

NCAA Division II Game Environment Recognition Program Institution Self-Assessment Questions

To qualify for a Division II Game Environment recognition banner, a member school's president and director of athletics must acknowledge that the institution has considered the following questions related to a positive game environment on its campus.

After conducting the self-assessment, please visit the [Banner Submission Form](#) for the steps to follow to receive the recognition banner for your institution.

- Coaches
 - a. Are your coaches instructed to interact appropriately with game officials when calls are disputed?
 - b. Are your coaches instructed not to incite crowds through agitated behavior?
 - c. If so, how is that instruction accomplished (face-to-face talk; staff meeting; memo; contract)?

- Spectators
 - a. Does your institution define what constitutes appropriate spectator behavior?
 - b. If so, does it have in place a plan to confront bad behavior?
 - c. Is an athletics department (a.k.a. game environment) representative present at all competition (beyond personnel who are coaching and supporting the participating team)?
 - d. What steps do you have in place to ensure that spectators are kept an appropriate distance from the competing student-athletes?
 - e. Are non-game entertainment activities frequent enough to entertain the crowd?
 - f. Are concession (a.k.a. game environment) staff members adequately trained?
 - g. What steps has your institution taken to ensure the comfort of the fans (surveying their needs, adequate and clean restrooms, nearby parking, chairback seats, pleasant entryways, etc.)?

- Students
 - a. Do you permit students to sit behind the visiting team's bench?
 - b. If so, do you have in place a policy that ensures that the visiting student-athletes and coaches are not heckled?
 - c. Is there a dedicated "family friendly" seating area?
 - d. Do you enlist student leadership on your campus to help create a better game environment at your athletics events?
 - e. Are your student-athletes educated as to their role in creating a positive game environment?

- Cheerleaders and Pep Bands
 - a. Do you believe the pep bands/marching bands and cheerleading at your institution contribute to a positive environment?
 - b. Do the band director and cheering advisors interact with athletics administration at your institution?
 - c. Do you explicitly prohibit the band or cheer squads from leading or encouraging abusive cheers? If so, how is this policy enforced?
 - d. Do you screen music before the game to ensure the absence of gang-related or profane language?
 - e. Do you require cheerleaders to participate in some form of positive game environment training program?
 - f. Are cheerleaders chosen based on leadership skills in addition to cheering skills?
 - g. Do you have a best-practices document outlining expectations for bands and cheerleaders?

- Public address
 - a. Do you believe that the public address announcers at your institution contribute to a positive game environment?

 - Miscellaneous
 - a. Does your institution promote good behavior at athletics events through the reading of sportsmanship statements and the display of signage encouraging good sportsmanship?
 - b. What steps do you take to remind spectators that the competition taking place is a part of the educational experience?
 - c. Does your institution's conference provide a way for visiting teams to cite poor treatment, with the expectation that the problem will be remedied?
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Sample DII Game Environment Recognition Banner:

(Actual size of banner; 10' x 4')

