



A G E N D A

The National Collegiate Athletic Association

Presidents/Chancellor Advisory Group

Westin Indianapolis
Indianapolis, IN

August 10, 2011
5 to 9 p.m.

1. Welcome. (Schmotter)
2. Advisory Group Roster. [Supplement No. 1] (Schmotter)
3. Overview of Advisory Group. [Supplement No. 2] (Schmotter)
4. Review Division III Strategic Positioning Platform. [Supplement No. 3] (Dutcher)
5. Division III Identity Initiative Activation Update. [Supplement No. 4a] (Dutcher/Kareti/Copeland)
 - a. Special Olympics. [Supplement No. 4b]
 - b. Division III Week. [Supplement No. 4c]
 - c. Social and New Media.
 - d. Customizable video. [Supplement No. 4d]
 - e. Purchasing Website. [Supplement No. 4e]
 - f. Toolkits.
 - g. Media tour update.
 - h. Roundtable discussion and feedback.
6. Review and discuss draft amendments to Division III Philosophy Statement. [Supplement No. 5]

7. Division III Budget. (Schmotter)
 - a. Review NCAA Division III 2011-12 and six-year budget projections. [Supplement Nos. 6a and 6b]
 - b. Review updated Division III reserve policy. [Supplement No. 6c]
 - c. Discuss development of proposed 2012-14 budget. [Supplement No. 6d]
8. Division III Strategic Initiatives Roundtable.
 - a. Drug education and testing. [Supplement Nos. 7a and 7b]
 - b. Financial aid education for non-athletics staff. [Supplement No. 7c]
 - c. Academic Reporting Pilot. [Supplement No. 7d]
 - d. Presidential Leadership. [Supplement No. 7e]
9. 2012 NCAA Convention.
 - a. Convention schedule. [Supplement No. 8a] (Kareti)
 - b. Report of Joint Legislative Steering Committee. [Supplement No. 8b] (Huchthausen)
10. Future meetings.
 - a. January 13, 2012; Indianapolis, IN in conjunction with the 2012 NCAA Convention. Updated information regarding the Convention to be forthcoming.
 - b. August 1, 2012; Indianapolis, IN – 5 to 9 p.m. [Annual meeting] NOTE: **THIS DATE IS NOT CONFIRMED.**
11. Other business.
12. Adjournment.



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Division III Chancellor/Presidents Advisory Group

Rationale for Establishment of Division III Chancellor/Presidents Advisory Group.

The Division III Chancellor/Presidents Advisory Group was established in response to the desire of the Division III Presidents Council to more directly and effectively engage presidents and chancellors in governance discussions at the national, conference and institutional levels.

Current position of this Advisory Group within the governance structure.

The Division III Chancellor/Presidents Advisory Group is not a legislated entity within the Division III governance structure. This allows the opportunity to develop a meeting structure and schedule that best benefits the Division III chancellors/presidents, conferences and the Division III Presidents Council.

Goals and Objectives of the Division III Chancellor/Presidents Advisory Group.

The main objectives of the Division III Chancellor/Presidents Advisory Group are:

- To enhance the level of understanding by chancellors/presidents in the NCAA governance process related to key issues facing Division III.
- To enhance the leadership of chancellors/presidents in the governance of intercollegiate athletics at the national, conference/independent and institutional levels. Special emphasis will be placed on key legislative proposals and policies and strategic direction.
- To enhance the integration of athletics programs within the educational mission of Division III schools and conferences. Special emphasis will be placed on strategic initiatives implemented through the new Division III conference grant program.
- To better recognize and accommodate the differing models of conference governance and expectations of leadership by chancellor/presidents within Division III.

Structure of the Division III Chancellor/Presidents Advisory Group.

Composition.

The Division III Presidents/Chancellor Advisory Group consists of one chancellor or president from each Division III voting conference not currently represented on the Presidents Council or by a chancellor/president on the Management Council. The group also includes two representatives from the Association of Division III Independents. Appropriate efforts shall be made to ensure the diversity of the group. As a minimal goal, group membership should include at least one person who is an ethnic minority and at least two persons of each gender; a single member shall not be considered to meet both minimums.

Appointment

Each commissioner of conferences not currently represented by a chancellor/president on the Presidents or Management Councils will be asked to identify a chancellor/president to serve on the Advisory Group.

Duties.

The Division III Presidents/Chancellor Advisory Group advises and provides input to the fifteen members of the Division III Presidents Council, and facilitates communication from the Council to chancellor/president colleagues in their respective conferences/group of independents.

Term of Office.

Representatives to the group serve a minimum of two years, and a maximum of three years. If a representative assumes responsibility for a term midyear, that individual shall still complete his or her term in conjunction with an NCAA Convention, and shall not exceed three years of service. Each Division III conference and the Association of Division III Independents are authorized to determine the exact term of office of their respective Advisory Group member. Further, after completing a term of office, members of the Advisory Group may not serve again for two years. The term of office shall be annually reported to the Division III Presidents Council and published in The NCAA News. Alternates or designees may be invited to attend the meeting, if necessary.

Frequency of meetings and conference calls.

- In-person meetings will be held in August and January given the Division III legislative cycle. For 2011-12, the in-person meetings will be August 10 and January 13, 2012.
- The August in-person meeting shall be held the day before the Division III Presidents Council meeting. The January in-person meeting shall coincide with the annual presidential luncheon at the NCAA Convention.
- Conference calls could be held before the April or October Presidents Council meeting and as required during other times of the year. Conference calls would be no longer than one hour in length.

Methods of communication.

Communication will occur predominantly through e-mail following the quarterly Management Council meetings but before the Presidents Council meetings so that information and input from the Division III Presidents/Chancellor Advisory Group can be shared with the Division III Presidents Council members. These policies will continue to evolve in order to implement the most efficient and effective means of communication.

DIVISION III STRATEGIC POSITIONING PLATFORM

NCAA Mission

What the brand wants to accomplish

To govern competition in a fair, safe, equitable and sportsmanlike manner, and to integrate intercollegiate athletics into higher education so that the educational experience of the student-athlete is paramount.

DIII Positioning Statement

Who we are

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

DIII Attributes

What we stand for

| | | | | | |
|---|---|--|---|---|---|
| Proportion: appropriate relation of academics with opportunities to pursue athletics & other passions. | Comprehensive Learning: opportunity for broad-based education and success. | Passion: playing for the love of the game, competition, fun and self-improvement. | Responsibility: development of accountability through personal commitment and choices. | Sportsmanship: fair and respectful conduct toward all participants and supporters. | Citizenship: dedication to developing responsible leaders and citizens in our communities. |
|---|---|--|---|---|---|

| | | | | | | |
|-----------------------|---------|----------|--------|-----------|-----------|-----------|
| NCAA Brand Attributes | Balance | Learning | Spirit | Character | Fair Play | Community |
|-----------------------|---------|----------|--------|-----------|-----------|-----------|

Audiences

Who we are addressing

| Student-Athletes / Parents | DIII Internal Constituencies | General Public / Media |
|----------------------------|------------------------------|------------------------|
|----------------------------|------------------------------|------------------------|

Audience Benefits

Key benefits of the DIII experience

- | | | |
|--|---|--|
| <ul style="list-style-type: none">- Continue to compete in a highly competitive athletics program and retain the full spectrum of college life.- Focus on academic achievement while graduating with a comprehensive education that builds skills beyond the classroom.- Access financial aid for college without the obligations of an athletics scholarship.- Opportunities to play more than one sport.- Be responsible for your own path, discover potential through opportunities to pursue many interests. | <ul style="list-style-type: none">- Academics are the primary focus for student-athletes. Shorter practice and playing seasons, no red-shirting and regional competition minimize time away from their academic studies and keep student-athletes on a path to graduation.- Student-athletes are integrated on campus and treated like all other members of the general student-body, keeping them focused on being a student first.- Participation in athletics provides valuable “life lessons” for student-athletes (teamwork, discipline, perseverance, leadership, etc) which often translate into becoming a better student and more responsible citizen. | <ul style="list-style-type: none">- Division III institutions develop student-athlete potential through a comprehensive educational approach.- Division III institutions offer athletics for the educational value and benefit to the student-athlete, not for the purposes of revenue generation or entertainment.- Participation in athletics provides valuable “life lessons” for student-athletes (teamwork, discipline, perseverance, leadership, etc) which often translate into becoming a better student and more responsible citizen.- Student-athletes compete in a highly competitive athletics program and retain the full spectrum of college life.- Student-athletes do not receive monetary incentive to play sports but rather participate for the love of the game. |
|--|---|--|

Reasons to Believe

Supporting features of DIII

- | | |
|---|--|
| <p>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.</p> <p>2. Integrated campus environment. About one-quarter of all students at Division III institutions participate in athletics. Those participating in athletics are integrated into the campus culture and educational missions of their colleges or universities:</p> <ul style="list-style-type: none">- Student-athletes are subject to admission and academic performance standards consistent with the general student body;- Student-athletes are not provided any special housing, services or support from their institution different from other students or student groups;- Athletics departments are regulated and managed through the same general procedures and practices as other departments of the institution. <p>This integration of athletics allows the student-athletes to take full advantage of the many opportunities of campus life and their entire collegiate experience.</p> <p>3. Academic focus. Student-athletes most often attend a college or university in Division III because of the excellent academic programs, creating a primary focus on learning and achievement of their degree. The division minimizes the conflicts between athletics and academics through shorter playing and practicing seasons, the number of contests, no red-shirting or out-of-season organized activities and a focus on regional in-season and conference play.</p> | <p>4. Available financial aid. Three-quarters of all student-athletes in Division III receive some form of grant or non-athletics scholarship. Student-athletes have equal opportunity and access to financial aid as the general student body – but are not awarded aid based on athletics leadership, ability, performance or participation.</p> <ul style="list-style-type: none">- Division III does not award athletics scholarships. Without the obligation of an athletics scholarship, student-athletes can emphasize academics, athletics and other opportunities of college life appropriate to the necessary commitment and their own passions. <p>5. Competitive athletics programs. Student-athletes do not receive any monetary incentive (athletics scholarship) to play sports in college. They play for the love and passion of the game and to push themselves to be their best, creating an intense, competitive athletics environment for all who participate.</p> <p>6. National championship opportunities. Division III has over 155,000 student-athletes competing annually in 36 different national championships. These competitions provide an opportunity for student-athletes to compete at the highest level and fulfill their athletics potential.</p> <p>7. Commitment to athletics participation. Division III institutions are committed to a broad-based program of athletics because of the educational value of participation for the student-athlete. The division has a higher number and wider variety of athletics opportunities on average than any other division in the NCAA, emphasizing both competitive men’s and women’s sports.</p> |
|---|--|



DIVISION III IDENTITY INITIATIVE

Existing Identity Activation Resources:

1. Platform Video
 - Five minute and 30 second versions.
2. Championships
 - Signage.
 - Banquet content.
3. Purchasing Website
 - 2010-11 credit closes August 31.
 - 2011-12 credit opens September 1.
4. Communication and Outreach
 - Toolkits.
 - Media tours.
 - Ncaa.org and social media.

Identity Activation in Progress:

1. Division III Week.
2. Customizable video.
3. Customizable apparel.
4. Special Olympics partnership.
5. Outreach to prospects.
6. Sports information connection.

Questions:

1. How well has the platform message been communication to the following key audiences:
 - Prospect student-athletes/parents?
 - Campus faculty?
 - Coaches?
 - The public?
2. What other resources can the NCAA national office provide to assist institutions and conferences?
3. When should the division conduct Division III week in 2011-12?
 - Late January.
 - Late February.
 - Early April, to coincide with National Student-Athlete day (Assume the event could move to other sport seasons/times of year in future years).
4. What should be the content focus of the customizable video (e.g., alumni profiles, a day in the life of a student-athlete on campus, academic, athletics and citizenship accomplishments of student-athletes)?

Home > Resources > Latest News > 2011 > July

Resources

Latest News

NCAA Media Center

Latest News

NCAA statement on Dominican National team game at University of Kentucky

An A+ for Mr. C

Make-A-Wish family thankful for DII efforts

Redlands AD to chair DIII Management Council in 2012

Men's College World Series to experiment with instant replay

Racy named an American Council on Education Fellow

Spring fever

[DIII gets dose of inspiration before Special Olympics launch](#)

Amateurism Cabinet seeks expanded definition of agents

NCAA to host summit on broadcasting issues

Scribe of the court

New bats are a hit, for some

DI Women's Basketball Committee to study moving the tournament back a week

Nothing 'mock' about women's basketball icon Betty Jaynes

PROP approves swimming and diving proposals

Papers sought for 2012 Scholarly Colloquium

Driving change in college athletics

List of attendees for presidential retreat

Presidential retreat Q and A with NCAA President Mark Emmert

Summer issue of Champion available online

FCS group supports override request on pregame lodging

DI Legislative Council disconnects phone-call legislation

Publish date: Jul 26, 2011

DIII gets dose of inspiration before Special Olympics launch

By Gary Brown
NCAA.org

Division III Student-Athlete Advisory Committee members have heard their share of motivational speeches over the years, but the one they got on Sunday from a Special Olympics athlete was a doozy.



SAAC members surround Special Olympics athlete Jason Plante, who presented to the group on Sunday.

staff liaison to the SAAC made the introduction – Plante broke the ice by saying, “Thanks, Jason ... I feel like I am thanking myself, though.”

Plante was there to advocate on behalf of Special Olympics and to acknowledge Division III student-athletes for their commitment, but he made the plea personal by telling his own story of how he got involved with the organization that helps develop people with disabilities through participation in sports.

“Not too long ago, I was not this happy, positive spokesperson for Special Olympics,” said the young man who because he was born with “pervasive developmental disorder” knew his life would be challenging, especially in school.

Saying, “We all want to have acceptance and recognition by others

Jason Plante, a junior at Purdue who also is a member of Special Olympics Indiana, talked to the DIII SAAC and the Division III Management Council during their joint meeting on July 24 and encouraged everyone in the room to get on board with the [new partnership](#) this year between Special Olympics and Division III.

He could not have been more inspirational.

Taking the microphone from a fellow Jason – Jason Montgomery, who as an NCAA

Special Olympics website to launch

Starting Aug. 1, Division III members will have an online community to share their Special Olympics stories and track collective progress. The NCAA has developed a Division III/Special Olympics website off the Division III home page on NCAA.org from which users can access almost anything they need for Special Olympics projects on their campuses.

The new site (which will be at D3SpecialOlympics.org) features:

- Special Olympics contacts in each state
- The DIII SAAC roster
- Tips on how to engage Special Olympics athletes with various needs

DII kicks off new mentoring program

Washington and Jefferson teams up with the children of Tendaba Village

Five new active members join Division II

Xavier's Mike Bobinski named chair of Division I Men's Basketball Committee for 2012-13 season

Swimming committee recommends change to false-start rule

Twitter query attracts DIII advocates

USA Football gives former NCAA athletes an international stage

Cabinet approves wrestling selection criteria changes

News Releases

Research

Postseason Football

Basketball Resources

Corporate Relationships

We are the NCAA

twitter

facebook

for who we are and what we do," Plante told the student-athletes and Council members of being rejected by peers in secondary school and suffering academically. "For seven years, I began to accept what they called me, what they said about me, and I started not to really even care about academics, because I didn't have any confidence in myself," he said in a broken voice.

But he brought home a brochure on Special Olympics that he got from his special education class one day, and his parents – who were there for his presentation on Sunday – thought that might be a place where Jason could flourish. "None of us would have guessed that this decision would turn my life around on such a grand scale," Plante said.

Since then, he has participated in two Special Olympics World Games, first in Shanghai, China, in 2007, winning a gold medal in unified golf (partnering with his dad), and then participating in this year's Games in Athens, Greece, finishing fourth in the individual 18-hole golf competition.

Plante said the support he has received from fellow athletes and volunteers in Special Olympics has enabled him to make more friends in a week than he did in years of school previously. He also turned his academics around, earning honor-roll distinction several times, graduating from high school and now entering his junior year as a psychology major at Purdue with a cumulative 3.25 grade-point average. That announcement brought down the house and interrupted Plante's train of thought, but he recovered nicely as the applause died down by quipping, "And thank you, that's my speech."



Special Olympics athlete Jason Plante captivated SAAC and Management Council members with his speech.

He wasn't done, though. He urged involvement with Special Olympics in one of three ways: as a coach who manages a team or individuals for tournaments and matches, as a "unified partner" who helps the Special Olympics athlete compete and improve skills, or as an event volunteer. Any of the three fill a need for Special Olympics, Plante said. He added that the self-gratification that comes with such involvement is off the charts, too.

"Just to be out there and see so many smiles, so much dedication – *it is worth it*," he emphasized.

He finished by asking student-athletes and administrators alike to chip in.

"All of you are very experienced, very knowledgeable about the sports you compete in," he said. "Imagine how helpful that can be to Special Olympics athletes. I believe you can change the lives of athletes just like the volunteers have changed my life to a point where I can now have a dream of graduating from a university with a good education and get the job I dream of.

"I may not become a pro golfer like I originally planned," Plante chuckled, "but I now have a chance to go for another dream. I think you guys can change lives and be the ones who help create a new Special Olympics life story."

That earned Plante a standing ovation, and devotion from a Student-Athlete Advisory Committee that not only selected Special Olympics for its philanthropic effort but also stands ready to lead the implementation charge.

- A handbook to help schools plan or participate in events
- Templates for press releases to promote the activities
- Videos from successful projects

Also included is a "tracking tool" for campuses conducting projects to report their activity and share success stories. Links to those stories will be included on the home page, as well, in addition to news items from the NCAA on the Special Olympics initiative.

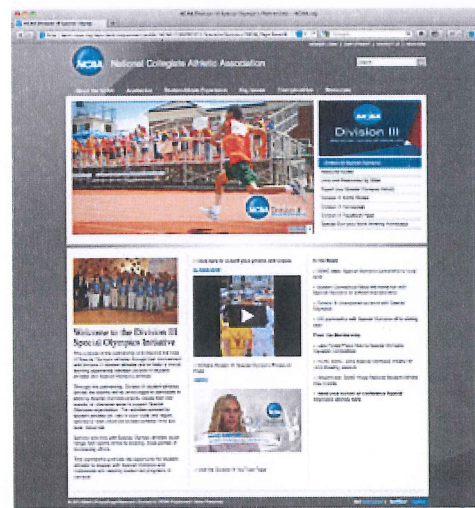
The NCAA also established an email address for people who have questions or suggestions at D3SpecialOlympics@ncaa.org. That account also will become active on Aug. 1.

"How can you *not* be ready to go after that?" said SAAC chair Brittany Petrella of Rowan University.

Division III officially kicks off the partnership this academic year, though many Division III schools already have standing relationships with the venerable organization. The partnership also [has been activated at several Division III championships](#) this year.

In fact, when Annette Lynch from Special Olympics North America followed Plante at the podium, she asked the SAAC how many had worked with Special Olympics athletes before. Almost all raised their hands.

"We're looking for engagement," Lynch said, "because that's how meaningful relationships happen. It's because of the positive attitude you bring – there's acceptance, inclusion and the purity of sport to make it all work."



A website dedicated to the partnership between Division III and Special Olympics will debut August 1.

Share / Save

PRINT



Division III Week Implementation Plan and Timeline

Background:

Division III Week is a component of the Division III strategic positioning activation and communication plan dated February 15, 2010. On the heels of launching the identity initiative, the goals of the activation and communication plan were:

1. To advance the Division III positioning so that the membership and stakeholders can:
 - a. More precisely define Division III;
 - b. Speak with one consistent/unified voice and recognize the power and persuasion that will come as a result; and
 - c. Guide, direct and shape future decisions and actions.
2. To educate and engage the Division III membership about the identity initiative and how to apply it at the conference levels.
3. To support the Division III membership through national office financial and staff resources so they can apply such resources towards the respective needs and target audiences.
4. To reinforce and connect the Division III purpose and values with those of the Association and collegiate model.

The goals remain the same and apply to the concept of Division III week.

Concept Overview:

Division III is the largest in the NCAA which is not a statement of competitiveness across the Association but rather recognition of the potential impact that comes with the sheer number of student-athletes competing at the Division III level.

The goals of Division III Week are to raise awareness of the division, to unite the membership behind the national message applied and enhanced at the local level, and to contribute to the many stakeholders within and surrounding individual campuses and conferences.

During a seven-day period in “early April”, every member institution and conference would conduct a type of outreach activity that falls into one of three categories:

- Academic accomplishment (example: have each of the fall teams nominate a faculty member to serve as a guest coach for a practice or competition).
- Athletic experience (example: have each of the fall teams participate in a youth sports clinic or competition).
- Community or campus outreach (example: have the fall teams participate in a local chapter of Special Olympics activity).

The institution or conference may already have a number of activities that could fall into any of these categories and could use any one to “count” towards Division III week. This initiative should not be viewed as an additional burden or responsibility but rather one that institutions can connect with from the local to the national level.

The Impact:

The principle behind Division III week is to be able to communicate on a national level that across the United States, “x” number of student-athletes contributed to “x” different projects or helped “x” number of people, or introduced “x” number of people to the Division III experience or impacted “initiative X” in a lasting way. From the local level, it gives the institution or conference the ability to say that during this week, Institution X’s “x” number of student-athletes contributed in a particular way. Or for the first time, Institution X was able to accomplish “Y.”

And while the sheer number of participants and the exponential impact would be impressive in and of itself, it is really the story behind it that will have the most value to Division III. These student-athletes will connect to something bigger than just their academic, athletic and campus experience individually. They will demonstrate that while this concentrated effort takes place during Division III week, it is a philosophy that the vast majority of student-athletes live on a regular basis.

Finally within the overall initiative, are ample places to advance the Division III Positioning Statement, the Attributes and the Reasons to Believe. There is activity to promote but more importantly is the message that both drives the activity but also surrounds it.

The Opportunities:

The national office will provide information and examples to help membership representative to engage and to activate. It will also be a prime opportunity for sports information directors and communications officers to use the language and resources provided in both the tool kit and Purchasing Web site. It will be an opportunity to engage key spokespeople that may have never been spokespeople for the Division III experience in the past (e.g., faculty representatives, presidents, academic officers, community leaders, etc.).

Next steps/timeframe:

- June 2011 – Communicate/engage CoSIDA to lead this effort as they are the representatives who would be well-versed in the various athletics department activities that take place throughout the calendar year. Provide a set of instructions/suggested next steps (draft attached) and draft communication templates that could be adapted based on the audience (presidents, media, campus, fans, prospects, etc.).

- July-August – Use Division III and national office communication platforms to engage the membership about Division III week. Determine mechanism and deadline by which the Division III membership will communicate back to the national office describing the local activation.
- July – Engage Student-Athlete Advisory Committee (SAAC) members to help lead this effort in the SAAC members’ respective conferences and campuses.
- July – Develop a suggested “visual package” through the Purchasing Web site that could be used for Division III week and then used for the institution/conference needs thereafter.
- September – Develop creative materials with Sport Graphics to use at Convention to visually show the magnitude of Division III week (e.g., a map that shows all of the activities that took place within one week, a “by the numbers” depiction of what is described in the first paragraph of the “the impact” paragraph above.). Note: the viability and extent of the creative materials used at Convention depends on the deadline by which you receive information back from the membership.
- October – Share specific examples of plans that will have already been submitted with the Division III Management Council and Presidents Council.
- October – Develop a communications plan with the Communications Group around Division III week that identifies opportunities at the national, regional and local levels using all of the available platforms. The communications plan should be both promotional and informational in nature for both internal and external audiences.
- December – finalize any materials for use at Convention.
- January 2012 – Use NCAA Convention as a mechanism to both promote and celebrate Division III week but also to rollout the new Division III video.
- At all turns, promote, engage, promote, engage, promote, engage...
- Late January 2012 – campuses and conferences receive Division III Week activation kits.
- April 2012 – Division III Week occurs.

DRAFT SUGGESTIONS FOR CoSIDA LEADERSHIP OF DIVISION III WEEK

Selecting a Division III Week Activity:

1. Look back at the 2010-11 academic year to assess all of the various activities undertaken by the athletics department or student-athletes that fall into any of these three categories:
 - a. Academic accomplishment (example: a team nominates a faculty member to serve as a guest coach for a practice or competition).
 - b. Athletics experience (example: a team participates in a youth sports clinic or competition).
 - c. Community or campus outreach (example: a team participates in a local chapter of Special Olympics activity).
2. See if any of those activities fell during the January _____ week and will be repeated during this same week in 2012. If there were none, consider what activities could be adjusted to fall in line with the January _____ week.
3. If no previous event existed in 2010-11, partner with an institutional communications staff member to find an opportunity for the athletics department to be incorporated into an existing institutional activity or event.
4. If no existing event comes to the forefront from either the athletics department or the institution, look to your conference office to get ideas or best practices from other conference members that could easily be replicated on your campus. Assess if there is an activity that could be done jointly with another conference member or another Division III institution in the area.

Promoting and Communicating about Division III Week:

1. Work with the national office to incorporate the key message points from a national level while also incorporating the key points of local interest.
2. Determine your key/target audiences (internal and external), the related platforms and sequence of communications.
3. Maximize the expertise of the conference office to see how the messages of your respective institution are aligning with the message of the conference, conference members and Division III overall.
4. In every communication around Division III week, ensure that the language in positioning platform (positioning statement, attributes, audience benefits, reasons to believe) is being applied.

5. If an event is being repeated from the previous year, compare the communication efforts and results from the previous year with the communication efforts and results after Division III week.
6. Use Division III week as a mechanism to help shape communication efforts going forward (what works, what can be improved, what can be a lower emphasis, etc.). Share the successes internally and externally to maximize the “ripple effect” of Division III week.
7. Maximize the NCAA national office communication platforms to elevate the activities taking place on your campus or in your conference.

Division III Creative Brief for Innovative Edit

Background/Initiative Description:

The Division III identity initiative was launched at the 2010 NCAA Convention. Through an extensive research process and outreach effort, the Division III positioning was developed and rolled out to the Division III membership:

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

In addition to the positioning statement and related components (attributes, targeted audiences, audience benefits and reasons to believe), an activation and communication plan was created to roll out the positioning to the Division III membership and stakeholders. Innovative Edit produced a :30 and :60 video as a one of the initial components of this plan.

What are we trying to achieve?

The goals of the activation and communication plan are:

1. To advance the Division III positioning so that the membership and stakeholders can:
 - a. More precisely define Division III;
 - b. Speak with one consistent/unified voice and recognize the power and persuasion that will come as a result; and
 - c. Guide, direct and shape future decisions and actions.
2. To educate and engage the Division III membership about the identity initiative and how to apply it at the conference and campus levels.
3. To support the Division III membership through national office financial and staff resources so that they can apply such resources towards their respective needs and target audiences.

4. To reinforce and connect the Division III purpose and values with those of the Association and the collegiate model.

Who is the audience?

The audience is the Division III member schools and conferences as a pass through to their respective audiences:

1. Internal: Athletics department, Board of Trustees/Regents, coaches, deans, faculty, financial aid office, institution and conference administrators, current student-athletes/students.
2. External: Alumni, community, investors, media, prospective student-athletes/parents, fans.

Requested deliverable:

A customizable video that communicates the overarching Division III positioning and also allows for the institution and/or conference to add its customized messages that should align with the Division III positioning. A set of instructions/best practices would also accompany the video so that the conferences and institutions have some guidance on how to secure the most effective supporting elements (video, photo stills, talking heads, voice over, logo format, etc.) to work well with the piece that Innovative produces.

We would be interested in hearing Innovative's suggestions on both an appropriate length as well as the most effective process taking into consideration the varying production capabilities and quality of source material of the 400+ Division III members.

What is the time frame and intended shelf life of the deliverable?

The video would be rolled out and provided to the Division III membership at the January 2012 Convention and would be used at the institution and conference level through the calendar year 2012. As part of the instructions noted above, information/suggestions could be provided on how to refresh the elements that the institutions and conferences add in a second year.

What should the audience do as a result of this deliverable?

Institutions and conferences should use this video as a supporting element to all of their respective communication efforts (speeches, web site, social networking, presentations, special events, video boards, etc.) that advance and unify the Division III positioning/identity.

How should the audience feel?

The primary audience (Division III membership) should feel proud and connected. The secondary audience (Division III membership internal and external audiences) should feel engaged, inspired and excited to be a part of the Division III experience.

Key components of the deliverable:

The video should continue to use the Division III identity visual elements (color palette, mobius strip, Division III mark, Innovative-created animation). The video should also be an embodiment of the language in the positioning document.

Other creative components to be considered:

With this being a customizable video, careful thought needs to go into what source material is used for the overarching Division III video since there will always be a concern about one school showing a video that has its rival in it. This is a challenge that can be sorted through with the assistance of the Division III staff and the broadcast alliance staff that oversees the digital video library.



SUMMARY FROM PURCHASING WEBSITE
July 14, 2011

| | | | |
|-----------------------------|-------------------|----|--------------------------|
| Amount Allocated | | \$ | 495,500.00 |
| Institutions | 446 (\$1000 each) | \$ | 446,000.00 |
| Conferences | 43 (\$1000 each) | | 43,000.00 |
| Single Sport Conferences | (\$500 each) | | 6,500.00 |
| Amount Spent to Date | | | |
| Institutions | 371 (83.2%) | \$ | 242,367.00 (653.28 avg.) |
| Conferences | 38 (88.4%) | | 34,946.00 (919.63 avg.) |
| Single-Sport Confs. | 5 | | 2,234.00 (446.80 avg.) |
| GROSS TOTAL | | \$ | 279,547.00 |
| Amounts spent beyond credit | | | (13,101.00) |
| CREDIT TOTAL | | \$ | 266,446.00 (53.8%) |

Have not purchased:

- 75 institutions (-3 from 7/7/11 report)
- 5 conferences (no change from 7/7/11 report)

Most popular items:

- Clear Basketball Window Clings
- Custom/Co-branded Banner 6' x 3' multi colored
- Custom/Co-branded Banner 10' x 4 ' multi colored
- Small Window Clings 12" x 12"
- Co-branded Posters

Potential Amendments to the Division III Philosophy Statement

Concepts Endorsed by the NCAA Division III Presidents Council in April 2011

- Emphasize that Division III intercollegiate athletics is primarily focused on a four-year, undergraduate experience.
- Clarify that initial and continuing eligibility standards are best left to institutional and conference autonomy.
- Express a commitment to supporting a student-athlete's right to meaningful participation in non-athletic pursuits as a method of enriching the overall educational experience.

Draft Proposal

DIVISION III PHILOSOPHY STATEMENT

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, and in which coaches play a significant role as educators. They also seek to establish and maintain an environment that values cultural diversity and gender equity among their student-athletes and athletics staff. (*Revised: 1/10/95, 1/9/06 effective 8/1/06*)

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; (*Adopted: 1/16/10 effective 8/1/10*)

(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; (*Revised: 7/24/07*)

(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 ~~athletics opportunities~~ **sport offerings** for their students **through broad-based athletics programs**;

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

(~~g~~**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 non-athletic pursuits to enhance their overall educational experience;

(~~h~~**i**) 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; (*Revised: 1/9/06 effective 8/1/06*)

(~~i~~**k**) Assure that athletics recruitment complies with established institutional policies and procedures applicable to the admission process; (*Adopted: 1/12/04 effective 8/1/04*)

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

(~~j~~**m**) Assure that academic performance of student-athletes is, at a minimum, consistent with that of the general student body; (*Adopted: 1/9/06 effective 8/1/06*)

(~~k~~**n**) Assure that admission policies for student-athletes comply with policies and procedures applicable to the general student body; (*Adopted: 1/9/06 effective 8/1/06*)

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

(~~m~~**p**) Support ethnic and gender diversity for all constituents; (*Adopted: 1/12/99*)

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

(~~o~~**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.

The National Collegiate Athletic Association

Projected 2011-2012 Budget Breakdown

2011-12
Budget

Revenue:

Division III 3.18% Revenue Allocation 24,358,000

Total Revenue 24,358,000

Expenses:

Championships Expense (base budget rolled over from prior year) 17,624,840

2% Inflationary and Enhancement increase 352,996

Championship Webcasting 30,000

Championship New Initiatives 310,500

Championships Overhead Allocation 366,550

Total Championships Expense 18,684,886

Strategic Initiative Conference Grant Program 2,384,300

Other Division III Strategic Initiatives

NAD3AA Partnership 51,000

Conference Commissioners Meeting 15,000

Regional Seminar Planning 15,000

SWA Enhancement Grant Program (NACWAA/HERS) 20,000

Division-wide Sportsmanship Initiative 15,000

Strategic Alliance Matching Grant 670,000

Women & Minority Intern Program 820,000

Financial Aid Education/Enforcement 10,000

S-A Regional Leadership Conference 436,000

Campus-based Student-Athlete Leadership Programming 80,000

Drug and Alcohol Education 125,000

Drug Education and Testing 100,000

FAR Institute 75,000

Academic Reporting Stipend 50,000

Academic All-America Team Program (CoSIDA) 44,000

Division III Identity Program 600,500

Division III Financial Recovery Insurance 200,000

Overhead Allocation (including National Office staffing) 856,000

Total Program Expenses 6,566,800

Total Division III Expenses 25,251,686

Excess Revenue over Expense (893,686)

| The National Collegiate Athletic Association | | | | | | |
|--|--|---------------|---------------|---------------|---------------|---------------|
| Division III Budget Projections | | | | | | |
| | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| Revenue: | | | | | | |
| Division III 3.18% Revenue Allocation | 23,914,000 | 24,358,000 | 24,915,000 | 25,462,000 | 26,173,000 | 26,886,000 |
| Projected Revenue Increase | -1.3% | 1.9% | 2.3% | 2.2% | 2.8% | 2.7% |
| Expenses: | | | | | | |
| Championships Base Budget (Note 1) | 17,943,890 | 18,296,886 | 19,052,804 | 19,428,080 | 19,810,861 | 20,201,298 |
| Championships Initiatives | - | 388,000 | - | - | - | - |
| Division III Insurance | 200,000 | 200,000 | 200,000 | 200,000 | 200,000 | 200,000 |
| Programs Base Budget | 5,682,800 | 6,266,800 | 6,411,800 | 7,011,800 | 7,057,800 | 7,057,800 |
| Programs Initiatives | 584,000 | 100,000 | 600,000 | - | - | - |
| Total Division III Expenses | 24,410,690 | 25,251,686 | 26,264,604 | 26,639,880 | 27,068,661 | 27,459,098 |
| Net Change in Fund Balance | (496,690) | (893,686) | (1,349,604) | (1,177,880) | (895,661) | (573,098) |
| Projected Expense Increase | 16.6% | 3.4% | 4.0% | 1.4% | 1.6% | 1.4% |
| Beginning Fund Balance (Projected Reserve and Unallocated Funds) | \$ 17,461,946 | \$ 16,965,256 | \$ 16,071,570 | \$ 14,721,967 | \$ 13,544,087 | \$ 12,648,426 |
| Less: | | | | | | |
| Net Change in Fund Balance | (496,690) | (893,686) | (1,349,604) | (1,177,880) | (895,661) | (573,098) |
| Ending Fund Balance (Projected Reserve and Unallocated Funds) | \$ 16,965,256 | \$ 16,071,570 | \$ 14,721,967 | \$ 13,544,087 | \$ 12,648,426 | \$ 12,075,327 |
| Percent of Mandated Reserve | 89% | 82% | 74% | 66% | 60% | 56% |
| Mandated Reserve (Note 2) | \$19,131,200 | \$19,486,400 | \$19,932,000 | \$20,369,600 | \$20,938,400 | \$21,508,800 |
| Financial Recovery Insurance Policy | \$10,000,000 | \$10,000,000 | \$10,000,000 | \$10,000,000 | \$10,000,000 | \$10,000,000 |
| Additional Reserve Funding Required | \$9,131,200 | \$9,486,400 | \$9,932,000 | \$10,369,600 | \$10,938,400 | \$11,508,800 |
| Including the following contingencies: | | | | | | |
| Championship Contingency (Note 3) | 500,000 | 500,000 | 500,000 | 500,000 | 500,000 | 500,000 |
| Note 1: | Beginning with 2011-12, the championships budget increases each year based on 2% inflation. The conference grant program within the non-championship initiative budget would increase by 2% every two years. | | | | | |
| Note 2: | Beginning with 2010-11, the mandated reserve balance should equal 80% of the Division III revenue allocation. The Division III Financial Recovery Insurance policy of \$10 million can provide a portion of this mandated funding. | | | | | |
| Note 3: | The Championships Contingency fund was created to support year-end championships budget shortfalls. It is not included in the championships base budget or the total Division III budget, but is a portion of the overall Mandated Reserve that has been allocated to championships. Only the unused portions of this contingency will roll over into the next year. | | | | | |

Future Budget Initiatives (new funding only since inflationary amounts have already been factored in):

2011-12 \$388,000 - Division III Men's Volleyball (includes overhead)
\$100,000 - Drug Education Module Development

2012-13 \$600,000 - Drug Education & Testing

Excerpt from the Summary of Spring 2011 Quarterly Meeting

Strategic-Planning and Finance Committee Report.

(a) Division III Reserve Policy.

Management Council. The Council approved establishment of a Division III budget reserve policy that mandates the division maintain in reserve an amount equal to 80% of the division's projected revenue for that budget year. The division may credit its financial recovery insurance towards the mandated minimum. This policy currently includes \$10,000,000 in coverage. See below for sample reserve minimums resulting from this recommendation.

| Year | Annual Revenue Allocation | 80% of Annual Revenue Allocation | Funds Required to Meet Proposed Reserve Balance After \$10 million Financial Recovery Insurance | Current Projected Reserve | Difference in Funds Required and Current Projected Reserve |
|---------|---------------------------|----------------------------------|---|---------------------------|--|
| 2010-11 | \$23,914,000 | \$19,131,200 | \$9,131,200 | \$17,461,946 | -\$8,330,746 |
| 2011-12 | \$24,358,000 | \$19,486,400 | \$9,486,400 | \$16,965,256 | -\$7,478,856 |
| 2012-13 | \$24,915,000 | \$19,932,000 | \$9,932,000 | \$16,171,570 | -\$6,239,570 |
| 2013-14 | \$25,462,000 | \$20,369,600 | \$10,369,600 | \$15,521,967 | -\$5,152,367 |
| 2014-15 | \$26,173,000 | \$20,938,400 | \$10,938,400 | \$15,044,087 | -\$4,105,687 |
| 2015-16 | \$26,886,000 | \$21,508,800 | \$11,508,800 | \$14,848,426 | -\$3,339,626 |

The division is currently required to hold in reserve an amount equal to 10 percent of its annual revenue allocation. However, the NCAA recently examined its Association-wide reserve policy, which resulted in an enhanced Association-wide reserve policy. National office leadership requested that the division consider establishing an enhanced reserve policy to protect services in the event of an unexpected loss in revenue.

Presidents Council. The Presidents Council approved the Management Council's recommendation.

NCAA Fiscal Year 2012-13 and Fiscal Year 2013-14

Biennial Budget Process Timeline

August 2011 - January 2012:

- Executive Committee Finance Committee reviews projected revenue and expense budgets for FY 2012-13 and FY 2013-14, recommends tentative allocations to support divisional and Association-wide initiatives, and broad priorities for funding.
- Association-wide governance and championship liaisons meet with Administrative Services to discuss biennial budget process.
- Finance staff conducts education and training for staff on the biennial budget process.
- Staff liaisons meet with divisional and Association-wide committees to discuss proposed budget requests for the next two budget years (FY 2012-13 and FY 2013-14).

January 2012:

- Preliminary budget requests submitted to administrative services staff by January 6, 2012, from NCAA president, Association-wide committees, Division I committees and cabinets, and Division II and III committees and NCAA staff. NCAA finance staff summarizes funding requests.
- Summary of biennial funding requests submitted to the NCAA president, and senior vice presidents for review and recommendations.

January - February 2012:

- Review budget requests for questions and clarifications. Meet with President's Cabinet as needed. NCAA president will provide summary and recommendations to the Executive Committee Finance Committee.

February - March 2012:

- Divisional budget committees review divisional revenue distributions, divisional budget requests and Association-wide budget requests and recommend items for funding.
- The NCAA president's and Association-wide budget recommendations transmitted to the Executive Committee Finance Committee.

- Executive Committee Finance Committee meets to establish two-year budget recommendations.

April 2012:

- Management Councils receive the Executive Committee Finance Committee recommendations for Association-wide budget requests and divisional budget committees' recommendations for divisional budget requests.
- Divisional presidential bodies consider its respective Management Council input and approve divisional budget recommendations.
- Executive Committee approves FY 2012-13 and FY 2013-14 Association-wide and divisional initiatives and approves the FY 2012-13 budget.
- Actions of Executive Committee, Board of Directors and Presidential Councils communicated to the membership.

April - August 2012:

- Budget is finalized and 2012-13 final budget is communicated to the membership and staff.

VIA ELECTRONIC MAIL

MEMORANDUM

June 29, 2011

TO: Kevin Kruger
Associate Executive Director of NASPA

Stephanie Gordon
Senior Director of Educational Programs

Tiki Ayiku
Assistant Director of Educational Programs.

FROM: Dan Dutcher
Vice President for Division III

Leah Kareti
Director of Division III.

RE: Proposal for NCAA Division III – NASPA Alcohol and Other Drug
Education Collaboration.

The attached proposal presents a framework for collaboration between the NCAA and NASPA on the creation and maintenance of a drug education resource for use by NCAA Division III and NASPA members. Please review and contact our office with any questions or a formal response. Please note that the timeline section at the end of the proposal outlines three dates in September to consider for an in-person meeting.

Also attached to this Memorandum is a list of NCAA Division III member institutions.

We look forward to hearing from you.

cc: Lou Stark
Selected NCAA staff members

Proposal for NCAA Division III-NASPA Alcohol And Other Drug Education Collaboration

Background

The NCAA is a voluntary, membership organization comprised of more than 1,200 colleges and universities representing three membership divisions. One of the NCAA's core principles is that of student-athlete well-being; that intercollegiate athletics programs shall be conducted in a manner designed to protect and enhance the physical and educational well-being of student-athletes. The NCAA Constitution charges each member institution with the responsibility to protect the health of and provide a safe environment for each of its participating student-athletes. Consistent with these principles, the NCAA engages in drug testing of its student-athletes (year-round and during championships), requires members to disseminate the Association's list of banned drug classes and educate student-athletes about products that may include banned drugs. Also, the NCAA offers or supports many resources for members to provide alcohol and other drug abuse education to student-athletes.

Division III is the NCAA's largest division and includes 437 member institutions. While there are a wide variety of institutional types and missions in NCAA Division III, the average school has about 2,500 students, and 80% of its members are private institutions. The division holds a philosophical expectation that a student-athlete's athletics activities are conducted as an integral part of the student-athlete's educational experience, that coaches play a significant role as educators, and that student-athletes should access student-services in the same manner as the general student body.

Division III is the only NCAA division that does not conduct year-round drug testing. The division recently reconsidered this position on year-round drug testing via a two-year drug education and testing pilot, where it assessed actual behavior and perceptions surrounding drug education and testing [See attachment]. Ultimately, it was determined that the most appropriate program for the division is one that continues to employ drug testing during national championships, and makes available resources for member institutions to conduct campus-based educational programming and optional, local drug testing.

At the conclusion of the pilot study, the division determined that its drug education program should:

1. Focus on effectively partnering with the student-affairs community;
2. Recognize and leverage the key role coaches play in influencing behavior of student-athletes; and
3. Prioritize alcohol abuse within the new educational framework.

A collaborative partnership between the NCAA and NASPA represents an opportunity to formally bring together athletics and student-affairs staffs to address very significant health and safety issues affecting all college students.

Project Purpose

This proposal is a result of the charge outlined above from the DIII membership. The staff believes that it is important to articulate the NCAA needs and the purpose for this proposal up front so that we ensure that we are meeting the outlined charge and identified needs of the membership. These needs are outlined below, but may certainly be enhanced to engage the partnership and meet the needs of all stakeholders.

NCAA Division III seeks to produce a user-friendly resource for member institutions to customize an alcohol and other drug education program based on a menu of available options. The resource should include recommended curriculum based on specific institutional needs either by substance, time available for programming, knowledge level of staff delivering the programming, and size or type of target audience. Consistent with the overall charge of this project, sport coaches should be viewed as a target audience, a resource and a category of individual who may deliver programming. The menu could include existing NCAA resources (such as CHOICES grants, APPLE Conferences) and also educational modules developed outside of the NCAA.

What the NCAA can offer

NCAA Division III is committed to providing financial support to its members to conduct drug education and testing as part of its strategic plan. Specific funding allocations are under review, but could be an up-front development allocation of \$100,000, plus mini-grants of \$1,000 provided to each institution to access the programming.

NCAA members conduct student-athlete orientations and other meetings that represent an (often required) platform with which to deliver important information to student-athletes. Student-athletes represent 20-25% of the student body on the average Division III campus, and are often visible members of the student-body. The NCAA has a health and safety staff that works to provide grants and resources to all NCAA members, and has knowledge about effective drug and alcohol deterrence programming specifically for student-athletes. It may be possible that the NCAA could negotiate favorable rates for access to specific on-line or other interactive resources based on volume, should the final program include such a resource. The NCAA has also developed drug education guidelines including a calendar that could be used as a starting point for this initiative.

What the NCAA requests from NASPA

The NCAA's recommended programming traditionally is designed to be offered only to student-athletes. Based on the integrated model that exists on Division III campuses, Division III institutions often must rely on student-affairs staff to provide services to student-athletes, rather than relying on athletics department staff members. Further, the coordination of NCAA resources and NASPA members' expertise should produce an effective and efficient method of delivering programming that will benefit entire campus communities. As such, the NCAA requests NASPA's assistance in identifying the most effective programs that can be offered by student-affairs staff to influence the substance use behavior of students, and to identify an effective method with which to make the resources available. This includes the identification of a delivery method for grant funding to include institutional student-affairs administrators and athletics administrators.

The NCAA would benefit from NASPA's subject matter expertise and is seeking full collaboration on this effort to establish a mutually beneficial, sustainable relationship. As such, the partnership will likely require support by NASPA staff, and use of NASPA infrastructure to develop, maintain and inform the resource.

Collaborative Vision

The student-affairs community and the NCAA have a common interest in providing individual campuses with resource to create unique programs to meet local campus needs. It is important that the resource share common threads of quality that are identified by the partnership between NASPA and the NCAA. To accomplish this, it is proposed that the NCAA, NASPA and any other mutually agreed upon stakeholders have an in-person meeting to create a mutually beneficial partnership and to:

- Outline the mission and goals for the collaborative venture;
- Conceptualize a user-friendly resource that individuals from both Division III and the student affairs community could utilize to inform existing or newly developed drug education programs;
- Identify the indicators of quality within a drug education program to be utilized by Division III institutions or other targeted audience members to create or supplement drug education programs on campus;
- Create a system or support network for informing the collaborative, updating its contents, and maintaining the collaborative partnership and resource created; and
- Identify an evaluation strategy.

The above would serve as a memorandum of understanding about the relationship among the stakeholders, how the collaborative would be created, maintained and evaluated, and the role that the stakeholders would play in contributing to the shared mission and goals created.

Timeline

| | |
|--------------------------------|---|
| August 1, 2011 | Seek initial commitment to the partnership and identify involved individuals from both NASPA and the NCAA. |
| Late September, 2011 | In-person stakeholder meeting. Current options for this meeting include: Friday, September 23, Wednesday, September 28, and Thursday, September 29. |
| October 2011 through June 2012 | Build resource. Additional project milestones will be established after the stakeholder meeting. |
| November 2011 | NCAA Division III Strategic Planning and Finance Committee receive an update on the product of the stakeholder meeting. |
| January 2012 | NCAA Division III Membership received an update on the initiative. |
| April 2012 | Strategic Planning and Finance Committee receives a project update, makes any necessary adjustment for 2012-14 budget requests. |
| Summer 2012 | NCAA and NASPA promote availability of resource. |
| September 1, 2012 | Launch program. |

The following supplement describes voluntary drug testing models developed by staff and reviewed by the Strategic Planning and Finance Committee, at the direction of the Management and Presidents Councils.

During its July 14 teleconference, the Strategic Planning and Finance Committee endorsed three models for further development. The Management Council subsequently endorsed this recommendation.

The models are: [See attachment]

- Matching grant, no required protocol.
- NCAA administered mini grants, both with and without required protocol.
- Pursue a volume discount through a request for proposal (RFP) for a limited menu of drug testing options. The division would subsidize a portion of this expense using a similar concept to the Identity Purchasing Website.

First, regarding a matching grant program, the committee supported some level of institutional investment in the program, while maintaining ultimate flexibility for institutions by not requiring specific testing protocols. It was noted this will be the most attractive option for institutions already conducting campus-based drug testing.

Second, regarding NCAA administered mini-grants; the committee supported this option, both with and without required protocols, as a way to support institutions that may not have matching funds to dedicate to drug testing. The mini-grant program would provide for some control by the division of how the funds are used, while still affording a campus the flexibility to address local needs and concerns.

Finally, the committee supported the option to pursue a volume discount through RFP for a limited menu of drug testing options where the division would subsidize a portion of this expense (similar to the Identity Purchasing Website concept). This option represents a favorable balance of flexibility in protocol, limiting administrative burden, and maximizing economies of scale.

The Presidents Council encourages the President's Advisory Group to provide input regarding these models, as well as offer models not specifically endorsed by the Strategic Planning and Finance Committee and Management Council.

Drug Testing Models

Introduction:

Based on a recommendation from the Strategic Planning and Finance Committee, the Management and Presidents Councils approved establishment of a Division III drug education and testing strategy that retains the status quo championships testing program and makes funds available for campuses to conduct enhanced education and/or testing at the institution's discretion. To support this recommendation, the committee charged the staff with developing a specific implementation strategy for consideration on its July teleconference, including a proposed framework for campus-based drug testing, and options for fund distribution.

Committee charge:

Identify two to four drug testing recommendations for further analysis and refinement.

This supplement presents a series of options for committee consideration and offers a preliminary analysis of pros and cons for each option, highlighting which entity bears the majority of administrative burden (institution, conference, national office) for the grant. It should be assumed that any campus-based drug testing, even when associated with a national testing program, will require significant involvement by campus personnel. Also, the NCAA has a series of guidelines for institutional drug testing (see Attachment). It should be assumed that any drug testing conducted with Division III dollars will be required to adhere to these guidelines and be one part of a comprehensive strategy that includes strong written policy and effective educational programming. The reference to protocols in the chart of options refers to details such as the number of tests, the timing of tests, and specific substances included in the testing panel.

The committee may consider combining elements from the different options in this supplement, or may offer new or different alternatives. As a starting point, the governance staff recommendation is to consider options two, six and eight for further study and refinement.

Any funding model will require the division to make decisions about how to manage specific challenges. The following assumptions and questions will be incorporated into the next round of analysis for the options prioritized on this call:

- What is the impact on legal liability for the institution, conference or NCAA?
- What entity bears the responsibility for appeals of findings or sanctions?
- What is the impact on athletic eligibility when a student-athlete fails an NCAA funded drug test?

- What entity bears the responsibility for sanctioning if using a national program? Will this vary by substance (street v. performance enhancing)?
- What is the impact of only some members of a conference opting in to the drug testing program?
- Will Division III dollars support both street drugs and performance enhancing? What is the division's priority on street versus performance enhancing drugs?
- Will Division III dollars support testing for alcohol consumption?
- Should there be standards for assessing the drug testing partner? (Are there bad vendors? Who is responsible?)
- What specific success metrics will be used to evaluate this program?
- What is Division III's goal for this program?
- Should the division establish a standard to control the balance of funds in this program between administrative and actual testing expenses?
- If the Division is not able to meet all demand for this program (financially or logistically) what should be the method to assign limited resources?

| | Distribution Platforms | Pros | Cons | Primary Administrative Burden |
|---|--|---|--|-------------------------------|
| 1 | Matching grant, with required protocol. | Institution has vested interest in success of program and follows protocol deemed effective by the division. Student-athletes at all participating institutions are subject to the same standards. Highly controlled, can clearly be assessed through strict regimen of assessment. | Scarce campus funds may limit involvement. General national protocol may not best meet local campus needs. Funds are likely to go to the most proactive institutions and not necessarily the most in need. | Shared- national and campus |
| 2 | Matching grant, no required protocol. | Institution has vested interest in success of program and total flexibility for fund use. | Scarce campus funds may limit involvement. Lack of required protocol could lead to ineffective administration and could open NCAA or institution to challenge. Student-athletes would be subject to different standards. Difficult to assess effectiveness of program. Funds are likely to go to the most proactive institutions and not necessarily the most in need. | Campus |
| 3 | NCAA administered mini grants. This option comes with or without required protocol. | Potentially eliminates financial burden on institution and provides for more NCAA oversight. Institution has vested interest in success of program after submitting for the grant. Highly controlled, can clearly be assessed through strict regimen of assessment. | See matching grant analysis, removing the campus financial burden. | National |
| 4 | Conference Grant Program- Required spending on drug testing (this option could come with or without required protocol-- see related assessment in options 1 and 2) | Members of a conference face uniform protocol and sanctions and the conference increases accountability for drug use deterrence. Conference can tailor the program to its needs. This option employs an existing administrative structure. | This option places a burden on the conference office, which may not share a vision with all or some of its members about the specific need to drug test. Not all conference members will have the same campus needs. | Conference |

| | Distribution Platforms | Pros | Cons | Primary Administrative Burden |
|---|---|--|--|--------------------------------------|
| 5 | Conference Grant Program - Optional spending on Drug Testing (significantly increase funding on student-athlete well-being and allow conference to allocate funds to drug testing or other well-being topics such as nutrition, mental health, or sports wagering prevention). (This option could come with or without required protocol-- see related assessment in options 1 and 2) | This option represents total flexibility for the conference to address its own student-athlete well-being priorities. | The division gives up control of specific drug testing funds by allowing them to be spent on other well-being initiatives. | Conference |
| 6 | Add funds to existing NCAA year round drug testing program and let a specified number of schools opt into that year round program using Division I or II protocols. (Local choice, national program) | This option employs tested protocol, minimizes the creation of additional administrative burden, and creates opportunities for economies of scale. This option can clearly be assessed, and would be relatively easy to scale up or down the size of the effort. Student-athletes are subject to the same standards across the division. | May not provide the customization needed to be an effective deterrence tool at the local level. Relies on only one vendor. The existing NCAA year-round program includes performance enhancing drugs only. | National |
| 7 | Use existing NCAA Drug Testing partner to create a single DIII model and let a specified number of schools opt in to the program. (Local choice, national program) | Could represent a more relevant program than using existing NCAA DI or DII program and creates opportunities for economies of scale. This option can clearly be assessed, and would be relatively easy to scale up or down the size of the effort. Student-athletes are subject to the same standards across the division. | May not provide the customization needed to be an effective deterrence tool at the local level. Relies on only one vendor. | National |

| | Distribution Platforms | Pros | Cons | Primary Administrative Burden |
|---|--|---|--|-------------------------------|
| 8 | Pursue a volume discount through RFP for a limited menu of drug testing options. The division would subsidize a portion of this expense. (Similar to the Identity purchasing website concept.) | This option combines economies of scale with institutional flexibility. | Student-athletes could be subject to different standards. Scarce campus funds may limit involvement. General national protocol may not best meet local campus needs. Funds are likely to go to the most proactive institutions and not necessarily the most in need. Using a different vendor than the one used for Championships testing may create confusion for institutions. | National |
| 9 | Run through a complete program (sampling, testing, sanction protocol) one conference at a time (for the conferences that opt in, on a rotation). | A "pilot" allows for model program development and administration on a smaller scale -- there is more control over program elements and more opportunity to evaluate effectiveness. This option could balance local needs with national protocol. | Individual campus needs may differ within the conference and individual institutions would not have access to the program if the conference does not buy in. This model does not clearly address longer term or ongoing needs of any specific conference. | Conference |

Chapter VI

Institutional Drug Testing

The following are suggested guidelines for consideration by NCAA member institutions contemplating a drug-testing program:

1. A member institution considering drug testing of student-athletes should involve the institution's legal counsel at an early stage, particularly in regard to right-to-privacy statutes, which may vary from one state and locale to another. With the use of proper safeguards such as those listed below, drug testing is considered legally acceptable; however, the legal aspects involved at each individual institution should be clarified.
2. Before initiating drug-testing activity, a specific written policy on drug testing should be developed, distributed and publicized. The policy should include such information as: (a) a clear explanation of the purposes of the drug-testing program; (b) who will be tested- and by what methods; (c) the drugs to be tested for, how often and under what conditions (i.e., announced, unannounced or both), and (d) the actions, if any, to be taken against those who test positive. (It is advisable that a copy of such a policy statement be given to all student-athletes entering the institution's intercollegiate athletics program and that they confirm in writing that they have received and read the policy. This written confirmation should be kept on file by the athletics department.)
3. At many institutions, student-athletes sign waiver forms regarding athletics department access to academic and medical records. It is recommended that specific language be added to such waiver forms wherein the student-athlete agrees to submit to drug testing at the request of the institution in accordance with the published guidelines. The NCAA Drug-Testing Consent covers NCAA drug testing only.
4. An institution considering drug testing should develop a list of drugs for which the student-athlete will be tested. The NCAA list of banned-drug classes may be used as a guide.
5. Any institution considering drug testing of student-athletes confronts several logistical, technical and economic issues. Among them are:
 - a. When and how samples will be collected, secured and transported.
 - b. Laboratory(ies) to be used.
 - c. How samples will be stored and for how long before analysis.
 - d. Analytical procedures to be used in the laboratory.
 - e. Cost.
 - f. Test validity.
 - g. How medical exceptions will be handled.
 - h. Who will get the results and how the results will be used.

6. The NCAA recommends that each institution considering drug testing of student-athletes appoint a committee of representatives from various relevant academic departments and disciplines (e.g., pharmacy, pharmacology, chemistry, medicine) to deal with the issues.
7. The question of where the samples will be analyzed is critical. No matter where the analyses are done, data on false-positive and false-negative rates for the specific tests to be used should be provided. If the laboratory cannot provide such information, another laboratory should be considered. The NCAA recommends that institutions use laboratories that are certified and/or accredited.
8. There is one important consideration that must be dealt with by institutions that are planning to use the results of drug testing as a basis for action involving the student-athlete who tests positive. No matter what screening methods may be used, including thin-layer chromatography and radioimmunoassay, there is a finite probability of a false-positive result (i.e., the test is positive even though the student-athlete is actually “clean”). The NCAA urges that before any action is taken on the basis of a positive result from such screening tests, the results should be confirmed by gas chromatography/mass spectrometry, with the latter test providing the definitive result.
9. The NCAA will continue to monitor guidelines and protocol in an effort to share new developments with the membership through the NCAA Website at www.ncaa.org.

The first document in this supplement presents a Summary of Financial Aid Reporting Review results from the first six years of the program. The second is a draft document the Financial Aid Committee has developed to guide campus conversations about institutional responsibilities and accountability for the financial aid bylaws and reporting process. These documents will serve as background information for the PAG to discuss the question of appropriate financial aid educational programming for individuals outside of athletics.

**NCAA DIVISION III FINANCIAL AID REPORTING PROCESS:
REVIEW RESULTS 2005-06 THROUGH 2010-11
May 10, 2011**

This report marks the completion of the 2010-11 reporting cycle and the sixth year of the Division III Financial Aid Reporting Program and details the outcomes of the Division III Financial Aid Committee's review outcomes.

A. Background.

The Division III membership adopted 2004 NCAA Convention Proposal No. 56, which established an annual electronic reporting process that requires all institutions to compare the financial aid packages of freshmen and transfer student-athletes with the aid packages of other freshmen and transfers. This program is rooted in Division III Bylaw 15 which not only prohibits financial aid where athletics participation, leadership, performance and ability are considered, but also establishes the equitable treatment and consistent financial aid packaging of athletes and other students as an expectation.

To meet NCAA requirements, a data file containing the required information is submitted electronically to the NCAA for a systematic review. The final submission file contains final financial aid package data on all full-time, first-time students entering the institution in the academic year requested. A student-athlete is an individual listed on the institution's official roster on or after the first scheduled contest or date of competition in the NCAA championship segment.

For a systematic review to occur, the institution's case must meet one of the following conditions:

1. A variance estimate above 4 percent.
2. The identification of statistical outliers on any of three measures:
 - a. The difference in the proportion of financial need met by institutional gift aid between student-athletes and other students.
 - b. The proportionality test comparing the proportion of student-athletes in the cohort to the proportion of overall institutional gift aid awarded to them.
 - c. The proportion of financial need met by institutional gift aid for sport groups as compared to other sport groups and/or other students.

3. There was no action taken on the case with the condition of continuing review in a prior reporting cycle.
4. The case had been referred to enforcement for processing of a violation in the previous reporting cycle.

The review process involves two stages of systematic assessment: 1) an assessment of each school's quantitative report based on submitted data, and 2) an assessment of the report as well as narrative and quantitative information provided by the school to justify any perceived inequities in financial aid packaging that benefit student-athletes.

If any indicators in a school's financial aid report have exceeded the established criteria, a Level I review of the case ensues. The central focus of this review is for the Financial Aid Committee to determine if there is sufficient evidence to request a justification from the school for any perceived inequities that benefit student-athletes. If there is not sufficient evidence of such inequities, no further action is taken on the case. If the committee finds sufficient evidence to cause concern regarding financial aid packaging for student-athletes, a written justification is requested. The school is provided a template to guide them through the compilation of the justification materials, but the onus is on the school to provide ample evidence to mitigate the concerns identified by the committee. The focus of this review is threefold: 1) to assess the explanation provided by the school for the issues identified; 2) to ensure the school's policies and procedures for administering student financial aid are free of athletics criterion and/or influence, and 3) to ensure that policies and procedures that appear free of athletics criteria are not providing a financial aid benefit for student-athletes. Each review process is examined in detail below.

B. Level I Review Determinations.

In the 2010-11 Level I Review, the Division III Financial Aid Committee reviewed schools that met at least one of the following criteria:

1. Difference in the proportion of need met by institutional gift aid between student-athletes and other students that exceeded 19.2 percent, considered a statistical outlier.
2. Proportionality test outcome that exceeded 7.7 percent, considered a statistical outlier.
3. Three or more student-athlete statistical outlier cases in a single sport, or sports, were identified for three consecutive years.
4. Variance estimate above four percent.

5. No action was taken on the institution in the 2009-10 reporting process with conditions to be reviewed at Level I in 2010-11.
6. Institution was referred to NCAA enforcement during the 2009-10 review process with automatic review at Level I Review in 2010-11.

Please note the three possible Level I Review outcomes that result from a formal committee vote: 1) no action; 2) no action with conditions, or 3) forward to Level II review and request a written justification.

For the 2008-09 reporting cycle, the committee implemented an expedited review process for schools that met at least one of the first three criteria listed above, but had been reviewed in a previous reporting cycle where no action had been taken. This expedited process did not include schools that had received a Level I or Level II conditional decision in the prior cycle or had been referred to NCAA enforcement through the Level II review cycle. This process was implemented as a case management tool for the committee and to minimize burden on the part of affected schools.

Table 1: Level I Reviews.

| | 2005-06 | | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | | 2010-11 | |
|----------------|---------|-------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | n | % | n | % | n | % | n | % | n | % | n | % |
| Total Cases | 431 | -- | 435 | -- | 438 | -- | 441 | -- | 441 | -- | 440 | -- |
| Cases Reviewed | 59 | 13.7 | 89 | 20.5 | 95 | 21.7 | 73 | 16.6 | 77 | 17.5 | 74 | 16.8 |
| New Schools | 59 | 100.0 | 40 | 44.9 | 24 | 25.3 | 14 | 19.2 | 14 | 18.2 | 17 | 23.0 |

Table 2: Level I Review Determinations.

| | 2005-06 | | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | | 2010-11 | |
|---------------------------|---------|------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | n | % | n | % | n | % | n | % | n | % | n | % |
| No Action | 2 | 3.4 | 23 | 25.8 | 64 | 67.4 | 48 | 65.8 | 45 | 58.4 | 36 | 48.7 |
| No Action with Conditions | 10 | 16.9 | 37 | 41.6 | 3 | 3.2 | 6 | 8.2 | 4 | 5.2 | 2 | 2.6 |
| Level II Referral | 47 | 79.7 | 29 | 32.6 | 28 | 29.5 | 19 | 26.0 | 28 | 36.4 | 36 | 48.7 |

In conclusion, the Division III Financial Aid Committee has completed a Level I review of 168 unduplicated institutions, or approximately 38 percent of the Division III membership. The number of schools forwarded to a Level II review has declined in each of the reporting cycles resulting in a 23 percent decrease in Level II caseload over the six years of the program. The significant number of cases categorized as No Action with Conditions in the 2006-07 reporting cycle was a result of a significant number of cases from the 2005-06 cycle that were referred to NCAA enforcement for violations found. Per committee policy, an NCAA enforcement referral

results in a No Action with Conditions decision in the subsequent reporting cycle to allow the committee to monitor the impact of any policy changes implemented as a result of the NCAA enforcement referral.

C. Level II Reviews.

Level II reviews involve the careful assessment of the written justification provided by the institution in response to issues raised by the Financial Aid Committee through the Level I review. Written justification includes detailed answers to questions concerning the school's policies and procedures for administering student financial aid. It also includes full explanations of various student sub-populations (for example, transfer, commuter, non-traditional) that may be disparately impacting the report due to a disproportionate number of non-athletes in these groups and the fact that these groups commonly fall under different financial aid packaging procedures than the more traditional freshman enrollee. Overall, for a justification to be successful the school must provide ample evidence to explain the legitimate causes for the elevated criteria, as outlined above. Additionally, the committee must be assured that the school is compliant with all relevant financial aid bylaws pertaining to the consideration of athletics in packaging policies and the role of athletics department personnel in the packaging process.

Table 3: Level II Review Determinations.

| | 2005-06 | | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | | 2010-11 | |
|---------------------------|---------|------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | n | % | n | % | n | % | n | % | n | % | | |
| No Action | 18 | 38.3 | 24 | 82.8 | 15 | 53.6 | 11 | 57.9 | 18 | 64.3 | 24 | 66.7 |
| No Action with Conditions | 4 | 8.5 | 1 | 3.4 | 1 | 3.6 | 1 | 5.3 | 1 | 3.6 | 1 | 2.8 |
| Enforcement Referral | 25 | 53.2 | 4 | 13.8 | 12 | 42.8 | 7 | 36.8 | 9 | 32.1 | 11 | 30.5 |

Across the six years of the program, 126 unduplicated cases (approximately 29 percent of the Division III membership) have been forwarded to the Level II Review. The committee has referred 62 institutions to NCAA enforcement for processing of discovered violations. Six institutions have been referred to NCAA enforcement on two occasions resulting in the 68 total NCAA enforcement referrals noted in Table 19 above.

D. Violations Discovered.

Through the review process, the Division III Financial Aid Committee is charged with finding NCAA Bylaw 15 violations. A list of the violated bylaws discovered across the five reporting cycles includes:

1. 15.01.3 Institutional Financial Aid. A member institution shall not award financial aid to any student on the basis of athletics leadership, ability, participation or performance.

2. 15.4.1 Consistent Financial Aid Package. The composition of the financial aid package offered to a student-athlete shall be consistent with the established policy of the institution's financial aid office, regular college agency, office or committee for all students.
3. 15.4.1 (a). A member institution shall not consider athletics ability, participation or performance as a criterion in the formulation of the financial aid package.
4. 15.4.1 (c). The financial aid package for a particular student-athlete cannot be clearly distinguishable from the general pattern of all financial aid for all recipients at the institution.
5. 15.4.1 (d). The percentage of the total dollar value of institutionally administered grants awarded to student-athletes shall be closely equivalent to the percentage of student-athletes within the student body.
6. 15.4.5 Athletics Staff Involvement. Members of the athletics staff of a member institution shall not be permitted to arrange or modify the financial aid package (as assembled by the financial aid officer or financial aid committee) and are prohibited from serving as members of member institutions' financial aid committees and from being involved in any manner in the review of the institutional financial assistance to be awarded to a student-athlete.
7. 15.4.6 Matrix-Rating System. In instances in which admissions officers use a matrix-rating system where, as part of the admissions process, factors other than academic ability are considered, once a decision is reached concerning admission, all consideration of athletics ability, participation or performance shall be eliminated from any rating system before the student-athlete's application is reviewed by the financial aid office, regular college agency, office or committee.
8. 15.4.7. Adjustments to Financial Aid Package. Adjustments to the composition of the financial aid package for a prospective student-athlete may be made after the initial packaging for the student has been completed, provided such adjustments fit within the packaging guidelines for all of the institution's prospective students and there is no athletics department involvement in the process.

Table 4: Violations Discovered.

| Violation | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | Total |
|---|----------------|----------------|----------------|----------------|----------------|----------------|--------------|
| Consideration of Athletics Participation/Leadership | 15 | 4 | 5 | 4 | 2 | 5 | 35 |
| Unjustified Proportionality Difference | 0 | 0 | 2 | 1 | 1 | 1 | 5 |
| Unjustified Distinguishable Pattern of Awarding | 1 | 0 | 1 | 1 | 2 | 2 | 7 |
| Inadequate Justification Overall | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Athletics Staff Involvement in Financial Aid | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Multiple Violations | 2 | 0 | 2 | 1 | 4 | 2 | 11 |
| Total | 18 | 4 | 12 | 7 | 9 | 10 | 60 |

[Note: Seven institutions submitted new information resulting in a reconsideration of the initial finding of a violation. This explains the difference between the 68 NCAA enforcement referrals noted in Table 3 and the 60 violations noted in Table 4.]

The majority of violations discovered concern the consideration of athletics in non-need-based institutional gift aid - most notably in leadership grants - and as a component in the assessment of high school extracurricular activities by admissions offices. The central conclusion to be drawn from this information is that the Financial Aid Reporting Program has uncovered financial violations at 55 schools (five institutions have been referred to NCAA enforcement twice), approximately ten percent of the division's membership. These schools do not fit a single profile. They range in enrollment, athletics department size, cost and financial resources, among other criteria.

E. Sanctions.

Sanctions for violations discovered through the reporting program are determined by NCAA enforcement and the Division III Committee on Infractions. The Financial Aid Committee does not determine sanctions. Upon referral from the Financial Aid Committee, enforcement and the Committee on Infractions will categorize the violation as secondary or major. A secondary violation can best be described as isolated or inadvertent, does not provide a competitive or recruiting advantage, and does not include any significant inducement or benefit. A major violation is defined as anything that cannot be categorized as secondary. To that end, the sanctions associated with violations discovered through the program and deemed secondary have been educative in nature. This was the recommendation from the Financial Aid Committee at the program's inception in 2004 and upheld through the 2007-08 reporting cycle.

The sanctions have included submission of detailed corrective action pertaining to the violations, a mandatory education session tailored for the individual school and completion of an on-line financial aid exam.

Sanctions associated with a major violation are under the auspices of NCAA enforcement and the Committee on Infractions. Sanctions for major violations may include a probationary period, public reprimand or a post-season ban, among others.

Beginning with the 2008-09 reporting cycle, the Financial Aid Committee began to include recommendations for sanctions associated with the violations found through the review process. These recommendations may include those cited above as sanctions for major violations. Education remains the foundation of any recommended sanctions and those education-based sanctions noted above remain as options for the committee. The impetus for this change in policy was that the committee desired to reinforce Bylaw 15 as a central tenet of the Division III philosophy via punitive sanctions for violations.

Table 5: Major and Secondary Violations.

| Violation Category | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | Total |
|---------------------------|----------------|----------------|----------------|----------------|--------------------------------|----------------|--------------|
| Secondary | 18 | 4 | 9 | 6 | 6 | Pending | 43 |
| Major | 0 | 0 | 3 | 1 | 2 | Pending | 6 |
| Total | 18 | 4 | 12 | 7 | 8 (1 Pending) | Pending | 49 |

[Note: At the time of this report, ten cases from 2010-11 and one case from 2009-10 that were referred to enforcement have not been processed to completion.]

Two of the three major violation cases from 2007-08 reporting cycle and one case from the 2009-10 cycle were the result of an unjustified proportionality difference violation. The remaining major violation case from 2007-08 as well as the one case from 2008-09 were the result of an unjustified distinguishable pattern of awarding that benefitted student-athletes.

DIVISION III FINANCIAL AID REPORTING PROGRAM: Policies and Procedures Worksheet

This worksheet has been designed as a guide for the clear, complete, and concise compilation and presentation of the institution's policies and procedures for administering student financial aid as it relates to Division III financial aid bylaws. To ensure that all relevant information is included, it is important to involve all key personnel on campus when compiling the responses, including presidents and chancellors, and all those who hold leadership positions in financial aid, student recruitment, admissions, enrollment, and athletics.

If you have any questions, please contact Eric Hartung, Division III Financial Aid Committee Liaison, at (317) 917-6306 or ehartung@ncaa.org.

I. INSTITUTIONAL GIFT AID

Need-Based Awards

1. What methodology (federal, institutional, or both) is used to determine financial need for purposes of awarding need-based institutional gift aid?
2. Is there a policy directing the proportion of financial need that will be met by institutional gift aid? (*If no, continue to "Non-Need Based Awards"*)

What is that policy? In addressing this, please consider the following: 1) criteria beyond financial need that determines the proportion of financial need to be met by institutional gift aid (e.g., student type, demographics, academic rating, enrollment in targeted programs, residential status, etc.) and 2) a policy calling for differential need-based awarding based on the level of financial need (e.g., individuals with lower financial need have a higher proportion of their need met than do individuals with higher financial need).

Non-Need-Based Awards

1. Is non-need based aid awarded? (*If no, continue to Section II*)
2. Compile a description, criteria and awarding policies for all non-need-based institutional gift aid awards available to full-time, first-time enrollees. This includes merit, leadership and all other scholarships awarded by Admissions, Financial Aid or any other campus entity. Include criteria for endowed scholarship and grants, regardless of how those endowed grants are used in the awarding process. Compile blank copies of any ratings or evaluation forms used in the awarding process and any written policies that guide the individuals making these award decisions and any marketing materials related to these

awards. Ensure that the materials provided will allow for the understanding of how awards are made.

- a. If the criteria for non-need based aid includes consideration of academic performance that will qualify the student for a set amount of aid, include a copy of the awarding grid used.
3. Is there an application process for the non-need-based awards? (*If no, continue to question 4*)
 - a. How is the process communicated to incoming and returning students?
 - b. Include a copy of the application(s).
4. Who makes non-need based award decisions? (Please indicate all parties are responsible depending on the award. For example, faculty award department aid and Admission awards merit aid, etc.)
 - a. Whether it is the Admission Department, Financial Aid Department or an awards committee comprised of individuals from various departments that determines the recipients and award amounts of non-need based aid, provide details of those policies and any documentation employed in the decision-making process (e.g., written rating instructions and blank rating forms).
 - b. Are athletics personnel or individuals representing athletics (e.g., Board or Foundation members representing athletics interests) currently involved in the award decisions at any level (e.g., sit on an interview committee for an award)? Explain. (*If yes, continue to Question 5*)
 - c. Could athletics personnel or individuals representing athletics (e.g., Board or Foundation members representing athletics interests) potentially be involved in the award decisions at any level (e.g., sit on an interview committee for an award)? Explain.
5. Is participation in high school or college extra-curricular activities, whether as a stated criterion or as part of a list of acceptable activities, considered for any non-need-based awards? (*If no, continue to Question 6*)
 - a. Is participation or ability in high school or college athletics included as a criterion or consideration in published financial aid materials?
 - b. Is participation or ability in high school or college athletics considered in the award decision?

6. Are leadership positions held in high school or college extra-curricular activities, whether as a stated criterion or as part of a list of acceptable activities, considered for any non-need-based awards? *(If no, continue to Question 7)*
 - a. Is team captain in high school or college athletics included as a criterion or consideration in published financial aid materials?
 - b. Is team captain in high school or college athletics considered an acceptable leadership position in the award decision?

II. SPECIAL STUDENT POPULATIONS

Student Sub-Populations

If your institution has different awarding policies for various sub-populations of students, describe those differences. Are student-athletes disproportionately represented in any of these groups in comparison to the proportion of student-athletes at the institution overall? If so, include the proportion of student-athletes and other students for each sub-population. The six sub-populations listed are examples of such groups. If there are others, include them in this section as well.

1. Transfers;
2. Residential and Commuter Students;
3. Geographic sub-populations (for example; in-state/out-of-state, specific cities)
4. International Students: If need-based institutional gift aid is awarded to international students, the procedure for determining the financial need must be included.
5. Non-Traditional Students
6. First Generation and/or Ethnic Minority Students

III. OTHER POLICIES

Financial Aid Awarding Matrices

Does your institution use an awarding matrix, such as one developed with the help of an outside consultant where various need-based and non-need-based factors are accounted for in the determination of an award amount? *(If no, continue to the next section)*

1. Include a copy of the matrix used for award level determinations.
2. Describe the process.
3. What factors are accounted for and how are they weighted in the matrix?
4. Is participation in extra-curricular activities in high school or college a factor in the matrix?
 - a. Is athletics participation or ability in high school or college part of that factor?
5. Is leadership in high school or college activities a factor in the matrix?
 - a. Is athletics leadership (e.g., team captain) part of that factor?
6. Does the matrix include a factor related to the desire of the student to attend the institution or the desire of the institution to enroll the student?
 - a. Is athletics participation, ability or leadership part of that factor?

Targeted Awarding

Do your awarding policies target any individuals or specific groups of students? *(If no, continue to the next section)*

1. Identify those individuals or groups and describe those policies here.
2. Are student-athletes disproportionately represented in any targeted group as compared to the proportion of student-athletes at the institution overall? If so, include the proportions of student-athletes and other students for each targeted group.

Financial Aid Award Appeals

Does your institution have a financial aid package appeals process? *(If no, continue to the next section)*

1. Provide a description of the process and include any specific policies in place used to determine appeal outcomes and any award amount adjustments that result from an appeal approval.
2. Indicate how the process is communicated to students and the campus community.
3. Describe the role of advocates (e.g. families, coaches, teachers) in the process.

4. In the previously completed awarding cycle, how many appeals requests did you receive?
 - a. How many were from student-athletes and in which sports?
5. In the previously completed awarding cycle, how many appeals requests did you grant?
 - a. How many were for student-athletes and for which sports?

Tuition Remission/Exchange Programs

Does your institution have a tuition remission or exchange program? *(If no, the worksheet has been completed)*

1. Describe each program in detail.
2. How is the program communicated?
3. Is it a competitive program? If so, describe how.
4. What are the factors used to make the award decision for a competitive program?
5. Who is responsible for the award decision?
6. In the previously completed awarding cycle, how many tuition remission/exchange grants did you process?
 - a. How many were for student-athletes and for which sports?



NCAA Division III Academic Reporting Pilot Program 2011-12 Timeline

- March 2011: Membership communication of opening of graduation-rates data collection on April 1, 2011.
- April 1 through June 1, 2011: Collection of graduation-rates data. Required and voluntary data collection will take place during this time for the 2004 entering cohort.
- July through October, 2011: Analysis of data and presentation of findings to the Division III Academic Reporting Working Group. Ongoing development of full report.
- July/August 2011: Report of preliminary, aggregate pilot program findings to Presidents Council and Management Council.
- October 2011: Full report of aggregate pilot program findings to Presidents Council and Management Council and release of school-level reports to participating institutions.
- January 2012: Presentation of aggregate pilot program findings to the Division III membership at the national Convention in Indianapolis. Discussion of possible policy options.
- January 2013: Consideration of any related legislation (if necessary) at the national Convention.

PERCEPTIONS OF DIVISION III PRESIDENTIAL LEADERSHIP AT THE CONFERENCE LEVEL: PRELIMINARY FINDINGS

I. Introduction.

The purpose of this survey was to help the Division III governance structure better assess the role of presidential leadership at the conference level regarding roles, participation and expectations of the institutions' presidents.

Conference commissioners at each Division III multi-sport conference were solicited via email to participate in the web-based survey. For this report, the identity of each institution has been kept confidential and the findings are reported in aggregate form.

II. Sample.

Survey responses were received from 41 of the 42 Division III multi-sport conferences (98 percent).

III. Definitions.

A formal meeting of conference presidents requires attendance by at least a majority of institutional presidents (regardless of actual attendance) and is a part of the conference's annual business calendar where athletics is on the agenda or discussed. Any other conference meetings where less than a majority of institutional presidents were present, and where athletics was on the agenda or discussed, fall under the category of other.

IV. 2009-10 Conference Meetings.

Table 1: Number of presidential meetings held in 2009-10.

| | n | % |
|----------------|----|------|
| None | 3 | 7.3 |
| One | 9 | 22.0 |
| Two | 16 | 39.0 |
| Three | 9 | 22.0 |
| Four | 2 | 4.9 |
| Five | 1 | 2.4 |
| More than five | 1 | 2.4 |

More than one-third (39 percent) of conferences held two presidential meetings in 2009-10. More than 80 percent held between one and three meetings.

For those conferences holding one or more meetings, at their first meeting of the academic year:

- All institutional presidents were in attendance for 34 percent of the conferences.
- A majority of presidents were in attendance for 54 percent of the conferences.
- Less than a majority of presidents were in attendance for the remaining twelve percent of the conferences.
- For most of the conferences where all presidents were not in attendance, a substitute other than an athletics official could have been sent in his or her place.
- Attendance by directors of athletics was required for 22 percent of these first meetings.
- Athletics was on the agenda for each of these meetings.

Almost three-quarters of conferences held two or more presidential meetings in 2009-10. For the second conference meeting of the year:

- All institutional presidents were in attendance for 38 percent of the conferences.
- A majority of presidents were in attendance for 45 percent of the conferences.
- Less than a majority of presidents were in attendance for the remaining 17 percent of the conferences.
- For less than half of the conferences where all presidents were not in attendance, a substitute other than an athletics official could have been sent in his or her place.
- Attendance by directors of athletics was required for 24 percent of these second meetings.
- Athletics was on the agenda for each of these meetings.

Almost one-third of conferences held three or more presidential meetings in 2009-10. For the third conference meeting of the year:

- All institutional presidents were in attendance for 38 percent of the conferences.
- A majority of presidents were in attendance for 38 percent of the conferences.
- Less than a majority of presidents were in attendance for the remaining 24 percent of the conferences.
- For less than half of the conferences where all presidents were not in attendance, a substitute other than an athletics official could have been sent in his or her place.
- Attendance by directors of athletics was required for nearly half of these third meetings.
- Athletics was on the agenda for each of these meetings.

V. 2010-11 Meetings and Beyond.

Ninety-three percent of conferences indicated they had a formal or informal presidential meeting during the 2010-11 academic year. Two of the conferences that did not have a presidential meeting at the time of the survey indicated they were anticipating having one before the end of the year. That would mean that 98 percent of Division III conferences held a presidential meeting in 2010-11.

Table 2: Financial support would help ensure that Division III conferences consistently hold presidential meetings.

| | n | % |
|----------|----|----|
| No | 19 | 48 |
| Possibly | 16 | 40 |
| Yes | 5 | 12 |

Approximately half of the responding conferences indicated financial support would not help ensure presidential meetings. Twelve percent indicated financial support would help.

VI. Conference Policies.

Eighty-three percent of responding conferences indicated they do have an established policy regarding either formal or informal meetings among institutional presidents.

2012 NCAA CONVENTION
PRELIMINARY CORE SCHEDULE OF SELECTED EVENTS
AS OF 6/7/11
DRAFT

[illegible]

2012 NCAA CONVENTION
PRELIMINARY CORE SCHEDULE OF SELECTED EVENTS
AS OF 6/7/11
DRAFT

| | Friday, January 13 | | | | Saturday, January 14 | | | |
|------------|--|--|---|---|--|--|---|---------------------------------------|
| 6:30 a.m. | | | | | | | | |
| 7 a.m. | | | | | | | | |
| 7:30 a.m. | President's Breakfast 7:30-9 a.m. | | | | | | Delegates Breakfast 7-8:30 a.m. | |
| 8 a.m. | | | | Div. II Joint Session (all DII delegates) 8:30-9:30 a.m. | CCA Meeting 7-9 a.m. | | | Div. I BOD/SAAC Brkfst 8-9:30 a.m. |
| 8:30 a.m. | | | | | | | | |
| 8:45 a.m. | | | | | | | | |
| 9 a.m. | | | | | | | | |
| 9:30 a.m. | | | Div. III Issues Forum 9-11:30 a.m. | | | | | |
| 10 a.m. | Div. II Chancellors/Presidents Meeting and Luncheon 10 a.m.-1 p.m. | | | | TENTATIVE Div. I Issues Forum 9:30-11:30 a.m. | | | |
| 10:30 a.m. | | | | Div. II Education Session (1) 9:45-10:45 a.m. | | | | |
| 10:45 a.m. | | | | | | | | |
| 11 a.m. | | | | Div. II Education Sessions (3) 11 a.m.-noon | | | | |
| 11:30 a.m. | | | | | Div. I BOD/LCs Luncheon 11:30 a.m.-1 p.m. | | | |
| 11:45 a.m. | | | Div. III Chancellors/Presidents Forum and Luncheon 11:30 a.m.-1:30 p.m. | | | | Delegates Luncheon 11:30 a.m.- 1:30 p.m. | |
| Noon | | | | | | | | |
| 12:15 p.m. | | | | | | | | |
| 12:30 p.m. | | | | | | | | |
| 12:45 p.m. | | | | | | | | |
| 1 p.m. | | | | | | | | |
| 1:15 p.m. | | | | | TENTATIVE Div. I Issues Forum 1-4 p.m. | | | |
| 1:30 p.m. | | Divisions II and III Conference Meetings 1-5 p.m. | | | | | | |
| 1:45 p.m. | | | | | | | | |
| 2 p.m. | | | | | | | | |
| 2:30 p.m. | | | | | | | | |
| 2:45 p.m. | | | | | | | | |
| 3 p.m. | | | | | | | | |
| 3:15 p.m. | | | | | | | | |
| 3:30 p.m. | | | | | | | | |
| 4 p.m. | | | | | | | | |
| 4:15 p.m. | | | | | | | | |
| 4:30 p.m. | | | | | | | | |
| 4:45 p.m. | | | | | | | | |
| 5 p.m. | | | | | Div. I Communications and Coordination Committee 4-6 p.m. | | | |
| 5:30 p.m. | | | | | | | | |
| 5:45 p.m. | | Div. III FAR Fellows Institute Reception 5-6 p.m. | Div. III PC Hosted Reception 5-6 p.m. | | | | | |
| 6 p.m. | | | | | | | | |
| 6:15 p.m. | Honors Celebration 6-8 p.m. | | | | | | | |
| 6:30 p.m. | | | | | | | | |
| 6:45 p.m. | | | | | | | | |
| 7 p.m. | | | | | | | | |
| 7:30 p.m. | | | | | | | | |
| 8 p.m. | | | | | | | | |
| 8:30 p.m. | | | | | | | | |
| 8:45 p.m. | | | | | | | | |
| 9 p.m. | | | | | | | | |
| 9:30 p.m. | | | | | | | | |
| 10 p.m. | | | | | | | | |
| | | | | | | | Executive Committee 5:30-8 p.m. WILL MOVE TO A DATE/TIME TBD | |

**REPORT OF THE NCAA DIVISION III
PRESIDENTS COUNCIL AND MANAGEMENT COUNCIL JOINT LEGISLATIVE
STEERING SUBCOMMITTEE**

ACTION ITEMS

1. Legislative Items.

- **None.**

2. Nonlegislative Items.

a. Referral of 2012 NCAA Convention Legislation to NCAA Division III Presidents Council (Membership – Conference Membership Benefits, Conditions and Obligations).

- (1) Recommendation. To refer the 2012 NCAA Convention legislation recommendation from the NCAA Division III Membership Committee regarding conference membership benefits, conditions and obligations to the NCAA Division III Presidents Council for consideration.
- (2) Effective Date. Immediate.
- (3) Rationale. This recommendation is a companion proposal to the proposal already sponsored by the Presidents Council regarding core membership for automatic qualification purposes. While this recommendation largely brings consistency to the legislated benefits, conditions and obligations regarding conference membership, its connection to the automatic qualification proposal and impact on conference membership warrants presidential review.
- (4) Budget Impact. None.
- (5) Student-Athlete Impact. None.

b. Referral of 2012 Convention Legislation to Presidents Council (Playing and Practice Seasons – Required Sickle-Cell Testing).

- (1) Recommendation. To refer the 2012 Convention legislation recommendation from the NCAA Committee on Competitive Safeguards and Medical Aspects of Sports regarding required sickle-cell testing to the Presidents Council for consideration.

- (2) Effective Date. Immediate.
- (3) Rationale. This recommendation addresses an issue that has received regular attention by the governance structure, including the Presidents Council, for nearly two years. The significant health and safety impact along with the potential liability issues support the Presidents Council continued involvement on this matter.
- (4) Budget Impact. None.
- (5) Student-Athlete Impact. None.

c. Referral of 2012 Convention Legislation to Presidents Council (Executive Regulations – Professional Sports Organizations’ Financial Sponsorship of Intercollegiate Competition Events and Ancillary Activities).

- (1) Recommendation. To refer the 2012 Convention legislation recommendation from the NCAA Division III Championships Committee regarding professional sports organizations financial sponsorship of intercollegiate athletics competition events and ancillary activities to the Presidents Council for consideration.
- (2) Effective Date. Immediate.
- (3) Rationale. This recommendation is in response to the Presidents Council withdrawal of NCAA Division III Proposal No. 2011-13 during the 2011 NCAA Convention. The Presidents Council agreed to withdraw the proposal and charged the national office to more thoroughly examine the issue and return with a more complete proposal to address the involvement of professional sports organizations with intercollegiate competition and other events in a manner consistent with the Association’s amateurism principles. This same proposal will be considered in all three divisions as it does have an Association-wide impact regarding the administration of NCAA championships. For these reasons, this proposal warrants presidential review.
- (4) Budget Impact. None.
- (5) Student-Athlete Impact. None.

d. Referral of 2012 Convention Legislation to NCAA Division III Management Council (Personnel – Certified Strength and Conditioning Coaches – Required Sports-Safety Training).

- (1) Recommendation. To refer the 2012 Convention legislation recommendation from the NCAA Division III Interpretations and Legislation Committee regarding required sports-safety training for certified strength and conditioning coaches to the NCAA Division III Management Council for consideration.
- (2) Effective Date. Immediate.
- (3) Rationale. While this proposal is based on health and safety concerns, it addresses them through an operational requirement that is an extension of existing legislation.
- (4) Budget Impact. None.
- (5) Student-Athlete Impact. None.

e. Referral of 2012 Convention Legislation to Management Council (Playing and Practice Seasons – Football – Testing During Five-Day Acclimatization Period).

- (1) Recommendation. To refer the 2012 Convention legislation recommendation from the Committee on Competitive Safeguards and Medical Aspects of Sports regarding testing during the five-day acclimatization period in football to the Management Council for consideration.
- (2) Effective Date. Immediate.
- (3) Rationale. This proposal modifies the methods of communication that can be used during the recruitment process, but does not materially impact the principles of recruiting, thereby rendering it an operational matter.
- (4) Budget Impact. None.
- (5) Student-Athlete Impact. None.

f. Referral of 2012 Convention Legislation to Management Council (Recruiting – Elimination of Electronic Correspondence Restrictions).

- (1) Recommendation. To refer the membership-sponsored 2012 Convention legislation regarding the elimination of the restrictions on electronic correspondence to the Management Council for consideration.
- (2) Effective Date. Immediate.
- (3) Rationale. This proposal modifies the methods of communication that can be used during the recruitment process, but does not materially impact the principles of recruiting, thereby rendering it an operational matter.
- (4) Budget Impact. None.
- (5) Student-Athlete Impact. None.

g. Referral of 2012 Convention Legislation to Management Council (Eligibility – Hardship Waivers – Practice After Injury).

- (1) Recommendation. To refer the membership-sponsored 2012 Convention legislation regarding practice after a season-ending injury to the Management Council for consideration.
- (2) Effective Date. Immediate.
- (3) Rationale. This proposal is operational in nature as it impacts a student-athlete's eligibility for a hardship waiver.
- (4) Budget Impact. None.
- (5) Student-Athlete Impact. None.

h. Referral of 2012 Convention Legislation to Management Council (Membership – Elimination of Regional Rules Seminar Attendance Requirement).

- (1) Recommendation. To refer the membership-sponsored 2012 Convention legislation regarding elimination of the Regional Rules Seminar attendance requirement to the Management Council for consideration.
- (2) Effective Date. Immediate.
- (3) Rationale. This proposal is operational in nature as the elimination of this requirement does not have a significant philosophical or strategic impact.
- (4) Budget Impact. None.
- (5) Student-Athlete Impact. None.

i. Referral of 2012 Convention Legislation to Management Council (Playing and Practice Seasons – Voluntary Workouts Conducted by Certified Strength and Conditioning Coach – Mandatory Off).

- (1) Recommendation. To refer the membership-sponsored 2012 Convention legislation regarding the prohibition of voluntary workouts conducted by a certified strength and conditioning coach on the mandatory day off during the playing season and outside the playing season to the Management Council for consideration.
- (2) Effective Date. Immediate.
- (3) Rationale. This proposal is operational in nature as the extension of the mandatory day off legislation does not have a significant philosophical or strategic impact.
- (4) Budget Impact. None.
- (5) Student-Athlete Impact. None.

j. Referral of 2012 Convention Legislation to Management Council (Playing and Practice Seasons – Annual Exemptions and Playing Season Length – One Postseason Championship).

- (1) Recommendation. To refer the membership-sponsored 2012 Convention legislation regarding one postseason championship to occur outside the

playing season and to exempt one postseason championship from the maximum contest limits to the Management Council for consideration.

- (2) Effective Date. Immediate.
- (3) Rationale. This proposal is operational in nature since it primarily involves scheduling matters which is handled at the administrative, rather than presidential, level at each institution.
- (4) Budget Impact. None.
- (5) Student-Athlete Impact. None.

INFORMATIONAL ITEMS

Approval of guiding principles. The NCAA Division III Presidents Council and Management Council Joint Legislative Steering Subcommittee approved guiding principles to be used in its evaluation of legislative proposals. These guiding principles can serve as a standard filter by which the subcommittee can conduct its work in an efficient manner. Further, it can bring a level of transparency to the process for the membership and governance structure to better understand the lens through which the subcommittee will evaluate legislative proposals as to its either strategic or operational focus. The subcommittee noted the importance of maintaining the discretion to forward any proposal to the Presidents Council as it deems necessary; however, it agreed the following principles would establish a framework for its work:

- a. Significant financial impact;
- b. Significant effect on legislative principles as addressed in the Division III philosophy statement or strategic positioning platform;
- c. Other issues affecting strategic priorities of the division; and
- d. Significant Association-wide impact.

Staff Liaisons: *Dan Dutcher, Governance*
 Amy Huchthausen, Academic and Membership Affairs
 Leah Kareti, Governance
 Jeff Myers, Academic and Membership Affairs



2012 Convention Legislation - Membership-Sponsored Proposals

| Proposal Number | Title | Status | Source | Effective Date | Intent | Rationale |
|-----------------|---|--------------------------------|--|----------------|--|---|
| 2012- | NCAA MEMBERSHIP -- CONDITIONS AND OBLIGATIONS OF MEMBERSHIP -- ELIMINATING REGIONAL RULES SEMINAR ATTENDANCE REQUIREMENT | Available for Cosponsorship | New England Women's & Men's Athletic Conference | Immediate | To eliminate the Regional Rules Seminar attendance requirement. | The requirement that an active member institution must be represented by at least one institutional staff member at the NCAA Regional Rules Seminar every three years is inappropriate and inconsistent given the varied tenets of the Division III Philosophy and therefore inappropriate as a condition of membership. The NCAA does not mandate attendance to any other Association sponsored or supported educational programming related to diversity, gender equity, or student-athlete well-being, all equally important components of the philosophy and therefore expectations of the membership to be educated and current. By mandating the membership to attend an NCAA Regional Rules Seminar every three years, there is also undue financial burden on member institutions. Allowing member institutions to sponsor an educational program or send staff to any educational program, not necessarily facilitated by the NCAA that is linked to any component of the philosophy will expand opportunities, enhance participation beyond compliance staff and likely impact a larger population of the membership. |
| 2012- | PLAYING AND PRACTICE SEASONS -- REQUIRED DAY OFF -- VOLUNTARY STRENGTH AND CONDITIONING ACTIVITIES PROHIBITED DURING REQUIRED DAY OFF | Available for Cosponsorship | New England Women's & Men's Athletic Conference | Immediate | During the playing season, to prohibit voluntary activities conducted by certified strength and conditioning personnel during the mandatory day off; further, outside the playing season, to prohibit voluntary activities conducted by certified strength and conditioning personnel one calendar day per week. | The rule as currently written permits student-athletes to workout with a strength and conditioning coach during the academic year every day of the week. Although we characterize these workouts as voluntary, we are concerned that the student-athletes best interest is not being taken into consideration here. This proposal should have an immediate effective date because it seeks to protect the best interest of the student-athlete. Delaying the effective date until August 1, 2012, merely delays protecting the interest of our student-athletes. By adding the proposed language, we are guaranteeing that student-athletes receive at least one day off per week. |



2012 Convention Legislation - Membership-Sponsored Proposals

| Proposal Number | Title | Status | Source | Effective Date | Intent | Rationale |
|-----------------|--|-----------------------------|---|----------------|--|--|
| 2012- | PLAYING AND PRACTICE SEASONS -- GENERAL PLAYING SEASON REGULATIONS -- POSTSEASON ACTIVITIES EXEMPTING ONE POSTSEASON CHAMPIONSHIP FROM THE DECLARED PLAYING SEASON | Available for Cosponsorship | Great Northeast Athletic Conference | August 1, 2012 | In all sports, to exclude from the declared playing and practice season one postseason championship event; further, to exempt from maximum contest limitations at least one postseason championship event, as specified. | The NCAA has allowed institutions to exempt participation in at least one post-season tournament from being counted against their maximum contest limitations (e.g., NCAA, NCCAA, NAIA, and various national governing body championships.) Exceptions for a number of other tournaments have also been granted on a sport-by-sport basis. Participation in some season-ending tournaments is also exempt from counting in the playing-season limitations. Exceptions to the playing-season limitations became more important when the seasons were reduced to 18 or 19 weeks. Consequently, schools involved in non-NCAA/NAIA/NCCAA championships now have to save a week on the chance they MIGHT be selected to participate. If not selected, the week of participation is lost to those student-athletes. This proposal allows the two parts of Bylaw 17 to be synchronized, whereby one postseason contest is both exempted from maximum contest limitations and excluded from the 18 or 19 week playing-season limitation in all sports. It also applies the accommodation to all non-NCAA post-season championship events, not a select few. It recognizes the value of the post-season championship experience to student-athletes, and provides a fair and consistent application for all sports. |
| 2012- | ELIGIBILITY -- HARDSHIP WAIVER -- PRACTICE AFTER INJURY | Available for Cosponsorship | Midwest Conference, Minnesota Intercollegiate Athletic Conference | August 1, 2012 | In the traditional season, to prohibit student-athletes who have, according to a physician, sustained a season-ending injury from engaging with the team in any physical practice activities. | Continued student-athlete involvement with the team after injury is an important step in retention, rehabilitation and morale. While connection to the team in many areas is necessary, a student-athlete should not be permitted to physically participate in any part of team practice if they are not healthy enough to compete and wish to have an entire season of eligibility returned. While rehabilitation of the injury often involves sport-specific activities and practice-related drills, these should take place outside of the normal practice domain. The student-athlete's focus should be on improving health and strength, not improving skills or providing benefit and assistance to the team in practice. Allowing a student-athlete with a season-ending injury to return to practice, without competing, can be construed as a (unfortunate) form of red-shirting; a practice that was eliminated by Division III in 2004. |



2012 Convention Legislation - Membership-Sponsored Proposals

| Proposal Number | Title | Status | Source | Effective Date | Intent | Rationale |
|-----------------|---|--------------------------------|--|----------------|---|---|
| 2012- | RECRUITING -- PERMISSIBLE ELECTRONIC TRANSMISSIONS | Available for Cosponsorship | St. Louis Intercollegiate Athletic Conference | Immediate | To regulate electronically transmitted correspondence between prospective student-athletes and college staff and coaches according to the same standard as telephone, email and fax correspondence. | The nature and use of electronic transmissions has evolved in dramatic fashion over the past three years since this rule was enacted. Services like Twitter, Facebook and email services like Gmail allow users to have emails (now allowed by the rule) delivered as text to their phone (currently not allowed). Additionally, prospective student-athletes commonly use Smartphone technology to monitor all forms of electronic communication - text, email, twitter and Facebook. Attempting to regulate portions of services that are now fused together is unnecessary, difficult at-best to monitor and tends to limit the amount of timely information available to the prospective student-athlete. The philosophy of Division III athletics is that student-athletes are treated no differently than non-athlete students. College admissions staff and faculty, among other groups, regularly use this technology to communicate with prospective students. Not permitting coaches from communicating with prospective student-athletes in this manner separates the (prospective) student-athlete from the (prospective) student. This proposed regulation also recognizes that allowed electronic transmission is best treated by the same standard as telephone and email communication. |