Conference and Southern California Intercollegiate Athletic Conference</td>
<td>08/01/2017</td>
<td>To eliminate the opportunity to reconsider an amendment following confirmation of an affirmative or negative vote on that amendment by the presiding officer.</td>
<td>The window of reconsideration for items just debated and voted on is unnecessary. Voting delegates have ample time to research and determine their institutional opinion, debate the merits, and cast informed final votes on proposals. Allowing any additional opportunity to discuss and revote on a previously decided proposal is superfluous. The window of reconsideration provides opportunities for unethical voting. Many delegates may depart after an initial vote on Convention proposals; as a result, a delegate could strategically vote on the prevailing side of a proposal with the intent to use the window of reconsideration to take advantage of the change in the composition of the room and reverse the outcome on the proposal. Removing the window of reconsideration and any additional opportunity to request a revote will be a positive change and will streamline the business session at Convention.</td>
</tr>
<tr>
<td>3</td>
<td>RECRUITING — TRYOUTS AND CAMPS AND CLINICS — DEREGLATING CAMPS AND CLINICS</td>
<td>North Coast Athletic Conference, Landmark Conference and Middle Atlantic Conferences</td>
<td>Immediate</td>
<td>To deregulate the tryout events and camps and clinics legislation to allow institutions to host or conduct events involving prospective student-athletes, provided those events are: (1) open to the general public; and (2) do not offer free or reduced admission to prospective student-athletes.</td>
<td>Camps and clinics provide benefits to institutions and conveniences to prospective student-athletes; they are one of the most effective recruiting tools for any institution. Additionally, athletic departments and athletics staff can realize revenue and income from these events. Much confusion exists surrounding the application of the existing legislation and the nuances in the legislation do little to minimize recruiting advantages or demand on prospective student-athletes. This proposal would allow for instruction, practice-type activities and competition amongst prospective student-athletes without the unnecessary restrictions that exist in the current legislation. This proposal would continue to require that events involving prospective student-athletes are open to the general public and could not offer free or reduced admission to prospective student-athletes. Additionally, institution-hosted events would continue to be precluded from offering recruiting or scouting services. Maintaining those limited restrictions while eliminating all other existing criteria related to camps and clinics will make it easier for institutions to productively host events involving prospective student-athletes without opening the door for abuse. An immediate effective date will allow institutions to take advantage of the more reasonable...</td>
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<tr>
<td>SPOPL Number</td>
<td>Title</td>
<td>Source</td>
<td>Effective Date</td>
<td>Intent</td>
<td>Rationale</td>
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<tr>
<td>4</td>
<td>ELIGIBILITY – GRADUATE AND POSTBACCALAUREATE TRANSFERS</td>
<td>Wisconsin Intercollegiate Athletic Conference and Little East Conference</td>
<td>08/01/2017</td>
<td>To permit a graduate student to participate in intercollegiate athletics at the institution of his or her choice.</td>
<td>Current legislation permits a graduate or postbaccalaureate student to participate only at the institution from which the student-athlete received his or her undergraduate degree. This legislation is overly restrictive in that it prohibits student-athletes who have already achieved the primary goal of collegiate enrollment (i.e., the attainment of an undergraduate degree) from continuing to pursue athletic endeavors while simultaneously progressing toward a postgraduate degree and the ultimate fulfillment of their academic and career goals. Currently, student-athletes on the verge of earning a baccalaureate degree with both seasons of participation and terms of attendance remaining must either delay graduation or potentially enroll in a graduate program that is not consistent with their career aspirations in order to continue their athletics participation.</td>
</tr>
<tr>
<td>5</td>
<td>FINANCIAL AID FROM OUTSIDE SOURCES THAT CONSIDER ATHLETICS LEADERSHIP, ABILITY, PARTICIPATION OR PERFORMANCE – RESTRICTION ON RECIPIENT’S CHOICE OF INSTITUTIONS</td>
<td>NCAA Division III Presidents Council Management Council (Financial Aid Committee)</td>
<td>08/01/2017</td>
<td>To amend the limitations of outside financial aid awards to preclude the donor of an outside aid award that considers athletics leadership, ability, participation or performance from restricting the recipient to attend a specific institution.</td>
<td>Current legislation allows Division III student-athletes to receive a financial aid award from an outside source that considers athletics leadership, ability, participation or performance, provided a variety of conditions are met. One of those conditions precludes the student-athlete’s choice of institutions from being restricted, in any way, by the donor of the aid. This requirement precludes a student-athlete from receiving such an award that must be used within the student-athlete’s home state or even within Division III. Amending that requirement to allow these outside awards, as long as the student-athlete is not restricted to attend a single institution allows student-athletes additional flexibility to receive outside awards without subverting the integrity of the outside aid legislation.</td>
</tr>
<tr>
<td>6</td>
<td>PLAYING AND PRACTICE SEASONS – GENERAL PLAYING SEASON REGULATIONS – STANDARDIZATION OF ANNUAL CONTEST AND DATE OF COMPETITION EXEMPTIONS</td>
<td>NCAA Division III Management Council</td>
<td>08/01/2017</td>
<td>To standardize annual contest and date of competition exemptions. Specifically, to allow each sport to exempt participation in the following: (1) conference championship; (2) season-ending tournament; and (3) two scrimmages, exhibitions or joint practices. Additionally, to allow the two scrimmages, exhibitions or joint practices to occur prior to the first permissible contest date in all sports other than wrestling.</td>
<td>Current annual contest and date of competition exemptions vary dramatically from one sport to the next, which creates an administrative burden for institutional staff charged with overseeing compliance with playing seasons legislation. Allowing each sport to continue to exempt conference and season-ending championship (e.g., NCAA championship) participation would maintain the most commonly used annual exemptions. Eliminating all other annual and sport-specific exemptions while permitting each sport to exempt two scrimmages, exhibitions or joint practices would standardize annual contest and date of competition exemptions across sports, without negatively impacting the sports that use those current exemptions. Sports with a nontraditional segment would continue to be permitted to exempt an alumni contest occurring during the nontraditional segment; the alumni contest would be the only exemption permitted during the nontraditional segment and those institutions would be required to count the alumni contest as one of their two scrimmages, exhibitions or joint practices. Lastly, allowing the scrimmages, exhibitions or joint practices to occur prior to the first contest date allows institutions to use those competitions as preparation for the regular season. Wrestling would continue to be precluded from competing prior to its first permissible contest date based on the rationale for Proposal 2011-12.</td>
</tr>
<tr>
<td>7</td>
<td>PLAYING AND PRACTICE</td>
<td>Minnesota</td>
<td>Immediate</td>
<td>To eliminate the requirement that the restrictions beginning in 2017.</td>
<td>Currently, the required day off must apply to each team as a whole. Division III indoor</td>
</tr>
<tr>
<td>Number</td>
<td>Title</td>
<td>Source</td>
<td>Effective Date</td>
<td>Intent</td>
<td>Rationale</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
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<td>-----------</td>
</tr>
<tr>
<td>8</td>
<td>PLAYING AND PRACTICE SEASONS -- FIELD HOCKEY AND LACROSSE -- PRESEASON JOINT PRACTICE, SCRIMMAGE OR EXHIBITION -- EXEMPTION FROM MAXIMUM CONTEST AND DATE OF COMPETITION LIMITATIONS</td>
<td>Middle Atlantic Conferences, Empire 8 and Great Northeast Athletic Conference</td>
<td>08/01/2017</td>
<td>To allow field hockey and lacrosse teams to conduct an exempted scrimmage, exhibition or joint practice with outside competition prior to the first permissible contest or date of competition.</td>
<td>At the 2015 Convention, the membership adopted Proposal 2015-13, which established an exempted preseason scrimmage, exhibition or joint practice in the sports of soccer and women's volleyball. Because the conference sponsor of Proposal 2015-13 does not sponsor lacrosse or field hockey, neither of those two sports were included in the proposal. Field hockey and lacrosse are very similar to soccer and should be treated in the same fashion. Thus, field hockey and lacrosse should be afforded the opportunity for a preseason exemption that is already available to soccer. This proposal creates consistency between similar sports, which will ease administrative and tracking burden on institutional campuses.</td>
</tr>
<tr>
<td>9</td>
<td>MEMBERSHIP -- PROVISIONAL OR RECLASSIFYING MEMBERSHIP -- CLASS SIZE AND ASSIGNMENT -- PROVISIONAL PROGRAM SIZE LIMIT</td>
<td>NCAA Division III Management Council (Membership Committee).</td>
<td>08/01/2017</td>
<td>To limit the total number of participants in the provisional or reclassifying membership program to not more than 12 institutions.</td>
<td>Setting a maximum limit on the number of institutions in the provisional or reclassifying membership process will improve the quality of attention and service provided to each participating institution. Limiting the number of institutions in the process to 12 will allow each institution to have an experienced mentor by allowing new membership committee members the opportunity to spend one year on the committee before being assigned to mentor an institution in the provisional program. The change also eliminates the need to average class sizes at four per year if, at any time, a waiver for more than four institutions is granted. Participant institutions in the exploratory year would not be included in calculations of the limit. A waiver of the class or program limits would still be available in special circumstances.</td>
</tr>
</tbody>
</table>
DIVISION III FACTS AND FIGURES

MEMBERSHIP
Division III is the NCAA’s largest division (approximately 40% of total membership).

<table>
<thead>
<tr>
<th>Division III</th>
<th>TOTAL MEMBERS</th>
<th>450</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

- 442 Active
- 7 Provisional
- 1 Reclassifying
- 80% (360) of active Division III institutions are private
- 20% (90) of institutions are public

STUDENT-ATHLETE COMPOSITION
On average, student-athletes comprise 24% of the student body at Division III institutions. (This percentage ranges from two to more than 60%)

| Median number of student-athletes at schools that don’t sponsor football. | 279 |
| Median number of student-athletes at schools that sponsor football. | 549 |

AVERAGE TOTAL OPERATING EXPENSES PER INSTITUTION

<table>
<thead>
<tr>
<th>WITH FOOTBALL</th>
<th>WITHOUT FOOTBALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>$4,108,000</td>
<td>$2,709,000</td>
</tr>
</tbody>
</table>

SPORTS SPONSORED PER INSTITUTION
18 average number of sports that Division III schools sponsor.

NCAA BUDGET ALLOCATION
$29.7 million (3.18% of NCAA operating budget.)

PRIORITY INITIATIVES
- Clarify the values of Division III athletics.
- Appropriately leverage presidential leadership in the Division III governance structure.
- Ensure the division is effectively managing equity and inclusion issues.
- Enhance the well-being of prospects, student-athletes and staff.
- Promote the Division III philosophical principle that the academic performance of student-athletes should be consistent with the general student body.
- Enhance formal accountability of the governance structure.
- Maintain a balanced budget.

DIVISION III STUDENT-ATHLETES
- Report participating in club sports and intramural sports at greater rates than the student body.
- Report active academic engagement and participation in academic “extras,” such as research with faculty, study abroad opportunities and capstone/senior thesis projects.
- Have a graduation rate approximately 5 percent higher than the overall student body.
- Report significantly greater gains in time management when compared with the student body.
- Report greater involvement in volunteering.
- Are more likely to report that they see themselves as part of the campus community.
- 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 FACTS AND FIGURES

ATHLETICS PARTICIPATION (including emerging sports)
Approximately 38.9% of NCAA student-athletes compete at Division III institutions.

<table>
<thead>
<tr>
<th>Division III</th>
<th>NCAA Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>111,770 (58.4%)</td>
</tr>
<tr>
<td>Women</td>
<td>79,628 (41.6%)</td>
</tr>
<tr>
<td>Total</td>
<td>191,398</td>
</tr>
</tbody>
</table>

Source: 2015-16 Participation and Sponsorship Report

UNDERGRADUATE ENROLLMENT

| Lowest | 232 |
| Median | 1,766 |
| Average| 2,648 |
| Highest| 24,991 |

Source: 2016 Sports Sponsorship Form

DIVISION III CHAMPIONSHIPS

MEN CHAMPIONSHIP SPORTS (14)
- Baseball
- Basketball
- Cross Country
- Football
- Golf
- Ice Hockey
- Lacrosse
- Soccer
- Softball
- Swimming and Diving
- Tennis
- Indoor Track and Field
- Outdoor Track and Field
- Volleyball
- Wrestling

WOMEN CHAMPIONSHIP SPORTS (14)
- Basketball
- Cross Country
- Field Hockey
- Golf
- Ice Hockey
- Lacrosse
- Rowing
- Soccer
- Softball
- Swimming and Diving
- Tennis
- Indoor Track and Field
- Outdoor Track and Field
- Volleyball

NATIONAL COLLEGIATE CHAMPIONSHIPS (9)
- Men - Gymnastics, Water Polo
- Women – Beach Volleyball, Bowling, Gymnastics, Water Polo
- Men and Women - Fencing, Rifle, Skiing

Source: NCAA Financial Statements

Source: 2015 NCAA Financial Reporting System

Source: 2016 Participation and Sponsorship Report
POSITIONING STATEMENT

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, all of 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, in which 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 their full passions and find their potential through a comprehensive educational experience.

THE THREE D’S

DISCOVER
Division III student-athletes are encouraged to pursue their interests and passions beyond the classroom and field of play … to discover themselves.

DEVELOP
Division III institutions provide an environment that encourages student-athletes to develop into well-rounded adults. Small class sizes, the ability to participate in more than one sport, and an emphasis on participating in activities outside of the classroom are all hallmarks of the Division III experience.

DEDICATE
Division III institutions expect student-athletes to dedicate themselves to achieving their potential. Student-athletes must manage their busy schedules, keep up with class work and face the same challenges as the rest of the student body.

WHAT DOES DIVISION III ATHLETICS HAVE TO OFFER?

- Division III athletics provides a well-rounded collegiate experience that involves a balance of rigorous academics, competitive athletics, and the opportunity to pursue the multitude of other co-curricular and extra-curricular opportunities offered on Division III campuses.
- Division III playing season and eligibility standards minimize conflicts between athletics and academics, allowing student-athletes to focus on their academic programs and the achievement of a degree.
- Division III offers an intense and competitive athletics environment for student-athletes who play for the love of the game, without the obligation of an athletics scholarship. However, three-quarters of all student-athletes in Division III receive some form of grant or nonathletics scholarship.
- Division III athletics departments place special importance on the impact of athletics on the participants rather than on the spectators. The student-athlete’s experience is of paramount concern.
- Division III athletics departments are dedicated to offering broad-based programs with a high number and wide range of athletics participation opportunities for both men and women.
- Division III places primary emphasis on regional in-season and conference competition, while also offering 37 national championships annually.
- Division III affords student-athletes the opportunity to discover valuable lessons in teamwork, discipline, perseverance and leadership, which in turn make student-athletes better students and responsible citizens.
- Division III features student-athletes who are subject to the same admission standards, academic standards, housing and support services as the general student body. The integration of athletics with the larger institution enables student-athletes to experience all aspects of campus life.
## CHAMPIONSHIPS (28 Division III specific)

<table>
<thead>
<tr>
<th>Sport</th>
<th>Men's Budget</th>
<th>Women's Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>$1,963,071</td>
<td>NA</td>
</tr>
<tr>
<td>Basketball</td>
<td>$1,039,241</td>
<td>$1,350,348</td>
</tr>
<tr>
<td>Cross Country</td>
<td>$560,320</td>
<td>$581,323</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>NA</td>
<td>$447,830</td>
</tr>
<tr>
<td>Football</td>
<td>$1,906,585</td>
<td>NA</td>
</tr>
<tr>
<td>Golf</td>
<td>$563,541</td>
<td>$333,377</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>$340,417</td>
<td>$296,004</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>$480,824</td>
<td>$746,444</td>
</tr>
<tr>
<td>Rowing</td>
<td>NA</td>
<td>$317,709</td>
</tr>
<tr>
<td>Soccer</td>
<td>$1,101,694</td>
<td>$1,263,436</td>
</tr>
<tr>
<td>Softball</td>
<td>NA</td>
<td>$1,453,315</td>
</tr>
<tr>
<td>Swimming and Diving</td>
<td>$531,072</td>
<td>$543,662</td>
</tr>
<tr>
<td>Tennis</td>
<td>$631,301</td>
<td>$664,143</td>
</tr>
<tr>
<td>Indoor Track and Field</td>
<td>$625,267</td>
<td>$626,450</td>
</tr>
<tr>
<td>Outdoor Track and Field</td>
<td>$795,214</td>
<td>$823,161</td>
</tr>
<tr>
<td>Volleyball</td>
<td>$180,281</td>
<td>$1,031,544</td>
</tr>
<tr>
<td>Wrestling</td>
<td>$391,535</td>
<td>NA</td>
</tr>
</tbody>
</table>

Overall Totals: $11,110,363

Source: NCAA Financial Statements

## NONCHAMPIONSHIPS INITIATIVES

<table>
<thead>
<tr>
<th>Initiative</th>
<th>2016-17 Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Initiative Conference Grants</td>
<td>$2,541,000</td>
</tr>
<tr>
<td>Women &amp; Minority Intern Program</td>
<td>$1,130,000</td>
</tr>
<tr>
<td>Strategic Alliance Matching Grant</td>
<td>$708,600</td>
</tr>
<tr>
<td>Student-Athlete Leadership Conference</td>
<td>$365,000</td>
</tr>
<tr>
<td>Division III Identity Program</td>
<td>$360,000</td>
</tr>
<tr>
<td>Division III Diversity Initiatives</td>
<td>$231,000</td>
</tr>
<tr>
<td>360 Proof</td>
<td>$200,000</td>
</tr>
<tr>
<td>ADR Institute</td>
<td>$90,000</td>
</tr>
<tr>
<td>Campus-based Student-Athlete Leadership Programs</td>
<td>$80,000</td>
</tr>
<tr>
<td>FAR Institute</td>
<td>$80,000</td>
</tr>
<tr>
<td>Annual Convention</td>
<td>$70,000</td>
</tr>
<tr>
<td>New AD and Commissioner Orientation</td>
<td>$60,000</td>
</tr>
<tr>
<td>NAD3AA Partnership</td>
<td>$52,000</td>
</tr>
<tr>
<td>Division-wide Sportmanship Initiative</td>
<td>$50,000</td>
</tr>
<tr>
<td>CoSIDA Partnership</td>
<td>$44,000</td>
</tr>
<tr>
<td>Division III Event Cancellation Insurance</td>
<td>$41,000</td>
</tr>
<tr>
<td>Special Olympics Partnership</td>
<td>$35,000</td>
</tr>
<tr>
<td>SWA Enhancement Grant Program</td>
<td>$28,000</td>
</tr>
<tr>
<td>Academic Reporting Honorarium</td>
<td>$25,000</td>
</tr>
<tr>
<td>Conference Commissioners Meeting</td>
<td>$20,000</td>
</tr>
<tr>
<td>Other Working Groups</td>
<td>$16,000</td>
</tr>
<tr>
<td>Additional Spring In-Person SAAC Meeting</td>
<td>$15,000</td>
</tr>
<tr>
<td>Administrator and Commissioner Meeting</td>
<td>$10,000</td>
</tr>
<tr>
<td>Miscellaneous Division III Initiatives</td>
<td>$4,000</td>
</tr>
</tbody>
</table>

Overall Total: $6,255,600

Source: NCAA Financial Statements

## DIVISION III STAFF SUPPORT

Overall, of 514 NCAA staff members, 38 support Division III directly. 14 provide full-time, 100% Division III support. (Does not include administrative assistants.)