



MODEL FOR SUCCESS FOR A DIVISION III ATHLETICS PROGRAM

While Division III has a diverse membership of varying sizes and institutional missions, most of the following guidelines represent attributes that are found in successful Division III athletics programs and reflect real goals that, if achieved, should enhance an institution's operations.

Guiding Principles for the Model Athletics Program

1. **Integration and Institutional Control.** A model Division III athletics program is integral to the educational mission of the institution, is fully integrated as an athletics department in the institution's budget and management operations, and is committed to the principle of institutional control. 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 education mission, and strive to incorporate the core attributes of the Division III mission and philosophy.
2. **Chancellor or President Oversight.** A model Division III member institution's chancellor or president sets forth a vision for the institution's intercollegiate athletics program, ensures that adequate resources exist for the athletics department to carry out this vision, emphasizes the importance of the institution's compliance system and the roles of various departments (e.g., financial aid office) in this system, and ensures that the 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.
3. **Athletics Direct Report.** At many Division III member institutions, the president or chancellor has designated oversight of intercollegiate athletics to another individual (e.g., vice president). Within a model Division III member institution that has this structure, the athletics direct report should be consulted for input on key institutional and conference operational and strategic issues facing the athletics program.
4. **Director of Athletics.** A model Division III athletics program shall feature a full-time administrator that takes responsibility for the academic and athletics success of the athletics department. As the department's manager, the Director of Athletics shall implement the institution's vision for intercollegiate athletics consistent with the institution's mission and philosophy. The Director of Athletics is also responsible for creating an environment that prioritizes sportsmanship and civility. The Director of Athletics should provide its staff members with professional development opportunities. Although not a requirement, as a best practice it is recommended that the Director of Athletics should serve as a primary athletics administrator and should not have other major responsibilities (e.g., should not also serve as a coach). [Attachment A]

5. Associate/Assistant Director of Athletics. A model Division III athletics program should have at least one associate or assistant director of athletics. This individual could have a variety of responsibilities ranging from compliance, budget management, scheduling and/or facility oversight.
6. Senior Woman Administrator (SWA). A model Division III athletics program shall include the active involvement of the senior woman administrator in decision making regarding key issues and in the general operations and management of the athletics department. The SWA is a senior level administrator who has the appropriate title (e.g., assistant, associate athletics director). [Attachment B]
7. Faculty Athletics Representative (FAR). A model Division III athletics program shall include the active involvement of the faculty athletics representative as the key institutional liaison to the athletics department and should be supported and funded by the institution to perform these functions. The involvement of the FAR should include eligibility or academic related duties. The FAR should also serve as a key contact for student-athletes. [Attachment C]
8. Coach's Role. A model Division III athletics program shall feature an environment where head coaches understand their responsibility in establishing a culture of compliance with conference and NCAA rules. The actions of coaches should exhibit fairness, openness, honesty in their relationships with student-athletes. A model athletics program also features, a coaches policies and procedures manual.
9. Athletic Trainers. A model Division III athletics program shall feature an adequate number of certified athletic trainers who are able to provide for the safety and well-being of the student-athletes. A model athletics program also features athletic trainers who are integral to compliance with CPR, first aid and AED certification requirements. Best practices, procedures and policies should adhere to the NCAA Sports Medicine Handbook.
10. Athletics Communication Director. A model Division III athletics program shall feature an individual responsible for promoting the institution's intercollegiate athletics program and for building key relationships with the media and the community. This individual should work with the department in establishing web communication and social media strategic planning.
11. Student-Athlete Advisory Committee (SAAC) Involvement. A model Division III athletics program shall feature an active institutional SAAC that represents the concerns and ideas of the institution's student-athletes in all sports and is committed to the overall well-being of the student-athlete. Every team should have at least one representative on the campus SAAC, and the institution should have at least one student-athlete representative on the conference SAAC. A model athletics program also should have a student-athlete handbook.

12. Continuing Education and Professional Development. A model Division III athletics program shall be committed to sending its key personnel to educational events (e.g., NACDA, NACWAA, NCAA Regional Rules Seminar) and to the annual NCAA Convention to enhance the success of the institution and to further the professional development of coaches and administrators. In addition, the athletics department should look for regional and national seminars to send coaches and student-athletes for enhanced leadership skills.
13. Academic Success. A model Division III athletics program shall be committed to the academic success of its student-athletes and ensures the academic performance of student-athletes is, at a minimum, consistent with that of the general student-body. A model program has regularly scheduled meetings with the director of athletics, admissions and financial aid directors.
14. Admissions. A model Division III athletics program ensures that athletics recruitment complies with established institutional policies and procedures applicable to the admission process. The institution should also ensure that admission policies for student-athletes comply with policies and procedures applicable to the general student-body.
15. Financial Aid. A model Division III athletics program ensures that athletics ability, participation, or leadership are not considered in the formation of institutional financial aid packages and that athletic department personnel are not involved in the arrangement or modification of student-athlete financial aid packages. A model program has regularly scheduled meetings with the director of athletics, admissions and financial aid directors.
16. Diversity. A model Division III athletics program shall be committed to the principle of diversity. The athletics department shall promote an atmosphere of respect for and sensitivity to the dignity of every person. The department shall also value the opinions of all, initiate a leadership role on campus in this area, and, through diverse hiring pools, strive for gender and ethnic diversity in the institution's administrative and coaching positions.
17. Compliance. A model Division III athletics program shall feature a designated compliance coordinator whose primary responsibility is the oversight of the institution's compliance system, the coordination of the institution's rules education and the monitoring of rules compliance. Although not a requirement, as a best practice it is recommended that the individual with compliance responsibilities should not be a coach. The department should commit to a regular self-analysis or a regular external assessment to evaluate the strengths and weaknesses of the institution's compliance systems. A model Division III athletics program that has multidivisional classification should have policies and procedures in place to monitor compliance and education regarding NCAA Division I legislative requirements.

18. Citizenship/Leadership/Sportsmanship. A model Division III athletics program shall encourage all student-athletes, coaches and spectators to respect each other, practice civility, encourage teamwork and understand citizenship responsibilities during the conduct of intercollegiate practice and competitions. An athletics department should develop a policy on sportsmanship and fan behavior for home events. A model program will emphasize that a “family friendly” environment should exist at all athletics department events.
19. Game Management. A model Division III athletics program shall have game-day operations or event management procedures. A designated person should have oversight responsibilities related to game management to create a positive atmosphere and ensure that individuals who violate the code must be held accountable.
20. Finances and Sports Sponsorship. A model Division III athletics program shall be administered with prudent management and fiscal practices to ensure financial stability. Sufficient operating and travel budgets should be maintained to allow for the effective operation of the athletics department. The median total expenses for a Division III athletics department budget is \$3 million (with football) or \$1.45 million (without football). The model program should also feature participation opportunities that are consistent with the institution’s mission and the interests of the institution’s student-athletes. The current Division III sports-sponsorship averages are 18 varsity sports .
21. Fundraising. A model Division III athletics program provides for an individual with responsibilities in athletics fundraising and development. If that individual is the athletics director, an additional assistant athletics director may be necessary for the day-to-day operations of the department. If the function is handled outside the athletics department, the institution’s development office should provide for an individual for athletics fundraising and development.
22. Communication/Campus Relationships. A model Division III athletics program shall feature a communication strategy to keep other key campus departments (e.g. registrar, financial aid) up to date regarding athletics department issues.
23. Strategic Plan for Intercollegiate Athletics. A model Division III athletics program shall feature a strategic vision for an integrated athletics model that specifies the goals and objectives for the intercollegiate athletics experience and identifies how athletics enhances the mission of the campus.
24. Assessment. A model Division III athletics program shall feature an instrument (e.g., student-athlete exit interview) that is used as an assessment each year to measure the student-athletes’ experience. In addition, the athletics department should feature annual performance evaluations for coaches and administrators.

25. Institutional Self-Study Guide. Each Division III institution shall conduct a comprehensive self-study and evaluation of its intercollegiate athletics program at least once every five years, using the NCAA's Institutional Self-Study Guide (ISSG). Note that the five-year cycle should be accelerated when there are personnel or administrative changes on campus.

DIRECTOR OF ATHLETICS

Role of the Director of Athletics.

1. Report directly to the chancellor or president (or have access to the chancellor or president if reporting directly to an athletics direct report) and have the primary responsibility for the day-to-day operations of the department and the supervision of the athletics department staff.
2. Oversee the organization and management of all athletics department personnel, policies and procedures.
3. Be the champion and primary caretaker for the institution's athletics department's strategic plan and compliance with Title IX.
4. Promote effective communication among all institutional constituents (e.g., chancellor or president, staff, administrators, faculty, student-athletes, media public).
5. Take an active role in conference and national affairs.
6. Maintain communication with outside organizations that are vital to the athletics department's operations, such as the NCAA, NACDA, NACWAA, CoSIDA, etc.
7. Provide professional growth opportunities for athletics department staff.
8. Coordinate fundraising and development activities for the department or communicate with other units on campus that have this responsibility.
9. Be accountable for the compliance and fiscal stability of the athletics department.
10. Oversee the annual assessment policies and procedures.

SENIOR WOMAN ADMINISTRATOR (SWA)

The highest-ranking female administrator involved in the management of an institution's intercollegiate athletics program. [NCAA Constitution 4.02.4] The following should not be used to create a job position or list of responsibilities for the individual who fills this role; rather this document is merely intended to encourage the involvement of female administrators in meaningful ways in the decision-making process in intercollegiate athletics. The designation of the SWA is intended to enhance representation of women's interests, experience and perspective at the institutional, conference and national levels.

The Role of the SWA.

A model athletics department may find it valuable to use the SWA in the following ways:

1. As a key decision-maker instrumentally involved with the athletics department.
2. As a participant on the senior management team.
3. As a team member working within the group structure to accomplish goals.
4. As a strategizer of ways to support and manage gender equity and Title IX plans and issues.
5. As an advocate of issues important to female and male student-athletes, coaches and staff.
6. As an educator on issues concerning both men and women.
7. As a role model and resource for students, coaches, administrators and others.
8. As an administrator leading student-athletes in successfully balancing academics and athletics by providing leadership.
9. As a reviewer of the Equity in Athletics Disclosure Act (EADA) Report.

Institutional Benefits.

The SWA aids senior management with a broad-based, well versed, wide range of experiences in sport and in the world of intercollegiate athletics. The institution also obtains an experienced, female voice and perspective, and a role model who is conscious about equity and gender matters.

Examples of responsibilities model athletics departments have assigned to their SWAs:

1. Sport program supervision.
2. Budget management.
3. Fundraising.
4. Administration and governance of the athletics program.
5. Recruitment and hiring of key department and/or institutional personnel.
6. Monitoring implementation of gender-equity plan.
7. Spokesperson for the needs and interests of women within the intercollegiate athletics department.
8. Role model for student-athletes, educating them on issues affecting intercollegiate athletics.
9. Serving as an active member in appropriate professional organizations (e.g., NACWAA, NACDA).

FACULTY ATHLETICS REPRESENTATIVE (FAR)

Each member institution is required to appoint a faculty athletic representative (FAR). [Constitution 6.1.3]

Role on Campus.

Faculty athletics representatives can be only as effective as their institutional circumstances permit. Circumstances that would tend to support a meaningful role for the faculty athletics representative include:

1. A position description, which clearly specifies both authority and responsibility;
2. A commitment of institutional resources so that the FAR has sufficient time, clerical assistance, discretionary travel privileges and similar support; and
3. Recognition by both the chancellor or president and the faculty governance structure of the importance of a significant faculty athletics representative role in the institutional governance and oversight of the intercollegiate athletics program.

Faculty Athletics Representative Credentials and Duties.

1. The working relationship between the chancellor or president and the faculty athletics representative is a critically important determinant of the effectiveness of the faculty athletics representative in contributing to the local control of the intercollegiate athletics program.
2. The basis of this relationship should be a model of institutional control in which significant responsibilities for administration and oversight are assigned to the faculty athletics representative, as well as to the director of athletics.
3. It is important that the chancellor or president recognize that the range of activities and the scope of the responsibilities of the FAR elevate this position above the level of the typical faculty service appointment, and it is recommended that those who hold this position have permanent tenure.

Essential Faculty Athletics Representative Responsibilities.

1. The FAR should ensure, either directly or indirectly, that student-athletes meet all NCAA, conference and institutional requirements for eligibility for practice and intercollegiate competition. Eligibility checks should be periodically reviewed and audited by the FAR. Academic eligibility certifications should be performed by persons outside of the department of athletics.

2. The FAR should be involved in institutional compliance activities or responsibilities, along with campus entities outside the athletics department. Such entities include, but are not limited to, the following:
 - a. Office of student financial aid,
 - b. Office of undergraduate admissions,
 - c. Office of the registrar; and
 - d. Offices of the academic vice president and the deans of several colleges.
3. The FAR should work in concert with the director of athletics to ensure a comprehensive and effective rules education and compliance program on the campus.
4. The FAR should be knowledgeable about the NCAA and conference rules related to academic eligibility, transfer requirements, and restrictions and enforcement procedures. He or she should participate, or otherwise be fully informed about, institutional investigations of allegations of rules violations. No infractions report to either the NCAA or a conference should leave the campus until it has been reviewed by the FAR.
5. The FAR should have direct contact with student-athletes on a systematic and periodic basis. He or she should participate in new student-athlete orientation activities and should interact frequently with the student-athlete advisory committee.
6. Student-athletes should recognize the FAR as a source of information and an advocate for student-athlete well-being
7. The FAR should be a senior advisor outside of the athletics department to the CEO on matters related to intercollegiate athletics. Together, with the director of athletics, the FAR should formulate and recommend institutional positions on NCAA legislation and other matters affecting, or related to, intercollegiate athletics on the campus.
8. The FAR should be an active member of the campus intercollegiate athletics board or committee.