

CASE STUDIES FROM AN NCAA DIVISION II  
INTERCOLLEGIATE ATHLETIC CONFERENCE:  
ATTITUDES AND PRACTICES

By

JAMES C. REDD

Bachelor of Science  
Northwest Missouri State University  
Maryville, Missouri  
1966

Master of Science  
University of Colorado  
Boulder, Colorado  
1967


Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
DOCTOR OF EDUCATION  
December, 1986

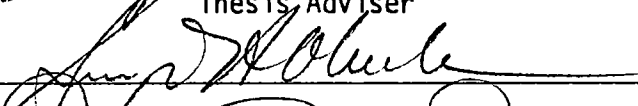
Thesis  
1986D  
R313e  
cop. 2

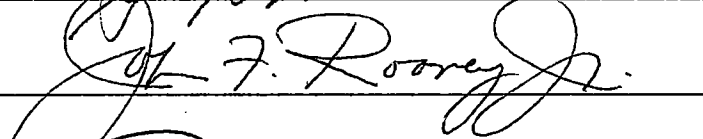


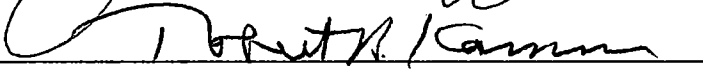
CASE STUDIES FROM AN NCAA DIVISION II  
INTERCOLLEGIATE ATHLETIC CONFERENCE:  
ATTITUDES AND PRACTICES

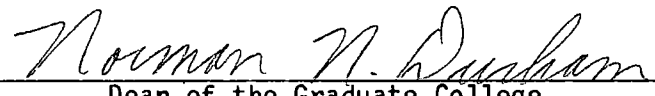
Thesis Approved:

  
\_\_\_\_\_  
Thesis Adviser

  
\_\_\_\_\_

  
\_\_\_\_\_

  
\_\_\_\_\_

  
\_\_\_\_\_  
Dean of the Graduate College

## ACKNOWLEDGMENTS

Case studies with interviews can be accomplished only with the cooperation and effort of many people. I would like to thank all those who participated in this study. To all the interviewed Missouri Intercollegiate Athletic Association personnel, to those in the pilot study, and to those serving on the "jury of experts," thank you for your time, effort, and cooperation.

I would also like to acknowledge a series of people who have been a major influence in my education and life. Three educators/coaches have had a primary influence, and they are Jack Kersting, D. C. Wilcutt, and Ivan Schottel. Many professional physical educators have helped develop and motivate me throughout my career. They are, from my undergraduate days at Northwest Missouri State University, Professors H. D. Peterson and Burton L. Richey, and while pursuing graduate study at the University of Colorado-Boulder, Professors David C. Bartelma, Roland E. Balch, and Fred R. Murphy.

Many professional colleagues have encouraged me to pursue the doctoral degree; however, three in particular will be mentioned because of their continuous encouragement and support. They are Dr. John P. Mees, Vice-President for Administration and Student Services at Northwest Missouri State University; and Professors James Herauf, Chairman of Health, Physical Education, Recreation and Dance at Northwest; and Dr. Donald Hagan, an Oklahoma State University alumnus and Chairman of Geology and Geography at Northwest, who encouraged me to select and pursue further graduate studies at Oklahoma State University.

A special thank you is given to my doctoral advisory committee for their continuous interest and professional guidance throughout this study. This committee included Professors Betty W. Abercrombie, George H. Oberle, John F. Rooney, Jr., and Robert B. Kamm. Great appreciation is expressed to my graduate program adviser and dissertation chairperson, Betty W. Abercrombie. Her constant encouragement, professional manner, and positive attitude have been a tremendous motivation to me.

To my deceased mother, Mary Jane, who I know would be most proud at this moment, and to my family, I would also like to say "thank you." They have stood by me during both joyous and tough times, and their love is most appreciated. To our children, Renee Marie, Paula Jane, and Matthew James, and to my wife, Rosemary, who has been a constant encouragement and inspiration throughout our marriage--I love you!

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION. . . . .	1
Statement of the Problem . . . . .	2
Delimitations of the Study . . . . .	3
Assumptions. . . . .	4
Need and Importance of the Study . . . . .	4
Definition of Terms. . . . .	5
II. REVIEW OF RELATED LITERATURE. . . . .	11
Introduction . . . . .	11
Whys and Philosophy. . . . .	12
The Integrity Issue. . . . .	14
Recent Specific Violations . . . . .	23
The Economic Issue . . . . .	29
The Academic Issue . . . . .	33
Leadership Considerations. . . . .	36
Notable Recommendations for Future Intercollegiate Athletic Programs. . . . .	38
Summary. . . . .	46
III. METHODOLOGY . . . . .	48
The Case Study Method and Its Limitations. . . . .	50
The Interview and Its Limitations. . . . .	51
Population and Sample Studied. . . . .	52
The Interview Guide: Validity and Reliability Considerations . . . . .	54
Data Collection and Summarization Procedures . . . . .	57
IV. RESULTS AND DISCUSSION. . . . .	59
Introduction . . . . .	59
Presidential Responses . . . . .	59
Athletic Director Responses. . . . .	74
Faculty Athletic Representatives . . . . .	90
Combined Responses . . . . .	106
Summary. . . . .	121
V. SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	133
Summary. . . . .	133

Chapter	Page
Findings . . . . .	135
Conclusions. . . . .	144
Recommendations. . . . .	145
A SELECTED BIBLIOGRAPHY. . . . .	150
APPENDIXES . . . . .	155
APPENDIX A - NCAA ENFORCEMENT SUMMARY . . . . .	156
APPENDIX B - INTERVIEW GUIDE. . . . .	165
APPENDIX C - TRANSMITTAL LETTERS. . . . .	172
APPENDIX D - INFORMED CONSENT SHEETS. . . . .	175
APPENDIX E - CHRONOLOGICAL LISTING OF SUBJECTS INTERVIEWED: PILOT AND ACTUAL STUDY . . . . .	178
APPENDIX F - LETTERS TO JURY OF EXPERTS . . . . .	181

## LIST OF TABLES

Table	Page
I. Division II Cases of the NCAA Enforcement Summary . . .	18
II. Intercollegiate Athletic Financial Report for MIAA Institutions by Missouri Coordinating Board of Higher Education, Fiscal Year 1985. . . . .	30
III. Intercollegiate Athletic Financial Report for Non-MIAA Institutions by Missouri Coordinating Board of Higher Education, Fiscal Year 1985 . . . . .	31
IV. Presidential: Demographic Data . . . . .	60
V. Presidential: Whys and Philosophy Data . . . . .	62
VI. Presidential: Integrity Issue Data . . . . .	65
VII. Presidential: Economic Issue Data. . . . .	67
VIII. Presidential: Academic Issue Data. . . . .	70
IX. Presidential: Leadership Consideration Data. . . . .	73
X. Presidential: Perceived Future Directions. . . . .	74
XI. Athletic Directors: Demographic Data . . . . .	75
XII. Athletic Directors: Whys and Philosophy Data . . . . .	77
XIII. Athletic Directors: Integrity Issue Data . . . . .	80
XIV. Athletic Directors: Economic Issue Data. . . . .	82
XV. Athletic Directors: Academic Issue Data. . . . .	85
XVI. Athletic Directors: Leadership Consideration Data. . .	88
XVII. Athletic Directors: Perceived Future Directions. . . .	89
XVIII. Faculty Athletic Representatives: Demographic Data . .	91
XIX. Faculty Athletic Representatives: Whys and Philosophy Data. . . . .	93



Table	Page
XX. Faculty Athletic Representatives: Integrity Issue Data . . . . .	95
XXI. Faculty Athletic Representatives: Economic Issue Data.	98
XXII. Faculty Athletic Representatives: Academic Issue Data.	101
XXIII. Faculty Athletic Representatives: Leadership Consideration Data . . . . .	105
XXIV. Faculty Athletic Representatives: Perceived Future Directions. . . . .	106
XXV. Combined: Demographic Data . . . . .	108
XXVI. Combined: Whys and Philosophy Data . . . . .	110
XXVII. Combined: Integrity Issue Data . . . . .	112
XXVIII. Combined: Economic Issue Data. . . . .	114
XXIX. Combined: Academic Issue Data. . . . .	117
XXX. Composite of Perceived Future Directions. . . . .	121
XXXI. Composite Summary: Demographic . . . . .	122
XXXII. Composite Summary: Whys and Philosophy . . . . .	124
XXXIII. Composite Summary: Integrity . . . . .	126
XXXIV. Composite Summary: Economics . . . . .	128
XXXV. Composite Summary: Academics . . . . .	129
XXXVI. Composite Summary: Leadership. . . . .	131
XXXVII. Composite Summary: Perceived Future Directions . . . .	132
XXXVIII. Chronological Listing of Subjects Interviewed in Pilot Pilot Study . . . . .	179
XXXIX. Chronological Listing of Subjects Interviewed . . . . .	180

## CHAPTER I

### INTRODUCTION

Participation in intercollegiate athletics can be a valuable and educational experience. As a former college athlete (football and basketball) and as a college football coach for 17 years, the researcher strongly believes in the many intangible contributions that athletic participation can make toward successful living. However, there appears to be many critical issues and questions within today's college athletic programs, regardless of the level of competition: National College Athletic Association (NCAA) Division I, IAA, II, III, or National Association of Intercollegiate Athletics (NAIA) Division I or II.

Intercollegiate athletic programs are at a definite crossroad, and there is a need for aggressive, courageous, and imaginative leadership. The sports editor of the Kansas City Star, Joe McGuff (1983), wrote:

Anyone old enough to read the sports section of the daily newspaper and form sound judgments is aware that the conduct of big-time collegiate athletics has become a national disgrace. My personal view is that it constitutes the greatest athletic scandal of our times, a position I have maintained orally and in print for much of the last decade (p. 1).

McGuff suggested that this is a harsh statement, but he believed it to be justified because of the important role society has given institutions of higher education. Colleges and universities are not only required to educate our youth in the arts and sciences, but they are also expected to help instill a respect for ethical conduct (McGuff, 1983). Higher

education institutions and their personnel have a tremendous responsibility in this respect.

Walter Byers, Executive Director of the NCAA, has been silent on this issue for many years. However, he recently warned that intercollegiate athletics could self-destruct unless solutions are found for what he terms the "triple crisis" facing these programs (Monaghan, 1984, p. 23). The "triple crisis" involves: the integrity issue in intercollegiate athletics, revenues and costs of athletic programs, and concerns over academic performance by athletes. The Presidents' Commission of the NCAA is currently studying and seeking solutions to these critical issues, and it is with these issues in mind, along with the researcher's strong desire to retain educationally based NCAA intercollegiate athletic programs, that this study was undertaken.

#### Statement of the Problem

The purpose of this investigation was to determine the intercollegiate athletic beliefs, attitudes, and practices at the universities in the Missouri Intercollegiate Athletic Association (MIAA), which is an NCAA Division II conference.

Subpurposes in this study were:

1. To present an overview of the reported public disciplinary actions taken by the NCAA Committee on Infractions, or the NCAA Council, from October 16, 1952, to August 16, 1985.
2. To determine an administrative response to the described "triple crisis" in intercollegiate athletics (integrity, economics, and academics) as presented by the Executive Director of the NCAA, Walter Byers. The included administrative leaders are the university president, athletic

director, and faculty athletic representatives from the selected NCAA Division II conference.

3. To describe the perceived athletic leadership role for the selected university presidents, athletic directors, and faculty representatives at three levels: institutional, conference, and national.

4. To report and summarize the responses of these university administrative leaders, and to offer possible direction for future intercollegiate athletic programs.

#### Delimitations of the Study

This study reported only the public disciplinary actions taken by the NCAA Committee on Infractions, or the NCAA Council, from October 16, 1952, to August 16, 1985.

An administrative response to the described "triple crisis" in intercollegiate athletics (integrity, economics, and academics), as presented by the Executive Director of the NCAA, Walter Byers, was presented. The administrative leaders were the presidents, athletic directors, and faculty athletic representatives from the MIAA. The administrative responses were delimited by the scope of the questions included in the interview guide.

The perceived athletic leadership role for the selected university presidents, athletic directors, and faculty athletic representatives for the institutional, conference, and national levels were also delimited by the extent of the interview guide questions.

The recommendations for future direction in intercollegiate athletics were determined by the researcher's interpretation of the NCAA Enforcement Summary, considerations from the included review of literature, and from reporting and summarizing the MIAA administrative responses to the designed interview guide. Therefore, the recommendations and suggestions for future

direction in intercollegiate athletics were subject to possible biases in interpretation and opinion.

#### Assumptions

The following assumptions were made while conducting this study: the NCAA Enforcement Summary was considered to be accurate and complete; the administrative responses to the designed interview guide were honest; and these responses reflect the actual beliefs, attitudes, and practices of the presidents, athletic directors, and faculty athletic representatives in the MIAA.

#### Need and Importance of the Study

There are many critical issues and questions within today's collegiate athletic program. The "triple crisis" in intercollegiate athletics, as described by Walter Byers (integrity, economics, and academics), is a good summation of these issues.

In order to address this "triple crisis," colleges and universities need to recognize these issues as critical. Once these issues are recognized as important, a course of action can be implemented to deal with them. There must be an understanding of the institutional athletic philosophy; once this common direction is known, the necessary leadership and program administration can be provided to help ensure an educationally based intercollegiate athletic program.

Much has been written and cited concerning the many abuses and current status of NCAA Division I (Big Eight, Southwest Conference, Pacific Ten, for example) intercollegiate athletics. The researcher believes the situation at NCAA Division II institutions is similarly critical. What occurs in major college athletic programs tends to have a rippling effect on the

smaller institutions; whenever the integrity of higher education is challenged, it is time for concern.

All colleges and universities have a responsibility to provide integrity in all of their academic and athletic programs. It should be noted that much is taught by example, and honest role models are essential for gaining respect from the general public. Institutions of higher education should be honest in their dealings, and colleges and universities should lead the way by setting a truthful example.

Athletic economic decisions at NCAA Division II institutions cross many areas because funds are derived from a variety of sources, such as: student fees, general instructional budgets, gate receipts, booster clubs, and other donated funds. Priorities must be determined, and this becomes a matter of institutional philosophy, leadership, and administration.

Academically attaining the student/athlete concept is not an impossible task. However, achieving a balance between academics and athletics requires a definite philosophy backed by strong leadership and program administration.

Critical issues and questions can be understood and often resolved with meaningful research. This study was intended to: report the public disciplinary actions taken by the NCAA Committee on Infractions of the NCAA Council from October, 1952, to August 16, 1985; provide an in-depth administrative consideration to the "triple crisis" in the MIAA; describe the perceived athletic leadership role for the selected university administrators; and to offer possible direction for retaining and improving educationally based intercollegiate athletic programs in the future.

#### Definition of Terms

The following terms are defined to clarify their use in this study:

Academic Issues. The questions which were included in this study's designed interview guide relating to the formal education of the collegiate student/athlete. The topics included were: identifying the institutions' most significant athletic educational question, assessing the student/athlete's time commitment to athletics, gaining reactions to the NCAA's Proposition 48, consideration of graduate rates by student/athletes, gaining suggestions on implementation of the "normal progress" rule, views concerning eligibility for freshmen student/athletes, admission considerations for the student/athlete, and identification of the best high school academic indicators for predicting future collegiate academic success.

Athletic Director. The individual appointed to lead and administer the university's athletic program.

Demographic Information. The background descriptions gained from those interviewed in this study, including: position of the subject, length of service in this position, past professional experience, age, undergraduate collegiate preparation, graduate degrees and graduate fields of study, present teaching role, past athletic competition experience, and other collegiate athletic administration experience.

Economic Issues. The questions which were included in this study's interview guide concerning the management of income. The topics include: identifying the sources for funding intercollegiate athletics, determining the primary sources of this funding, estimating the percentage of private source funding, explaining the budgetary processes for all sports, considerations given to competing for athletic guarantees, explaining auditing procedures, possibilities for future NCAA Division II funding, and discussing roles for coaches and athletic directors in fund raising.

Faculty Athletic Representative. The individual appointed to represent the institution's "faculty" interests and concerns relating to

intercollegiate athletics. The faculty athletic representative is considered a "link" of sorts between the student in the classroom and the student on the field, between the academic faculty and the athletic faculty, and between the president and the athletic director.

Integrity Issues. The questions which were included in this study's interview guide concerning the honesty and sincerity of intercollegiate athletics. The topics included are the administrative perceptions concerning integrity in the NCAA Division II institutions, ways in which NCAA Division II members can maintain or develop their athletic integrity, identification of observed NCAA Division II violations, administrative perceptions concerning integrity in the MIAA, reasons for violating the NCAA rules, and suggestions for appropriate sanctions for those that violate NCAA Division II rules.

Interview Guide. The research instrument used when interviewing the presidents, athletic directors, and faculty athletic representatives from the MIAA. The interview guide includes questions concerning demographic information, whys and philosophy, integrity, economics, academics, leadership, and future recommendations.

Jury of Experts. An independent committee utilized to assess the validity of questions included in this study's interview guide. Those serving on the "jury of experts" were: Mr. S. D. Berst, NCAA Enforcement Office; Dr. R. E. Stewart, Chairman of the Health and Physical Education Department at the University of Missouri-Columbia; and Dr. B. Quayle, Athletic Director and Chairman of the Health, Physical Education and Recreation Department at Emporia State University in Kansas.

Leadership Issues. The questions which were included in this study's interview guide concerning the administrators' perceptions on how they



direct, motivate, and influence the intercollegiate athletic decisions at the institutional, conference, and national levels.

Missouri Intercollegiate Athletic Association (MIAA). This is the selected NCAA Division II athletic conference studied in this research. The conference members and their locations are: Central Missouri State University, Warrensburg; Lincoln University, Jefferson City; Northeast Missouri State University, Kirksville; Northwest Missouri State University, Maryville; Southeast Missouri State University, Cape Girardeau; University of Missouri-Rolla; and University of Missouri-St. Louis.

National Collegiate Athletic Association (NCAA). This organization is a voluntary association of member institutions and affiliated associations.

The purposes of the NCAA are designed to uphold the principles of institutional control of all collegiate sports; to maintain a uniform code of amateurism in conjunction with sound eligibility rules, scholarship requirements, and good sportsmanship; to promote and assist in the expansion of intercollegiate and intramural sports; to formulate, copy-right, and publish the official rules of play; to sponsor and supervise regional and national meets and tournaments for member institutions; to preserve collegiate athletic records; and to serve as headquarters for collegiate athletic matters of national importance (Bucher, 1983, p. 614).

NCAA Division II. The National Collegiate Athletic Association is divided into three divisions (I, II, and III). Division II members believe that a:

well-conducted intercollegiate program based on sound educational principles and practices is a proper part of the educational mission of a university or college and that the educational welfare of the participating student-athlete is or primary concern (Manual of the National Collegiate Athletic Association, 1984-85, p. 197).

Members of Division II also believe in offering broad-based intercollegiate athletic programs. Athletic-related financial aid (grant-in-aids) for the

student/athletes is permitted, but on a more modest basis than permitted in Division I.

NCAA Enforcement Summary. The official NCAA report listing the public disciplinary actions taken by the NCAA Committee on Infractions, or the NCAA Council, from October 16, 1952, to August 16, 1985. A total of 299 cases are cited, with the most frequent violations involving recruiting and financial aid.

Pilot Study. The preliminary trial for this research which included conducting interviews with the presidents, athletic directors, and faculty athletic representatives at Tarkio College in Tarkio, Missouri, and Missouri Western State College, St. Joseph, Missouri. A total of six interviews were conducted in the pilot study.

President, Chancellor, or Chief Executive Officer (CEO). The individual appointed to lead and administer the total university.

Proposition 48 of the NCAA. The NCAA rule that stipulates admission standards for incoming freshman student/athletes at Division I institutions. In each interview, the following statement was read to describe Proposition 48:

It would require that freshmen athletes at institutions in the NCAA Division I would have a 2.0 high school grade point average in a core curriculum of 11 courses, as well as a combined score of at least 700 (out of a possible 1,600 on the Scholarship Aptitude Test) or 15 (out of a possible 36) on the American Testing Programs' examination ("NCAA Council Backs Delay in Applying Academic Rules for Freshman Athletes," 1984, p. 27).

"Triple Crisis". The identification provided by Walter Byers, executive director of the NCAA, of the main issues confronting intercollegiate athletics (integrity, economics, and academics).

Whys and Philosophy Issues. The questions which were included in this study's interview guide relating to purposes, beliefs, and reasons for

offering intercollegiate athletic programs. Topics included were the purposes for offering intercollegiate athletics, identifying major contributions for such an offering, citing special or unique contributions that athletics make to the given university, an assessment of the institution's athletic philosophy as compared to that of the NCAA Division II philosophy, contributions of athletics to the institution's mission, prioritization of intercollegiate sports, and citing the reasons for this prioritization.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

Much has been written about the status and direction of intercollegiate athletics. This review includes background information corresponding to the topics included in the interview guide of this study. The areas reviewed are: whys and philosophy, integrity issues, economic issues, academic issues, leadership considerations, and notable recommendations for future intercollegiate athletic programs.

The review includes two special citings: the NCAA Enforcement Summary and the Intercollegiate Athletic Financial Report (compiled by the Missouri Coordinating Board of Higher Education). Division II cases of the NCAA Enforcement Summary are presented in the integrity section of this chapter, and the complete NCAA Enforcement Summary is provided in Appendix A. The Intercollegiate Athletic Financial Report, compiled by the Missouri Coordinating Board of Higher Education, is summarized in the economic section of this chapter.

Because of the national interest on the subject of intercollegiate athletics, many leaders, authors, and authorities have expressed their opinions concerning athletics. This profusion has necessitated selectivity on the part of the author as to the material utilized in this chapter. Pertinent materials relating directly to the present status of intercollegiate athletics, specifically to the NCAA Division II level of

competition and to the Missouri Intercollegiate Athletic Association, are included.

### Whys and Philosophy

The purposes, beliefs, and reasons for offering intercollegiate athletic programs are numerous and varied. The NCAA has set the overall philosophical tone for its member institutions and affiliated associations. This study considered institutions of the NCAA, specifically those in the NCAA Division II and in the Missouri Intercollegiate Athletic Association (MIAA). The stated philosophical positions from these organizations were presented.

The purposes of the entire NCAA are:

Designed to uphold the principles of institutional control of all collegiate sports; to maintain a uniform code of amateurism in conjunction with sound eligibility rules, scholarship requirements, and good sportsmanship; to promote and assist in the expansion of intercollegiate and intramural sports; to formulate, copyright, and publish the official rules of play; to sponsor and supervise regional meets and tournaments for member institutions; to preserve collegiate athletic records; and to serve as headquarters for collegiate athletic matters of national importance (Bucher, 1983, p. 614).

The NCAA Division II members believe that a well-conducted intercollegiate program based on sound educational principles and practices is a proper part of the educational mission of a university or college and that the educational welfare of the participating student-athlete is of primary concern (Manual of the National Collegiate Athletic Association, 1984-85, p. 197).

Members of the NCAA Division II also support the following principles in the belief that these objectives assist in defining the division and the possible differences between it and other divisions of the NCAA:

1. A member of Division II believes in offering a maximum amount of intercollegiate athletic participation to as many of its students as possible, whether or not these students are athletically recruited or financially assisted.

2. A member of Division II believes in striving for broad participation and competitive excellence, encouraging sportsmanship, and developing positive societal attitudes in all of its athletic endeavors.
3. Insofar as geographic location and traditional or conference scheduling patterns permit, a member of Division II believes in scheduling the majority of its athletic competition with other members of Division II.
4. A member of Division II recognizes the dual objective in its athletic program of serving both the campus (participants, student body, faculty-staff) and the general public (community, area, state).
5. A member of Division II believes in permitting athletically related financial aid for its student-athletes, but in a more modest basis than that permitted in Division I.
6. While Division II accepts the temporary membership of those institutions aspiring to membership in some other division, or those unable to subscribe to all of the aspects of the Division II philosophy, all members of Division II should commit themselves to that philosophy and to the regulations and programs of Division II (Manual of the National Collegiate Athletic Association, 1984-85, p. 197).

The MIAA is a NCAA Division II conference. The MIAA philosophical statement is expressed in the "Preamble" of the Constitution of the MIAA.

This Preamble states:

The Conference, believing that competitive physical activities, conducted in a wholesome environment, have significant educational values, is organized to maintain a compact group of institutions of higher education for the purpose of governing intercollegiate athletic competition with the aim of making athletics a part of the total educational program of the member institutions. It is intended to foster friendly and effective cooperation among members, to promote good sportsmanship, and to maintain an intercollegiate athletic program that is part of, and in proper perspective with, the total education program of the member institutions. Each member institution has the duty to adopt policies and to establish procedures that will ensure a wholesome and safe environment for intercollegiate games and meets (Constitution of the Missouri Intercollegiate Athletic Association, 1983, p. 2).

As the trends and critical issues in intercollegiate athletics are considered, the difficult questions of why and philosophy need to be

addressed. The presented philosophy statements were examined by this researcher as the whys and philosophy section of the interview guide of the study was being constructed. As administrators and educational leaders understand these philosophies, there is a better opportunity for their implementation.

### The Integrity Issue

The integrity issue is an ethical and philosophical question that must be addressed by everyone involved with intercollegiate athletics: board of regents members, university presidents, all collegiate administrators, athletic directors, coaches, athletes, parents of athletes, alumni, the student body, friends of the university, and the entire public. Essentially, the integrity issues concern the honesty and sincerity of intercollegiate athletics.

This section consists of an overview of the integrity question, a reference is made to the entire NCAA Enforcement Summary, the Division II cases of the NCAA Enforcement Summary are highlighted, and recent specific violation examples are reviewed. These specific cases included: the University of Florida football program, the University of San Francisco basketball program, the Southwest Athletic Conference violations, and the women's basketball program at Cheyney University of Pennsylvania.

#### An Overview of the Integrity Question

To stress the extent of this critical issue, Walter Byers, in an interview with the Associated Press, said "There may be significant violations in as many as 30% of all upper-division programs at colleges" (Monaghan, 1985, p. 31). Byers suggested that about 15% of colleges or personnel at colleges deliberately set out to beat the rules, and there are

about 15% who would like to obey the rules but turn their heads when they need to; that is, they condone and look away when violations occur in their favor (Monaghan, 1985a).

John W. Ryan, President of Indiana University and Chairman of the Presidents' Commission of the NCAA, believed that college/university presidents must become determined that practices which are inconsistent with ethical standards and "fair play" will not be tolerated. Ryan stressed a rekindling spirit of "mutual cooperation" between those in collegiate athletics in order for universities to abide by the concept of "fair play." Most collegiate presidents believe there is nothing technical about "fair play," and that there is no rationale for cheating in recruiting or in other phases of athletic administration (Monaghan, 1984, p. 23).

Why is there so much cheating? What has happened to the honesty and integrity within our intercollegiate athletic programs? There is tremendous pressure to win, and a "win-at-all-cost" philosophy seems to dominate many circles. Millions of dollars are spent annually for intercollegiate athletics; consequently, one's values and ethical standards are often tested. In 1983, the athletic budgets at both the University of Nebraska and the University of Oklahoma were in excess of \$12 million. Put in perspective, the entire budget of Northwest Missouri State University (a regional university of 5,000 students), was \$11 million in 1983. Television has contributed to this pressure with its publicity and financial awards, making institutions yearn for national and regional exposure.

Recruiting violations are often cited as examples of cheating or as part of the "win-at-all-cost" pressure. Many schools are now recruiting on a national basis with the help of the jet airplane, which seems to have complicated the recruiting process. In years past, coaches tended to recruit regionally, and solid personal bonds were formed between the



athlete, his family, and the coach. Today, however, recruiting contact with unknown players has become common, and this lack of personal bondage seems to have made corruption easier. Literally, it seems easier to cheat and lie when away from your home area (Farrell, 1984). For example, the University of Kansas was put on football probation in 1983 for violation occurring largely in California (Rand, 1983). Other cited reasons for cheating have been a definite relaxation of the concept of amateurism throughout the United States, and this seems to have led to the deterioration of integrity in college sports. The rules adopted by colleges/universities and administered by the NCAA have been designed to regulate and control collegiate athletics. However, these rules have often been impossible to abide by and to enforce, and they have encouraged hypocrisy (Farrell, 1984). Coaches, athletes, parents, and the student body know when rules are being violated, and the researcher believes that this distortion of values not only has damaging effects on the athletic program, it also damages all of society.

The integrity issue appears to rest upon philosophy, leadership, and administration of programs at the institutional level. Officers for colleges and universities must become actively involved in leading their institutions in developing and implementing an ethical intercollegiate athletic philosophy. This will take courage, because the public seems divided on the purpose of intercollegiate athletics; that is, should athletics be educationally based or should they permeate a "win-at-all-cost" philosophy? Robert Atwell, executive vice-president of the American Council on Education, reported that university presidents are very interested in this issue because many believe the integrity of higher education is being questioned. Presidents seem concerned with the student/athlete concept and academic abuses such as: altering transcripts, credit for courses

not taken, and admitting athletes who have almost no hope of graduating (Richardson, 1983). As college presidents address this matter of developing an intercollegiate athletic philosophy, and when they firmly take the lead in assuring that programs are administered with their institution's philosophy in mind, priorities and solutions to these critical issues will evolve. John L. Toner, president of the NCAA, stressed: "It is becoming more and more apparent that any set of rules can not be monitored by the association if the rules are not enforced at member institutions" (Farrell, 1984, p. 32).

#### NCAA Enforcement Summary

One of the subpurposes of this study was to present an overview of the reported public disciplinary actions taken by the NCAA Committee on Infractions, or the NCAA Council, from October 16, 1952, to August 16, 1985. The NCAA Enforcement Summary is the official NCAA document listing the public disciplinary actions taken by the NCAA during this time period.

A total of 299 cases are listed, with the most frequent violations being in football and basketball, and most reoccurring violations involve recruiting and financial aid. Institutions being most often sanctioned are: Wichita State University (seven times), Southern Methodist University (six times), and the University of Arizona (five times). (The entire NCAA Enforcement Summary is provided in Appendix A of this dissertation.)

#### The Division II Cases of the NCAA

##### Enforcement Summary

The Division II cases of the NCAA Enforcement Summary are reported in Table I. Complete case reference can be made by consulting the entire NCAA Enforcement Summary in Appendix A.

TABLE I  
DIVISION II CASES OF THE NCAA ENFORCEMENT SUMMARY

Official Case No.	Institution	Dates of Probation	Sport	Sanctions	Explanation of Violations
3	Midwestern U.	None	--	Reprimand Censure	Tryout of prospects
17	Virginia Union U.	None	Football	Reprimand Censure	Participation in an Uncertified football game
24	Mississippi College	5/56-5/57	--	Probation	Outside aid to student/athletes early practice
35	Nebraska, Univ. of Omaha	6/57-6/58	Football	Probation	Used professional players in football
57	Loyola U. (L.A.)	1/61-1/62	Basketball	Probation	Cancellation of aid by coach, grants administered by coach
61	Whitworth College	1/62-1/63	Football	Probation	Participation in uncertified football game
62	Humboldt State C.	1/62-1/63	Football	Probation	Participation in uncertified football game
67	McMurry College	None	Basketball	Reprimand Censure	Out-of-season basketball games, excessive games
71	Nebraska, Univ. of Omaha	4/63- (See #159)	Football	Probation	Participation in uncertified football game
72	Millersville State College	None	--	Reprimand Censure	Employees

TABLE I (Continued)

Official Case No.	Institution	Dates of Probation	Sport	Sanctions	Explanation of Violations
81	Slippery Rock State College	4/64-4/65	Football	Probation	Participation in uncertified football game
83	Western State C. (Colorado)	None	--	Reprimand Censure	Excessive aid from employment
99	Waynesburg C.	5/67-Indefinite	Football	Probation	Participation in uncertified football game
131	Westminister C. (PA)	4/71- (See #139)	Football	Probation	Participation in two uncertified 1970 postseason football games
133	American Interna. College	8/71-10/72	All Sports	Reprimand Censure Probation	Aid to subpredictors; erroneous eligibility certification
137	No. Carolina Central U.	10/71-10/72	Track	Reprimand Censure Probation	Transportation to prospect for purpose of entertainment, track coach awarded grant-in-aid
139	Westminister C. (PA)	1/72-Indefinite	All Sports	Reprimand Censure Probation	Participated in two uncertified football games while on probation
141	Livingston U.	4/72-4/73	Football, Basketball	Reprimand Censure Probation	Participated in two uncertified postseason football games
142	Minnesota, U. of Duluth	4/72-4/73	Basketball	Reprimand Censure Probation	Permitted subpredictors to participate in basketball
147	Bloomsburg St. C.	10/72-8/74	Wrestling	Reprimand Censure Probation	Tryouts, outside aid, and alteration of transcripts

TABLE I (Continued)

Official Case No.	Institution	Dates of Probation	Sport	Sanctions	Explanation of Violations
149	Calif. St. U.- Sacramento	10/72-10/74	--	Reprimand Censure Probation	Failure to apply 1.600 rule; violation of five-year rule
158	Livingston U.	4/73-4/75	All Sports	Reprimand Censure Probation	Willful violation of post- season legislation while on probation for same matter
159	Nebraska, Univ. of Omaha	5/73-5/74	Football	Probation	Penalty applied when insti- tution rejoined NCAA after 1963 resignation
165	Calif. State U., Hayward	8/74-8/78	All Sports	Reprimand Censure Probation	Conditions and Obligations of membership, eligibility 1.600 rule
175	Maryland, U. of Eastern Shore	10/74-10/76	Basketball	Reprimand Censure Probation	Erroneous eligibility certi- fication, cash, five-year rule, coach awarded grants
176	Augustana C. (S.D.)	10/74-10/75	--	Reprimand Censure Probation	Fringe benefits, transporta- tion of prospects, erroneous eligibility certification
183	Kentucky St. U.	8/75-10/75	All Sports	Reprimand Censure, Probation, No Ini- tial Basketball Grants	Basketball coach represented players and negotiated pro contracts for fees, unethi- cal
194	California Lutheran C.	4/76-9/77	Football	Reprimand Censure Probation	Five-year rule, uncertified postseason play

TABLE I (Continued)

Official Case No.	Institution	Dates of Probation	Sport	Sanctions	Explanation of Violations
199	No. Carolina Central U. (See #137)	12/76-12/78	--	Reprimand Censure Probation	Pay for work not performed, cosign bank note, use of car, cash
203	Western State C. (CO)	7/77-7/78	Football	Reprimand Censure Probation	Uncertified postseason football game
207	Western Carolina U.	9/77-9/78	Basketball	Reprimand Censure Probation	Cash, use of cars, tryouts
212	Alaska, U. of Anchorage	6/78-6/80	Basketball	Reprimand Censure Probation (No TV, One Year)	Transportation, lodging, cash
219	Western State C. (CO)	4/79-5/79	Football	Reprimand Censure Probation	Five-year rule
221	Southeast Mo. State U.	5/79-5/80	--	Probation	Transportation, tryouts, meals, clothing
227	West Virginia Wesleyan C.	10/79-10/80	Basketball	Reprimand Censure Probation	Participated in unsanctioned foreign tour
228	Westmont C.	10/79-11/80	Basketball	Reprimand Censure Probation	Participated in unsanctioned foreign tour
232	Hampton Institute	5/80-5/81	--	Reprimand Censure Probation	Paid tuition fees, entry fees, transportation, food, lodging
243	Calif. State Poly. U. (Pomona)	1/81-1/83	Football, Basketball, Cross Country	Reprimand Censure Probation	Fraudulent grades, attendance in extension courses

TABLE I (Continued)

Official Case No.	Institution	Dates of Probation	Sport	Sanctions	Explanation of Violations
244	U. of New Haven	2/81-6/82	Basketball	Reprimand Censure Probation, Forfeit 17 Men's Basketball Games, Terminate two Basketball Coaches	Out-of-season basketball practice, ineligible student/athlete competed on men's basketball team, tryouts
270	N.Y. Institu. of Tech.	12/82-12/83	--	Reprimand Censure Probation	Recruiting, extra benefits
282	Alaska, U. of Anchorage	5/84-5/86	--	Reprimand Censure Probation, Financial Aid Awards May Not Exceed Total Value of Aid in '83-'84 for '84-'85 Year, Plus Two Financial Aid Awards	Inducements and transporta- tion, extra benefits, try- outs, recruiting contacts
297	San Francisco State U.	--	--	Reprimand Censure, Return \$523.80 for '84 Div. II Men's Basketball Champion- ship, Record of Per- formance Deleted, Standings Vacated	Academic ineligibility
298	Cheyney U. of Pennsylvania	7/85-7/86	Women's Basketball	Reprimand Censure Probation	Tryouts, entertainment, publicity, expense-paid visits

The researcher consulted the 1985-1986 National Directory of College Athletics (1985) to determine institutional NCAA divisional classification. If a school maintains dual membership, the institution was considered to be in the classification of the sport in which the violation occurred.

A total of 43 cases are listed, with the most frequent violations being in football and basketball, and the most reoccurring violations involving participation in uncertified games, playing ineligible players, recruiting and financial aid violations, and the use of tryouts during the recruiting process. The institutions most often sanctioned in Division II are the University of Nebraska at Omaha (three times) and Western State College of Colorado (three times). The only MIAA institution publically reprimanded was Southeast Missouri State University in 1979.

#### Recent Specific Violations

The University of Florida's football program, the University of San Francisco's basketball program, the Southwest Athletic Conference, and Cheyney University of Pennsylvania's women's basketball program were selected as contemporary examples to illustrate the specific types, as well as the extent of the current intercollegiate violations.

##### University of Florida Football Program

In the fall of 1984, the University of Florida's football program was given one of the sternest sets of penalties in NCAA history. The Florida football team faced a three-year probation with a loss of 10 scholarships in each of the following two seasons, along with no postseason or television competition. Coach Charlie Pell was dismissed by President Marshall Criser in September, 1984, and two assistant coaches were terminated at the



end of the 1984 season. Violations involved a wide range of rules dealing with:

. . . the sales of players' complimentary tickets, recruiting, extra benefits to athletes, tryouts by prospective recruits, out-of-season practice, coaching-staff limitations, ethical conduct, and certification of compliance ("NCAA Hands Football Program at University of Florida Up to Three Years' Probation, Cuts Its Scholarships," 1984, p. 35.).

The NCAA may consider leniency during the third year of probation if the University of Florida will fire two assistant coaches (Joe Kines and Dwight Adams, who were prominent in the NCAA violations), exclude seven private supporters from athletic program business during the probation, and send letters cautioning boosters against involvement in breaches of NCAA rules. George Steinbrenner, owner of the New York Yankees, was cited as one of the boosters that must receive a cautioning letter. A reorganization of the athletic department must be accomplished, and one of the new requirements is that the football coach must report to the athletic director rather than to the university president. Strict controls must also be set up over the use of complimentary tickets and in athletic dormitory and dining-room privileges ("NCAA Hands Football Program at University of Florida Up to Three Years' Probation, Cuts Its Scholarships," 1984).

#### University of San Francisco Basketball Program

In the spring of 1982, a most dramatic incident took place when the University of San Francisco gave up basketball. This university once won the national championship with such basketball greats as Bill Russell and K. C. Jones. The university president, Reverend John LoSchiavo, said: "The school could not control cheating; there is no way of measuring the damage to a university's most priceless assets, its integrity and its reputation" (McGuff, 1983, p. 1).

Some of the president's advisers were astounded by this decision; they expected much criticism. However, the opposite occurred. Except for a handful of angry letters, the University of San Francisco's decision was widely acclaimed for its courage and morality (Deford, 1986).

San Francisco University did decide to retain basketball as an inter-collegiate sport, but in the NCAA Division II. However, Reverend LoSchiavo admitted that without a big-time sport, he sensed a void on campus. After much study and deliberation, NCAA Division I basketball was returned to the University of San Francisco in the 1985-86 school year, but with strict qualifications (Deford, 1986).

Reverend LoSchiavo appointed a new athletic director, a fellow priest, Father Bob Sunderland. A new coach was hired, an alumnus who President LoSchiavo knew well, Jim Brovelli. A new booster club was established, but all donations had to be channeled directly to the university. President LoSchiavo insisted that "The boosters will not set the priorities at the University of San Francisco" (Deford, 1986, p. 70).

Almost everyone was happy that major college basketball returned to the University of San Francisco, but Reverend LoSchiavo stressed that life went on quite well without it--and so did the capital campaign. Reverend LoSchiavo suspected that "Those who give money to a university because of its sports success are probably inclined to give most or all directly to the athletic program and not to the educational side" (Deford, 1986, p. 70).

The Southwest Athletic Conference. No group of NCAA Division I institutions has been so confronted by athletic scandals as has the Southwest Athletic Conference. Discoveries and allegations of rules and violations involving most (seven) of its nine members has come at a rapid rate

since early 1985. To date, the only universities seemingly avoiding these illegal activities and adverse publicity are Rice and Arkansas (Monaghan, 1985).

In August of 1985, Southern Methodist University was put on three years' probation and given other stiff penalties by the NCAA for several rules violations. It is noteworthy to mention that this was the university's fourth probation since 1974 (Looney, 1985b).

Seven football players at Texas Christian University during September, 1985, were dismissed from the squad after it was revealed that, since 1980, up to 29 players may have been given money by up to 60 boosters. The NCAA is presently investigating Texas Christian University (Looney, 1985b).

In October of 1985, Texas Tech University reported that it had called the NCAA to investigate an allegation by a former high school star that a former assistant coach and three boosters had given him money and the use of a car and motel room in efforts to recruit him (Monaghan, 1985a).

Texas A and M University has acknowledged that in September, 1985, it was under investigation by the Conference because of possible recruiting violations. A player was alleged to have received illegal payments and the use of a sports car from a booster.

The University of Houston has been involved in basketball, track, and football investigations. In August, 1985, Houston University lost a highly recruited basketball player, Tito Horford, who had been improperly recruited. In track, a world-class sprinter and former Houston University student, visited the home of a potential track recruit. Since January, 1986, there have been numerous allegations that Houston University football players have received illegal payments (Monaghan, 1985a).

In February of 1985, at Baylor University, the men's basketball coach, Jim Haller, resigned after a former player produced a tape recording of a

discussion between the player and Mr. Haller about car payments and steroid drug use. Baylor reported this incident to the NCAA, which it is currently investigating (Monaghan, 1985a).

The University of Texas at Austin is under investigation by the NCAA. There have been several allegations of illegal payments to football players (Mongahan, 1985a).

Why has the Southwest Athletic Conference become the focus of such controversy? Many in the Conference believe this increase of allegations and disclosures are being provided by informants. Much investigative reporting is being done by several newspapers. Most observers also seem to agree that a major cause is the geographic proximity of the conference members. The Southwest Conference is a fiercely competitive conference, both on and off the playing field. "All the coaches are out recruiting basically the same players, and everyone knows what the other schools are doing" (Monaghan, 1985a, p. 40).

What is now being done to improve this situation? Greater communication among conference members is being stressed, with the belief that it is time to discuss grievances and lessen the recruiting battles. Too often in the past, much attention was given to determine who turned someone in, rather than establishing what improprieties existed, and then cleaning them up. The Southwest Conference has hired a new assistant commissioner for rules education and enforcement. There seems to be a realization that the university presidents and faculty athletic representatives had better become involved and better informed (Monaghan, 1985a).

The concern for the Southwest Athletic Conference can be summarized by statements from the Methodist Church, which has strong ties to Southern Methodist University. Spurgeon Dunnam III, editor of The United Methodist Reporter, said: "The situation is clearly out of hand and is

inappropriate at SMU. . . . Are those responsible for governing SMU less concerned than the NCAA with honesty and fair play?" (Looney, 1985b).

Bob Hitch, the Southern Methodist University athletic director, said in September of 1985: "We have been an embarrassment to the Southwest Conference. I am ashamed" (Looney, 1985b, p. 38). Many believed that others in the Southwest Conference felt the same way.

#### Women's Basketball at Cheyney University of Pennsylvania

The women's basketball program at Cheyney University of Pennsylvania is the first women's program in any sport to be placed on probation by the NCAA. Cheyney University is a member of Division II.

The penalties stemmed from recruiting infractions, and they include a one-year probation plus a one-year ban on recruiting that the university had already imposed on its women's basketball coach, Winthrop McGriff ("Cheyney University's Women's Basketball Team is First to Draw NCAA Probation," 1985).

The NCAA found that, in October of 1983, four prospective recruits, while on their official university-paid visits to Cheyney, had participated in a workout with the women's basketball team. The brother and sister of one of the recruits had been given a free meal and free admission to a Cheyney football game. Also, during the halftime of the football game, the presence of the four basketball recruits was announced over the public-address system ("Cheyney University's Women's Basketball Team is First to Draw NCAA Probation," 1985).

This case was limited to just one weekend, and it was not considered serious by the NCAA until it was apparent that the head women's basketball coach "provided false and misleading information to the NCAA concerning his

involvement in and knowledge of the violations" ("Cheyney University's Women's Basketball Team is First to Draw NCAA Probation," 1985, p. 77).

It is suggested that recruiting violations in women's basketball has increased, despite NCAA investigations. The growing popularity of the sport has put added pressure on coaches to win (Farrell, 1985b). S. David Berst, the NCAA director of enforcement, stated that he was ". . . concerned that there will be a growing acceptance of violations in women's sports, unless we can head that off" (Farrell, 1985b, p. 77).

### The Economic Issue

The President's Commission of the NCAA believes the second major issue to be considered is the revenues and costs of intercollegiate athletics. Athletics are financed in a number of ways, depending on the level of competition. Funds are received from the institutional budget, student fees, gate receipts, private donations, television appearances and bowl games, trade-outs, and other fund-raising projects. Costs continue to escalate at all levels of competition as the numbers of teams increase on each campus (men's and women's teams), along with increased recruiting and travel budgets. At almost every level of competition, booster groups and private donations are becoming more prominent. The accounting and auditing of these funds can become a source of difficulty for intercollegiate athletic programs. Effective management is essential in this area. In 1981, the University of Colorado's intercollegiate athletic budget was over \$1 million in deficit. The main budgetary recommendation of the President's Commission of the NCAA was:

. . . to require that all income and expenditures for athletic programs flow through the institutions' regular budget . . . and that they be audited in the same manner as all other institutional accounts (Monaghan, 1984, p. 23).

TABLE II  
 INTERCOLLEGIATE ATHLETIC FINANCIAL REPORT FOR MIAA  
 INSTITUTIONS BY MISSOURI COORDINATING BOARD OF  
 HIGHER EDUCATION, FISCAL YEAR 1985

	Central	Southeast	UMR	Northeast	Northwest	Lincoln	UMSL
I. Expenditures:							
A. Personnel	542,708	640,652	262,335	365,352	206,243	143,381	210,754
B. Equipment	2,500	10,200	35,000	4,890	77,000	--	5,833
C. Expenses:							
1. General Operations	326,387	327,285	40,943	155,127	60,000	104,272	127,183
2. Travel	66,950	125,630	120,000	115,945	76,000	54,026	88,110
3. Scholarships	314,528	244,925	261,600	228,630	259,210	310,046	101,714
4. Physical Plant	39,000	--	169,648	--	--	--	31,138
D. Camps/Clinics	--	16,000	--	--	--	--	--
E. Other	--	--	--	--	26,000	--	--
Total Expenditures	1,292,073	1,274,692	889,526	869,944	704,453	611,725	564,732
II. Income:							
A. Institutional Funds	1,192,573	886,767	264,426	614,314	655,453	594,434	192,190
B. Ticket Sales	62,000	244,925	38,000	27,000	23,000	5,709	86,800
C. User Fees	--	--	59,400	--	2,500	--	--
D. Rent of Facility	--	--	5,000	--	500	--	--
E. Donations	18,000	93,000	30,000	--	8,000	1,197	7,000
F. Restricted Scholarships	18,000	--	--	--	--	1,985	--
G. Endowments/Trusts	1,500	--	200	--	--	--	--
H. Conference Proceeds	--	--	--	--	--	8,400	--
I. Other	--	50,000	492,500	228,630	15,000	--	303,254
Total Income	1,292,073	1,274,692	889,526	869,944	704,453	611,725	589,244

TABLE III

INTERCOLLEGIATE ATHLETIC FINANCIAL REPORT FOR NON-MIAA  
INSTITUTIONS BY MISSOURI COORDINATING BOARD OF  
HIGHER EDUCATION, FISCAL YEAR 1985

	UMC	Southwest	MO West.	MO South.	UMKC	Harris-Stowe
I. Expenditures:						
A. Personnel	2,618,000	898,922	189,432	184,206	74,016	54,516
B. Equipment	19,000	39,100	3,000	37,700	12,000	--
C. Expenses:						
1. General Operations	3,237,000	704,886	94,850	228,465	97,390	29,000
2. Travel	917,000	391,514	80,000	63,300	38,500	11,210
3. Scholarships	1,272,000	521,816	219,718	64,680	60,000	21,762
4. Physical Plant	673,000	--	--	--	2,800	--
D. Camps/Clinics	--	--	--	--	1,000	--
E. Other	--	--	--	--	2,000	--
Total Expenditures	8,736,000	2,556,238	587,000	578,351	287,706	116,488
II. Income:						
A. Institutional Funds	--	989,738	522,000	533,351	214,916	116,488
B. Ticket Sales	4,205,000	331,000	20,000	27,000	12,000	--
C. User Fees	630,000	--	--	--	--	--
D. Rent of Facility	14,000	--	--	--	--	--
E. Donations	1,420,000	285,000	20,000	18,000	8,000	--
F. Restricted Scholarships	--	--	25,000	--	15,000	--
G. Endowments/Trusts	--	--	--	--	--	--
H. Conference Proceeds	1,200,000	--	--	--	--	--
I. Other	1,267,000	950,500	--	--	37,794	--
Total Income	8,736,000	2,556,238	587,000	578,351	287,710	116,488



It is interesting to note that no matter how much money intercollegiate athletics has, it never seems to be enough. Colleges increased their revenue by 10% in 1970, when they added an eleventh football game. Ticket prices have more than doubled in the last decade; donor programs are more aggressive each year; and in 1982, NCAA schools earned \$281.2 million from television (McGuff, 1983a). The dollar figure on this year's football television package remains to be determined. However, it appears that the Big Eight's television revenue will be comparable to 1983 (Holt, 1984). Higher educational priorities can be recognized by personnel and budgetary decisions, and it is noteworthy to see how schools handle their financial responsibilities. There are no easy answers to financing intercollegiate athletics, but every institution must determine what it can afford and at what level they can legitimately and successfully compete.

The Missouri Coordinating Board of Higher Education has compiled a "Financial Report for Intercollegiate Athletics" during fiscal year 1985. Table II presents the expenditures and income for the MIAA, and Table III illustrates the expenditures and income for the other state-supported colleges and universities who are not members of the MIAA.

These figures indicate the vast diversity of the intercollegiate athletic programs within the MIAA Conference and throughout the State of Missouri. The vast majority of revenue for MIAA institutions (which are NCAA Division II) comes from institutional funds, and the greatest expenditures are for personnel, general operations, and scholarships. Not all MIAA institutions compete in the same number of sports, and one university does not compete in football. The non-MIAA colleges and universities are either NCAA Division I or members of the NAIA.

## The Academic Issue

The next issue concerns academic performance by athletes. This issue is being addressed by several academic and athletic organizations, including the NCAA. Several years ago, the NCAA passed controversial legislation, known as Proposition 48, which will increase as academic standards for freshman athletes:

Proposition 48, as it is now written, would require that freshman athletes at institutions in the NCAA Division I would have a 2.0 high-school grade-point average in a core curriculum of 11 courses, as well as a combined score of at least 700 (out of a possible 1,600 on the Scholastic Aptitude Test) or 15 (out of a possible 36) on the American Testing Program's examination ("NCAA Council Backs Delay in Applying Academic Rules for Freshman Athletes," 1984, p. 27).

Proposition 48 has the support of several well-known football coaches, such as Joe Paterno of Penn State, but many presidents of black institutions have fought this legislation on the basis that the SAT and ACT tests tend to have a verbal racial bias. Dr. Joseph Johnson, President of Grambling University, has led the fight against the use of national test scores as a standard for freshman eligibility.

This legislation will go into effect in August of 1986, but modifications to Proposition 48 are being sought by many groups, including the NCAA's President's Commission. Recent NCAA studies indicated that if athletes entering college in 1977 had been subjected to these requirements, a large number of those who have since graduated, particularly black athletes, would not have been eligible to participate in college athletics as freshmen.

The study also found that the rule in its present form would have excluded a high proportion of athletes who enrolled in 1977: 82 per cent of black men, 73 per cent of black women, 43 per cent of white men, and 40 per cent of white women ("Index Score Sought to Give Athletes Flexibility in Meeting Freshman Academic Requirements," 1984, p. 23).

Some of the proposed modifications to Proposition 48 are as follows: drop the test score requirements, clarify whether a student should be required to obtain a 2.0 overall grade point among the 11 core courses or a minimum of a 2.0 on a 4.0 grading scale in all of the 11 core courses, or an "index score" that would allow students to balance poor performance in one of the criteria with better performance in meeting the other ("Index Score Sought to Give Athletes Flexibility in Meeting Freshman Academic Requirements," 1984). The general goal of groups suggesting modifications in the legislation is to determine criterion measures of aptitude that are more reasonable and racially equitable than those currently stated in Proposition 48.

Almost all interested groups have endorsed the idea of improving basic educational skills through the core curriculum. What is being suggested is a need for strong minimum standards, along with parity among different groups. What the NCAA research indicates is that there appears to be parity in the core curriculum, but there still remains a marked difference in standardized test results ("NCAA Council Backs Delay in Applying Academic Rules for Freshman Athletics," 1984). It is thought that the core curriculum is the long-term solution to assisting future athletes with academic success. What is being sought is a standard that accurately predicts academic success.

The chief executive officers have also expressed other academic concerns, such as: evidence of student/athletes truly making satisfactory progress toward a degree, alteration of transcripts, the practice of recording courses not taken, and evidence of greater proportions of student/athletes graduating from college.

Beginning in October of 1986, the NCAA will have institutions file their graduation rates of student/athletes. Past NCAA graduation rate

studies indicated that non-athletes graduate at a 55% rate, while athletes from the same school graduate at a 50% rate (Richardson, 1985b).

The College Football Association, which comprises 63 of the nation's NCAA Division I football schools (including the Big Eight), has compiled graduation rates since 1981. These reports show that 46.14% of the members' football players have graduated (Richardson, 1985b).

In basketball, Memphis State (a final four team in 1985) has had only 6 of 56 basketball players graduate among those enrolled between 1972-73 and 1981-82. The Sporting News reported the number of 1982 senior basketball players who played in ever major conference and the number who graduated. The Pac-10 had 11 of 27, the Atlantic Coast Conference had 7 of 19, the Southwest Conference had 4 of 24, and other conferences were just as poor (Schulian, 1982).

However, there are colleges and their teams with a much greater graduation success. Notre Dame boasted that every basketball player remaining in Coach Digger Phelps' program for four years has graduated. Several small colleges studies also suggested solid academic success by their student/athletes. Two NAIA schools--William Jewell College of Liberty, Missouri, and Emporia State University of Kansas--reported:

William Jewell College studied football, basketball, baseball, and track athletes from 1975 to 1985. Of the 593 letter winners, 537 have graduated or are still in school, for a 90.5 per cent graduation rate. At the same time, the general student body has had a graduation rate of 68.8 per cent.

Emporia State University did a survey in 1985 of their student/athletes' cumulative grade point average, and they found student/athletes to have a 2.78 cumulative grade-point as compared with the 2.64 by the general student body. This is based on a 4.00 scale (Richardson, 1985b, p. C-1).

Effective time management by the student/athlete is one key to their academic success. Richard Hessler, a professor of sociology at the

University of Missouri-Columbia, suggested that student/athletes at that university spend close to 40 hours a week in athletics. This time includes practice, team meetings, meals with the team, games, and travel (Richardson, 1985b, p. C-1).

Some athletic directors believe that graduation rates of student/athletes are not always the best measurement for success of some people. Lonny Rose, former assistant athletic director at the University of Kansas, stated that some people, such as actors and actresses, go to college for awhile to gain experience. Rose then asked: "So why can't an athlete do the same?" (Richardson, 1985b, p. C-1).

Steve Miller, an assistant athletic director at Kansas State University, said:

We do not have the responsibility to provide success. The athletic department's only responsibility is to provide an environment conducive to success. We don't have the responsibility to take tests or take notes. We have the responsibility to stimulate, motivate, and activate (Richardson, 1985b, p. C-1).

Considering the academic issues, several sociologists question whether or not student/athletes are victims or beneficiaries in this system, because a person who has been catered to because of their ability and who is not guided to a good education is cast out into a world for which they are totally unprepared (Dodds, 1983, n.p.). However, balancing academics and athletics is not an impossible task, but it requires a committed educational philosophy supported by effective leadership and administration.

#### Leadership Considerations

Since 1984, Walter Byers, executive director of the NCAA, has been challenging college/university presidents to help lead the way back to respectability in intercollegiate athletics. He is pleased that the chief

executive officers are now giving their attention to the described "triple crisis" in this literature review (integrity, economics, and academics).

This study investigated the leadership role of the university president, athletic director, and faculty athletic representative in an NCAA Division II conference regarding how they direct, motivate, and influence the intercollegiate decisions at the institutional, conference, and national levels.

Much current intercollegiate athletic literature is urging the college/university president to become actively involved in intercollegiate athletic programs. The chief executive officers seem to be responding to this leadership call by their actions taken in the recent meetings of the Presidents' Commission of the NCAA. They were active in passing the academic legislation (Proposition 48), and the presidents are stressing the need for strong institutional self-governance. It seems obvious that any set of rules cannot be completely monitored by the NCAA if these rules are not enforced by each NCAA member.

J. W. Gilley, senior vice-president at George Mason University, and A. A. Hickey, dean of research and graduate studies at Western Carolina University, have recently released a study that suggested:

Colleges whose presidents assumed a considerable responsibility for control of their big-time sports programs tend to have fewer problems with their athletic departments' breaking rules than do those at which the athletic director holds the say. . . . Perhaps, presidents can ill afford to not take charge (Farrell, 1986b, pp. 37-38).

Another example of the chief executive officers becoming actively involved in intercollegiate athletic programs occurred at the March, 1986, convention of the NAIA. This association of 500 small colleges and universities shifted its control from the athletic directors to college presidents. Under the new legislation, the presidents (who were formerly

advisory) will take direct responsibility "for setting the organization's budget, setting academic standards, and hiring the executive director" (Farrell, 1986a, p. 1).

Leadership is a tangible display of expectations, and this review indicated that intercollegiate athletic programs are at a time of "triple crisis" (integrity, economics, and academics). Immediate positive leadership must come from those who determine policy for intercollegiate athletic programs (presidents, athletic directors, and faculty athletic representatives).

#### Notable Recommendations for Future

##### Intercollegiate Athletic Programs

There are possible solutions to the cited critical issues confronting intercollegiate athletics, but they will require imaginative thinking, courageous leadership, and effective administration. Various suggestions are now being made by educators and by many who are interested in preserving intercollegiate athletics. Those included in this review are the suggestions from: John F. Rooney, Professor of Geography at Oklahoma State University; Barbara S. Uehling, Chancellor of the University of Missouri-Columbia; Bill Connors, Sports Editor of the Tulsa World newspaper; Douglas S. Looney, a sports writer from Sports Illustrated; D. Stanley Eitzen, Professor of Sociology at Colorado State University; and Charles G. (Lefty) Dreisell, Basketball Coach at the University of Maryland.

John F. Rooney, Professor of Geography at Oklahoma State University, has researched, written, and spoken on these issues for several years. Rooney presents two alternative perspectives to intercollegiate athletic programs. The first is to view intercollegiate revenue sports (football and basketball) as professional. The main purpose of intercollegiate

athletics would become entertainment with the following specific changes:

1. Teams would utilize university facilities such as stadiums, athletic dormitories, practice fields, and weight rooms instead of the present student-athlete arrangement.
2. Players would be given the option of attending the university without interruption, during the off-season.
3. Spring football practice could be replaced by a late summer training camp with a possible two-to-three game exhibition season.
4. Basketball would be confined to the spring semester and the holiday break that immediately precedes it.
5. A player draft system could be developed to eliminate recruiting.
6. Players who wanted a college education could get one, and those who did not would be free to pursue whatever off-season jobs they wished (Rooney, 1982, p. 34).

Rooney favored another suggested option, that of returning to intercollegiate athletic amateurism, where athletes select a university and try out for the team. This approach is more in line with the current Ivy League intercollegiate athletic philosophy; that is,

A student takes part in college athletics because of the value of the experience for him, and he has the same obligations as other students to assume responsibilities for solving his educational problems. Any other view seems to be a distortion of educational and moral values. The athletic program exists for the welfare of the student, for the contribution it can make to his healthy educational experience, not for the glorification of the individual or the prestige or profit of the college (Rooney, 1982, p. 35).

Rooney stressed that the most serious issues facing intercollegiate athletics are ethical in nature, and the adoption of one of his suggested alternatives would help legitimize intercollegiate athletics and reduce the hypocrisy that often exists.

Barbara S. Uehling, Chancellor of the University of Missouri-Columbia, has also addressed the issues surrounding intercollegiate athletics. She stressed that it is now time for change and action. Uehling's views



included:

1. Institutions are in fact in charge of academic standards, not athletic conferences, and universities should not get caught in competing sets of rules. Athletes are at school because they are students first and then athletes second.
2. We need institutional representatives (athletic directors and coaches) responsible for athletics to make a commitment to integrity and to practice it without our own institution--'run a clean program.'
3. Establish mechanisms to insure athletic programs are appropriately monitored.
4. Chief Executive Officers need to lessen the pressure between the alumni and the revenue-producing sports.
5. Cooperative agreements among institutions need to be made concerning spending (Uehling, 1982, p. 26).

Many sports editors, including Bill Connors of the Tulsa World, and other members of the collegiate sports community, are calling for a tougher system of penalties for coaches, athletes, and the administration. The more serious the infraction, the more severe the penalty. Connors presented the following ideas:

1. Banning coaches for life by the NCAA for a major infraction or any second infraction.
2. Loss of eligibility for athletes accepting improper inducements.
3. Fining colleges \$1 million each year they were on probation (Connors, 1984, n.p.).

These reforms will probably never happen until society frowns on cheaters or colleges demonstrate the courage and will to curb cheating.

Sports Illustrated has suggested a 10-point program for reforming college sports. Nine of these proposals are within the NCAA's jurisdiction, and the tenth would require federal legislation. These reforms include:

1. Sharply limit the number of athletes accepted as special academic cases. Tie the 'exceptions' for athletes to the

percentage of athletes in the student body as a whole. A one-to-two ratio is recommended; that is, if athletes make up 3% of the school's enrollment, they should account for no more than 6% of special admissions and other exceptions.

2. Make freshmen ineligible for varsity sports. It is important to make clear to all entering students what the priorities are. This would also allow freshmen to become part of the campus community and get adjusted to the academic life.
3. Insist on satisfactory progress toward a degree. At every stage the athlete should have to meet grade-point and curriculum requirements that lead toward graduation. Now the NCAA governs only total credits, and the only curriculum requirement is that athletes declare a major by their junior year.
4. Make sports less time consuming. The number of games that can be played in various sports should be reduced. Spring football practice should be dropped and the athletic calendar must be subordinate to the academic calendar.
5. Scholarships should be guaranteed. They should be granted on a four-year basis and could be taken away only if the student/athlete quits the team. Moreover, if the student/athlete stays with the team for three seasons, the scholarship should be extended to a fifth year. The purpose of all this proposed generosity is to put emphasis on education.
6. The number of athletic scholarships should be tied to graduation rates. Nothing will get the coaches' attention faster than this. A school would get its full number of athletic scholarships only if the graduation rate for athletes approximates that of the regular student body.
7. Athletic dormitories should be abolished. Too often student/athletes study playbooks rather than textbooks. Also, student/athletes become isolated from the rest of the college community, and they are considered privileged.
8. Anabolic steroids should be abolished. These drugs can be hazardous to one's health. They are taken in an attempt to get an unfair advantage over an opponent, and they should be outlawed by the NCAA.
9. Trivial economic rules should be eliminated. The sole payment made to college student/athletes should be their scholarships, but student/athletes should be free to take

jobs during the school year, just as recipients of academic scholarships are.

10. It should be made illegal for a booster to offer money to college athletes. Federal legislation to curb such practices may be needed. Few want governmental involvement in sports, but discouraging misguided adults from corrupting high school and college athletes by giving them money, make-believe jobs, and other inducements in violation of NCAA rules is in the public interest (Looney, 1985a, pp. 36-37).

D. Stanley Eitzen is a Professor of Sociology at Colorado State University, the author of two books on sport, and is President-Elect of the North American Society for Sociology of Sport. Eitzen recommended a plan for reforming intercollegiate sports. Many of his ideas reinforced the ideas previously presented by Douglas S. Looney in Sports Illustrated.

It has been suggested that intercollegiate athletics pose a fundamental dilemma for educators. On the positive side of the issue, Eitzen mentioned that intercollegiate sports provide entertainment, spectacle, excitement, festival, and excellence in athletics. However, on the negative side, intercollegiate sports can compromise academe by misguided action of some.

The pursuit of educational goals has been superseded by the drive for "big money," and athletic departments often adopt a "win-at-all cost" philosophy. Such activities are: "forged transcripts, phantom courses, dehumanizing coaches, and illegal inducements to athletes from coaches to boosters" and have certainly compromised the integrity of higher education, often making a mockery of educational goals (Eitzen, 1986, p. 96).

Eitzen (1986) proposed a three-part plan to reform intercollegiate athletics. This plan is aimed at changing the administration of sports, the education of athletes, and the treatment of athletes. In regard to athletic administration, it was suggested that athletic departments should be:

1. Under the direct control of the university president and board of regents and not separate corporate entities.
2. University presidents must be responsible for intercollegiate athletics, and they should monitor and ensure self-governance of their sports program.
3. Accrediting associations should oversee all aspects of educational institutions, including sports, to assess whether educational goals are being met. If an institution is not meeting those goals because of athletic inadequacies, then it should lose accreditation.
4. Sports are engaged in interstate commerce and prosecution for wrongdoing--such as fraud, bribery, and the falsification of official records--should be pursued by federal district attorneys and the courts.
5. Coaches should be part of the academic community and eligible for tenure. They are teachers, and their outside income should be sharply curtailed.
6. If coaches fail to keep their programs ethical, they should lose their tenure and be suspended from coaching at any institution for a specified period, perhaps forever.
7. Coaches should be evaluated on a number of criteria, not just the 'bottom line' of winning. Winning is important, but other factors also need to be evaluated. These other factors are: teaching skills, humane treatment of players, and the proportion of athletes who graduate in five years. This graduation rate should be in proportion to the non-athlete graduation rate at that institution (Eitzen, 1986, p. 96).

Eitzen's (1986) recommendations for the education of athletes stressed the need for institutions to make a commitment to their athletes as students. Specific suggestions included:

1. Only athletes who have the potential to compete as students should be admitted. Student/athletes should meet the same minimum requirements as all other students. Marginal students should be provided remedial courses and tutors.
2. Freshmen should be ineligible for varsity sports. This requirement has symbolic value, because it demonstrates to athletes and to the entire community that academic performance is the highest priority of the institution. This would also allow time for freshmen to adjust to their new academic requirements (Eitzen, 1986, p. 96).

Dean Smith, basketball coach at the University of North Carolina, has argued:

Almost all of the problems of intercollegiate athletics--excessive commercialism, compulsion to win, and the whole success-failure ethos--impinge directly upon the talented freshman student/athlete. If we are serious about wanting to minimize these adverse factors and place our primary concern on the student/athlete, we should eliminate freshman eligibility (cited in Eitzen, 1986, p. 96).

3. Colleges must insist that athletes make satisfactory progress toward a degree. Internal audits should be made to check grade-point averages and curriculum requirements for graduation.
4. The time demands of sports on athletes should be reduced. Schedules should be reduced, along with abolishing mandatory off-season workouts. Spring football should be eliminated.
5. Athletic dormitories should be abolished.
6. Athletic scholarships should be granted on a four-year basis, again demonstrating the institutions' commitment to their athletes as students. It is further recommended that if scholarship athletes participated in a sport for three years, the scholarship commitment by the institution should be extended from four to five years (Eitzen, 1986, p. 96).

The treatment of student/athletes should also be revised, according to Eitzen (1986). He suggested the following:

1. Athletes should have the right to fair compensation for the revenue they generate. Scholarships should include: room, board, tuition, books, and a modest monthly stipend of \$200 during the academic year.
2. Student/athletes are, in effect, employees of the institution, and they should be eligible for workmen's compensation if injured.
3. Athletes should be able to transfer without losing eligibility, if the head coach who recruited them leaves the institution.
4. If an athlete believes a coach is abusive, racist, or unethical, they should be able to appeal to an arbitration panel of the NCAA which would determine if they could transfer without losing eligibility.

5. Athletes should have the right to legal assistance and due process in disputes with athletic departments and coaches (Eitzen, 1986, p. 96).

Eitzen (1986) concluded that college sports programs are here to stay. He stressed that there are problems, but they can be improved or solved if athletes, coaches, and athletic programs are incorporated into the academic community. In the words of the Reverend John LoSchiavo, President of the University of San Francisco:

If the mindless pursuit of athletic supremacy produces the soil of abuse, then perhaps the more noble pursuit of athletics within academic excellence might just produce the soil of excellence from which our young people will grow to achieve greater self-knowledge and serve our society (Eitzen, 1986, p. 96).

Charles G. (Lefty) Dreisell, basketball coach at the University of Maryland, has made several suggestions on how intercollegiate violations can be stopped. They included:

1. Wins should be forfeited.
2. Coaches found guilty of a major violation should be fired and banned indefinitely from coaching at any institution.
3. Institutions should be heavily fined, and be forced to cancel its entire schedule, and put on probation.
4. Athletic scholarships should be forfeited.
5. Institutions should be barred from making television appearances and from playing in post-season games.
6. Boosters, alumni, and friends of the players' families should have their involvement curtailed (Dreisell, 1986, p. 44).

Dreisell (1986) believes that 90% of all violations are committed by outsiders (boosters, alumni, and friends of institutions). These interested supporters must be informed of their responsibility for ethical conduct and they should be required to sign NCAA affidavits each year stating that they have not given anything to players or been involved in any type of illegal recruiting. Offenders must be severely punished. No

alumnus or booster should be allowed in locker rooms or at social functions where money can be easily distributed. If boosters violate the rules by offering money, the booster club should be dissolved immediately, and those athletes accepting such inducements should be declared ineligible (Dreisell, 1986).

It is further recommended that off-campus recruiting be eliminated. Students and parents could visit a campus at the institution's expense, and the student would try out for the team. The NCAA could closely monitor the visit by having a representative present or by having detailed reports sent by the institution to the NCAA. During the campus visit, no alumni or booster should be allowed to meet with the prospective student, nor should they be allowed to communicate with prospective student/athletes by telephone, letter, or in person at any time during the recruiting process. Such a "no-contact" rule should eliminate most illegal activities (Dreisell, 1986).

Dreisell (1986) wrote that the damage done by illegal recruiting has caused the reputation of college basketball and all of college sports to be at an all-time low. He recommended banishing violators from association with NCAA activities, and the "return of winning honestly to the courts and athletic fields of our colleges and universities" (Dreisell, 1986, p. 44).

These recommendations, either in part or in whole, were suggested by many who are interested in reforming intercollegiate athletics. This background information was considered by this researcher, along with the collected interview data from this study, to determine the implications and recommendations for future intercollegiate athletic programs in Chapter V.

#### Summary

Five separate, but not unrelated, sections of material were included

in this chapter. These five topics were: why and philosophy, integrity issues, economic issues, academic issues, leadership considerations, and notable recommendations for future intercollegiate athletic programs.

The prevailing literature pertinent to this chapter would seem to indicate that there is a "triple crisis" (integrity, economic, and academic) confronting intercollegiate athletics. In order to respond to these critical athletic issues, university administrators (the presidents, athletic directors, and faculty athletic representatives who are responsible for these programs) must address the reasons for offering such programs. That is, they must understand the whys and philosophy for intercollegiate athletics. Once this is understood, the educational administrators must provide the needed leadership to implement these beliefs. The recommendations cited in this review provide ideas for possible change and reform in intercollegiate athletic programs.



## CHAPTER III

### METHODOLOGY

This chapter discusses the research methods and procedures utilized to accomplish the study. It includes a description of the case study method and its limitations, the interview techniques and its limitations, the population and sample studied, construction of the interview guide along with validity and reliability considerations, and data collection and summarization procedures.

The purpose of the study was to determine the intercollegiate athletic beliefs, attitudes, and practices of the administrative leaders (president, athletic director, and faculty athletic representative) at the universities of the MIAA. The case study method was utilized at each MIAA university, and interviews were conducted by the researcher with the previously mentioned university leaders. The research project was endorsed by each MIAA university president; the MIAA Conference at its September 11, 1985, meeting; and the NCAA agreed to provide its official NCAA Enforcement Summary.

Four subpurposes were included in the study. Each subpurpose involved research method and procedure considerations. The subpurposes were as follows:

Subpurpose one involved presenting an overview of the reported public disciplinary actions taken by the NCAA Committee on Infractions of the NCAA Council from October 16, 1952, to August 16, 1985. The researcher contacted S. David Berst, NCAA Director of Enforcement, by telephone and by letter requesting the release of the NCAA Enforcement Summary. The NCAA

enforcement committee voted and decided to provide this official document on November 22, 1985 (Appendix A). Overview statements concerning these public disciplinary actions are included in the "integrity section" of Chapter II of the study.

Subpurpose two was to determine an administrative response to the described "triple crisis" in intercollegiate athletics (integrity, economics, and academics), as presented by the Executive Director of the NCAA, Walter Byers. The included administrative leaders were the university presidents, athletic directors, and faculty athletic representatives from the selected NCAA Division II conference. A designed interview guide was constructed to obtain this data (Appendix B). The interviews were semi-structured, first asking a series of structured questions, and then probing more deeply using open-ended questions to obtain more complete information.

Subpurpose three was to describe the perceived leadership role for the selected university presidents, athletic directors, and faculty athletic representatives at three levels: institutional, conference, and national. Leadership questions were included in the interview guide, and the reporting of these responses indicated the perceived leadership role of these university administrators.

Subpurpose four was to report and summarize the responses of these administrative leaders, and to offer possible directions for future intercollegiate athletic programs. The administrative responses are reported and summarized in narrative and table form in Chapter IV. Possible direction, change, and reform for intercollegiate athletics are presented in Chapter V. These recommendations were based upon: the NCAA Enforcement Summary, this study's review of literature, and from the responses to this study's interview guide.

Each interview lasted approximately one hour, and all the interviews were tape recorded. Individual responses were held in confidence, and the final research findings did not disclose or identify the subject in any manner. A summary of the study was provided to the subjects, and the interviews were conducted in January and February of 1986.

### The Case Study Method and Its Limitations

The case study method is an effective approach to resolving a particular difficulty, and it can provide valuable data for formulating tentative generalizations. However, caution must be exercised in making broad generalizations from small samples (Hubbard, 1973), but an in-depth understanding of a single or small population can be obtained. In this instance, an in-depth description of the MIAA and its administrative leaders (presidents, athletic directors, and faculty athletic representatives) were studied.

Case studies are useful for exploratory research, and they can be useful in generating observations and hypotheses in areas where little prior investigation has occurred or where more objective research methods are not available. It must be stressed that results from case study research should not be taken as conclusive evidence (Borg and Gall, 1983).

Case studies involve a strong subjective element, and in this research method the personal framework of the researcher is a major determinant of what he/she will discover about the phenomena under investigation (Borg and Gall, 1983). However, information concerning a critical issue and the subjects involved, collected by the case study method, can be a useful supplement to the objective data collected in a typical research investigation (Wolcott, 1973).

Eisner (1981, p. 9) stated the value of the case study method in this way: "It is to the artistic to which we must turn, not as a rejection of the scientific, but because with both we can achieve binocular vision. Looking through one eye never did provide much depth of field."

This particular case study was considered a form of applied research providing detailed information about a given situation. In this project, the situation was a selected NCAA Division II Athletic Conference (MIAA), and the administrative leadership positions (presidents, athletic directors, and faculty athletic representatives) who are largely responsible for such programs. The limitations of the case study method must be recognized when this study is used as a reference.

#### The Interview and Its Limitations

The administrative response to the "triple crisis" (integrity, economics, and academics), as described by Walter Byers, the NCAA Executive Director, was determined by interviewing and reporting the responses from the administrative leaders (presidents, athletic directors, and faculty athletic representatives) from the MIAA. The perceived leadership roles of these administrators was also determined from the interviews. A partial consideration for recommendations for future intercollegiate athletic programs come from these same interviews. A designed interview guide was constructed to obtain the data required to meet the objectives of this study, and also to help standardize the actual interview process. An explanation of how this interview guide was constructed is included in the validity and reliability considerations of this chapter.

The interview as a research technique is unique in that it involves the collection of data through direct verbal interaction between individuals. This direct interaction is the source of both the main advantages

and disadvantages of the interview as a research technique. Its principal advantage seems to be adaptability, allowing the researcher to follow up leads and therefore obtain more data, clarity, and depth. By careful motivation of the subject and by maintaining rapport, the interviewer may obtain information that the subject would probably not ordinarily reveal. It appears that under favorable conditions the interview tends to provide more complete data and also more information regarding controversial topics (Borg and Gall, 1983).

The interview does have definite limitations as a research tool. The interview may be misused to collect quantitative data that can be measured more accurately by other methods. The flexibility, adaptability, and human interaction that are unique strengths of the interview can also allow subjective and possible biases that in some research situations are its greatest weakness. The interaction between respondent and interviewer are subject to bias from many sources. They are called "response effects," and include: eagerness of the respondent to please the interviewer, a vague antagonism that sometimes arises between interviewer and respondent, or the tendency of the interviewer to seek out answers that support his preconceived notion (Borg and Gall, 1983).

The interview technique provides a valuable source of personal data, and it was the basic research techniques used in this case study. Therefore, the limitations of the interview must be recognized when this study is used as a reference.

#### Population and Sample Studied

The population for this study consisted of the presidents, athletic directors, and faculty athletic representatives from the universities of the MIAA: Central Missouri State University, Warrensburg; Lincoln

University, Jefferson City; Northeast Missouri State University, Kirksville; Northwest Missouri State University, Maryville; Southeast Missouri State University, Cape Girardeau; University of Missouri-Rolla; and the University of Missouri-St. Louis.

The total population of the study is comprised of 30 subjects: presidents (7), athletic directors (7), and faculty athletic representatives (16). The names of these administrative leaders were determined by their listing in the 1985-86 MIAA Personnel Directory. All 30 possible subjects participated and were interviewed in this study. Their names, positions, university, location and date of interview is presented in Appendix E.

The MIAA was the NCAA Division II conference selected because of the researcher's personal experience and contacts in this conference, and because the MIAA appears to be a representative conference for this level of competition. Teams and student/athletes from the MIAA compete well at the national level, especially in men's and women's basketball, track, football, baseball, softball, and wrestling.

The administrative leadership positions (presidents, athletic directors, and faculty athletic representatives) were chosen because these positions are responsible for the administration and direction of this conference. Each university has a president or chancellor, athletic director, and three faculty athletic representatives. In five of the universities the athletic director also serves as one of the faculty athletic representatives, and for the purposes of this study the athletic directors' interview responses were included only in the athletic director summaries. The faculty athletic representatives who were not serving as athletic directors totaled 16 persons. These 16 interviews are summarized as the faculty athletic representative response.

Much of the data for this study was collected by interviewing the previously mentioned administrative leaders. The construction of the interview guide was discussed in the succeeding section of this chapter.

In order to receive permission to conduct this study, individual meetings were held by the researcher with Dr. John P. Mees, President of the MIAA; Mr. Ken B. Jones, MIAA Commissioner; and telephone and letter requests were made to Mr. S. David Berst, NCAA Director of Enforcement. The MIAA conference endorsed the study at its September 11, 1985, meeting. Each MIAA university president was then contacted with a transmittal letter which explained the study. Informed consent sheets were included, signed, and returned by each university president. After receiving the signed presidential informed consents, the same transmittal letter and consent sheets were sent to be signed and returned by the MIAA athletic directors and faculty athletic representatives. The samples of the transmitted letter and informed consent sheets are included in Appendixes C and D. The NCAA Enforcement Committee voted and agreed to release the NCAA Enforcement Summary on November 22, 1985.

#### The Interview Guide: Validity and Reliability Considerations

The construction of an instrument which purports to measure beliefs, attitudes, and practices of a selected group of subjects is a difficult task. After considerable deliberation and consultation with several professionals in higher education and intercollegiate athletics, it was decided that the case study method with interviews would be the most likely means by which in-depth responses could be attained from the selected university presidents, athletic directors, and faculty athletic representatives. Those consulted included the researcher's doctoral advisory

committee; Mr. Ken B. Jones, MIAA Commissioner; and the following retired faculty from Northwest Missouri State University: Dr. Robert P. Foster, President Emeritus; Mr Ryland H. Milner, Athletic Director Emeritus; and Mr. H. R. Dieterick, Professor Emeritus and 30-year faculty athletic representative.

After reviewing the literature it was decided to concentrate this study at the NCAA Division II level. Since the majority of intercollegiate athletic literature seems to deal with NCAA Division I institutions, there appeared to be need for such a research. It was also decided to limit the interviews to the administrative leaders (presidents, athletic directors, and faculty athletic representatives) from the MIAA, since these positions are largely responsible for conducting intercollegiate athletics in this conference.

After an extensive literature search it was determined by the researcher that the described "triple crisis" (integrity, economics, and academics), as described by the Executive Director of the NCAA, Walter Byers, is an accurate summation of the intercollegiate athletic issues of the day. Topics for the interview guide included: demographic information, whys and philosophy, integrity issues, economic issues, academic issues, leadership considerations, and recommendations for future intercollegiate athletic programs. These topic areas were selected to provide an in-depth description of the subject being interviewed, to gain insight into his/her athletic philosophical base, to determine an administrative response to the described "triple crisis" in intercollegiate athletics (integrity, economics, and academics), to describe the perceived leadership role of those interviewed, and to determine possible direction for future intercollegiate athletic programs.



Specific questions within each of the topic sections of the interview guide were based on: the review of literature, consultations with members of the researcher's doctoral committee, and on the personal background of the researcher. Each advisory committee member was asked to consider the interview guide questions. This provided assistance in determining the questions that would be included, revised, and deleted. The advisory committee included the following professors: Dr. Betty W. Abercrombie, Dr. George H. Oberle, Dr. John F. Rooney, and Dr. Robert B. Kamm.

The initial interview guide was submitted to and critiqued by each advisory committee member. Revisions were made to the interview guide, and it was approved by the advisory committee.

In consultation with the doctoral advisory committee, a "jury of experts" was selected to help assess the validity of the questions included in the interview guide. Permission was given by each "jury" member to serve on this independent assessment committee. They critiqued the questions and revisions were then made to the interview guide prior to conducting the investigation's pilot study. Those serving on the "jury of experts" were: Mr. S. David Berst, Director of the NCAA Enforcement Office; Dr. Ralph E. Stewart, Chairman of the Health and Physical Education Department and the University of Missouri-Columbia; and Dr. Bill Quayle, Athletic Director and Chairman of the Health, Physical Education, and Recreation Department at Emporia State University in Kansas.

After again revising the interview guide and with approval from the doctoral advisory committee, a pilot study was conducted to consider the reliability of the interview guide and to practice the interview process. The pilot study included conducting interviews with the presidents, athletic directors, and faculty athletic representatives at Tarkio College in Tarkio, Missouri, and Missouri Western State College, St. Joseph, Missouri.

A total of six tape-recorded interviews were conducted in the pilot study, and a chronological listing of those interviews is included in Appendix E.

After completing and discussing the pilot study with the doctoral advisory committee, approval was given to conduct the actual study in the MIAA. The final interview guide is included in Appendix B.

#### Data Collection and Summarization Procedures

All but three of the interviews were conducted in the personal offices of the subjects listed on the mentioned dates in Appendix E. One interview took place in the subject's home, one in the researcher's office, and one in another subject's office. All interviews were conducted by the researcher, and they were all tape recorded. Each interview lasted approximately one hour. Individual responses were held in confidence, and the final research summaries do not disclose or identify the subject in any manner.

After completing each interview, the researcher listened to the tape recording and summarized the data in writing on an interview guide form. The responses and major themes to each interview guide question were put into narrative form. After completing all 30 interviews, each administrative leadership position (president, athletic director, and faculty athletic representative) was combined, and the most frequent responses were summarized in writing by the researcher. A combined summary of all the responses to each interview guide question was also provided. Summaries are presented in both table and narrative form.

The data obtained from the interviews for the purpose of presentation in this study were not treated statistically. Rather, they were utilized as descriptive material to provide in-depth information about the MIAA and

the following administrative leadership positions: president, athletic director, and faculty athletic representative.

## CHAPTER IV

### RESULTS AND DISCUSSION

#### Introduction

The interview results from this research are presented and analyzed in this chapter. The data were summarized by the administrative positions interviewed (presidents, athletic directors, and faculty athletic representatives). A combined response from all those interviewed is included with a comparative table indicating a side-by-side listing of the responses.

The interview topics were presented in the order that they appeared in the interview guide (demographic information, whys and philosophy, integrity issues, economic issues, academic issues, leadership considerations, and future recommendations for NCAA Division II Athletics).

#### Presidential Responses

##### Demographic Data

All seven MIAA university chief executive officers were interviewed, and the interviews were from 40 to 50 minutes each in length. The MIAA most commonly cited presidential background information is reported and summarized in Table IV.

A demographic profile of the MIAA presidents indicated that they are 50-year-old males, and the median length of service as chief executive officer at their institution was two years. They bring past academic

TABLE IV  
PRESIDENTIAL: DEMOGRAPHIC DATA

Variables	Responses
Number responding	Seven out of seven
Length of interview	Md-40 min.; range-50 to 40 min.; mean-42.8 min.
Gender	Male-7; female-0
Length of service as CEO at this university	Md-2 yrs.; range-16 to 0.5 yrs.; mean-5.45 yrs.
Prior professional experience	Academic dean-5; exec. vice-pres. in higher ed.-4; previous college presidency-4
Age	Md.-50 yrs.; range-46 to 67 yrs.; Mean-53.14 yrs.
Undergraduate major	History-2; phys. ed.-2; speech-2
Highest earned degree	Ph.D.-5; Ed.D.-1; J.D.-1
Graduate preparation	Master's level-varied; doctoral- administration-3
Present teaching assignment	Teaching-0; nonteaching-7; all serve as resource persons/guest lecturers
Collegiate athletic playing experience	Yes-4; no-3
College sports played	Football-3; baseball-2; track-2
High school athletic playing experience	Yes-6; no-1
High school sports played	Football-5; track-3; basketball-2
Other intercollegiate athletic experience	Coaching-3; athletic director-1; phys. ed. chairperson-1

administrative professional experience to their university, as well as often being a previous college president. Their academic preparation were varied, but all have earned doctoral degrees. None of the MIAA presidents were teaching at the time of the interview, but they all served as resource persons and guest lecturers.

Four of the MIAA presidents had competed in intercollegiate athletics, and six had competed in interscholastic (high school) athletics. Football was the sport most commonly played at both the college and high school level. Three of the MIAA presidents had previously coached, and one had served as an athletic and physical education administrator.

#### Whys and Philosophy Data

The question "why" is a difficult but essential consideration to an indepth understanding of program offerings. Therefore, a series of why and philosophy questions were included in this interview guide, and the MIAA presidential views are summarized in Table V.

The MIAA presidents believed the major purposes for offering intercollegiate athletics at their institution were: educational benefits for the student/athlete, opportunity to engender school spirit, unification of many publics of the university, and providing entertainment and spectator opportunity. Most MIAA presidents believed it was impossible to rank the reasons for offering athletics, but they suggested that it was a combination of all the reasons that they had already mentioned. However, one president suggested the most significant contribution for offering intercollegiate athletics was that the student/athlete learns to sustain an effort.

Each MIAA president suggested separate special and unique contributions that intercollegiate athletics made to their institution. The following reasons were given:

TABLE V  
PRESIDENTIAL: WHYS AND PHILOSOPHY DATA

Variables	Responses
Purposes for this university's athletic program	Educational benefits for student/athlete-6; engenders school spirit-4; unifies many groups-3; provides entertainment and spectator activity-3
Most significant contributions athletics make to this university	Combination of all reasons given in question one-4; student involvement and interaction-2; student/athletes learn to "sustain an effort"
Special/unique contributions to athletes make to this institution	Varied (see narration that follows)
Consistency between this university's athletic philosophy and NCAA Division II	Yes-6; do not know-1
How do athletics contribute to the overall mission of the university?	Varied (see narration that follows)
Are athletics prioritized at this university?	Yes-6; no-1
Prioritization in men's sports	Basketball-7; football-6
Prioritization in women's sports	Basketball-7; softball-2; volleyball-2
Reasons for prioritization	Community interest-3; administrative emphasis-2; student body interest-2; budget considerations-2

1. Athletics help make the university a regional center for culture and recreation.

2. The university has gained a national reputation because of its national championship teams.

3. The university has a rich athletic tradition.

4. The university is noted for a balanced intercollegiate athletic offering.

5. Athletics provide a diversion for all students at the university, which has a rigorous academic focus.

6. Athletics provide motivation for students/athletes who often discover intellectual pursuits while engaging in athletic competition.

7. Lack of athletic success has diminished the general public's perception of the university.

Six of the MIAA presidents believed that their institutions were in philosophical harmony with NCAA Division II. One president could not respond because he was not aware of the stated NCAA Division II philosophy.

The Mission statement for each MIAA university is different, but all the MIAA presidents believed that intercollegiate athletics contribute to the achievement of their stated university mission. It was also mentioned that athletics were considered to be a part of academic services at one institution, while at another university, athletics were thought to be secondary to academics. Presidential comments concerning mission and athletics were that they provide:

1. A service function to the community.

2. Regional entertainment.

3. Facilities for students, faculty, and community.

4. University advancement by unifying many publics, including the immediate community and the alumni.



5. Opportunity for students to express their talents.
6. An enhanced quality of life as a student develops as a whole man.
7. An atmosphere where the primary mission, academic development, can take place.

According to six of the MIAA presidents, athletics were prioritized at their institutions. In men's athletics, the priorities were in basketball and football and in women's athletics, basketball was the priority. The reasons given for these priorities were community interest, administrative emphasis, student body interest, and budgetary considerations.

#### Integrity Issue Data

Before the integrity issue interview questions were considered, the researcher explained to the respondents the "triple crisis" confronting intercollegiate athletics. The critical issues included integrity, economics, and academic considerations. The MIAA presidential views concerning the integrity issue are summarized in Table VI.

The MIAA presidents believed that the "triple crisis," as described by Walter Byers, was a good identification of the critical athletic issues of the time. However, the presidents said they thought the issues were not as severe in NCAA Division II as in Division I. Several presidents mentioned that the issues could be ranked in reverse order for Division II, namely, academic, economic, and integrity.

Four presidents thought the public was questioning the integrity of NCAA Division II schools because of athletics. The reasons given for this questioning were that the public generalizes from the media, and then applies all athletic problems to every level. Some have a general dissatisfaction with athletics and many tend to question everything

TABLE VI  
PRESIDENTIAL: INTEGRITY ISSUE DATA

Variables	Responses
Does a "triple crisis" exist in NCAA Division II athletics?	Yes-6; no-1
Because of athletics, is the integrity of NCAA Division II schools being questioned by the public?	yes-2; no-3; maybe-2
How can NCAA Division II schools maintain/develop, or improve their integrity through athletics?	Follow the same academic guidelines as NCAA Division I-3; have the same academic standards for all students whether or not they are athletes-3
Do you believe widespread athletic violations are occurring in NCAA Division II?	Yes-0; no-6; do not know-1
What type of athletic violations have you observed?	Academic standards-4; eligibility-2
Do you consider the integrity of the MIAA athletic programs to be an issue? Why or why not?	Yes-0; no-7; strong self governance-4; model conference well run-2
Why do you believe NCAA rules are violated?	Misguided action to gain a competitive edge-3; money-3; necessity to win-3
What sanctions for the violators do you see as appropriate for NCAA Division II?	All mentioned that it depends on violation, intention, and forethought; strong action/self-governance-7; replace coach/athletic director-3; institution probation-2; grant-in-aid reduction-2; forfeit games-1

Three MIAA presidents believed that the best way to maintain, develop, or improve their institution's integrity through athletics would be to have the same academic guidelines as the NCAA Division I. Three other presidents suggested that the same academic standards should be met by all students.

Presidents of the MIAA do not believe widespread athletic violations are occurring in the NCAA Division II. The observed violations by MIAA presidents were in the areas of academic standards and eligibility. It was thought by the MIAA presidents that the integrity of the MIAA conference members was excellent because of strong self-governance, and it was a well run "model" conference.

According to the MIAA presidents, NCAA rules tended to be violated because of "misguided actions" of those trying to gain a competitive edge, money, and a necessity to win. The sanctions deemed appropriate by the MIAA presidents for those violating NCAA Division II rules should be based upon the seriousness of the violation, intention, and forethought. The presidents suggested strong self-governance action, as well as possible penalties. Examples given were to replace the coach and/or athletic director, institutional probation, grant-in-aid reductions, and forfeiture of contests.

#### Economic Issue Data

The MIAA presidents identified the same sources for funding athletics at their universities. These sources were the general fund of the state of Missouri, institutional funds, student fees, private donations, gate receipts, and concessions. The MIAA presidential responses concerning the economic issue are summarized in Table VII.

TABLE VII  
 PRESIDENTIAL: ECONOMIC ISSUE DATA

Variables	Responses
Identifying sources for funding athletics at this university	All respondents mentioned: state of Missouri General Funds; Institutional funds, student fees, private donations, gate receipts, concessions
Percentage breakdown between institutional funds and outside funding sources	<u>Institutional</u> : 95, 90, 70, do not know; <u>outside</u> : 5, 10, 30, do not know
Do all sports follow the same budgetary process?	Yes-7; no-0
Are men's and women's sports funded from the same sources?	Yes-7; no-0
Do teams play for guarantees?	Yes-5; no-1; do not know-1
Which teams play for guarantees?	Football-5; men's basketball-5
Method for auditing athletic income and expenditures	Same as other university accounts-7
Future changes for funding NCAA Division II sports	Change-2; no change-5 (see narration for reasons)
Has the role of coaches and athletic directors changed due to funding of college sports?	Yes-4; no-3 (see narration for reasons)

The percentage breakdown between institutional funds and outside sources (private donations, gate receipts, concessions, etc.) was 90% or more from institutional funds, to 10% or less from outside sources in four instances. One president reported the institutional funding to be at 70%, with outside sources providing 30%. Two presidents did not offer or know the percentage breakdown.

The presidents mentioned that all their teams followed the same budgetary process at their institution. Men's and women's teams are funded from the same sources at each institution. It was mentioned by the presidents that booster money and private donations were distributed as designated; if general athletic contributions were made, the university athletic director determines the priority.

Five presidents indicated that their teams played for athletic guarantees. The teams cited were football and men's basketball. The reasons given for guarantee playing were to cover expenses for a given game or contest and to help finance the sport.

The presidents reported that the method for auditing their institution's athletic income and expenditures was the same as all other university accounts. They said that outside funds (booster and private donations) were audited by the university, and they are maintained in a foundation, development, or restrictive account. Independent outside audits were periodically done by the state.

Two presidents believed a funding change is coming for NCAA Division II sports, although five presidents did not predict much change. Those suggesting change tended to see more aggressive fund raising as a possibility. The MIAA presidents believed it is impossible to be athletically self-supporting in NCAA Division II. Several presidents called for greater athletic funding from the state legislature. The presidents suggested a

need for greater balance in conference spending for both grant-in-aids and in operational budgets.

Four presidents believed the role of coaches and athletic directors was changing in regard to athletic fund raising. These four presidents believed the athletic directors should do more fund raising, but coaches should serve more as "advancement personnel," explaining and marketing their programs to the public. A major presidential concern was how much money can be legitimately raised before athletic programs lose integrity.

#### Academic Issue Data

The MIAA presidents identified the several academic issues as being most significant for the student/athlete at their institutions. Five mentioned that the student/athlete must learn to budget his/her total time. Three were concerned about the amount of classes missed due to athletic travel, especially in basketball and baseball. Two presidents expressed concern about the student/athlete making normal progress toward a degree. The problem of educating unprepared students in the university academic atmosphere was mentioned by two chief executive officers. None of the MIAA presidents had observed such academic abuses as grades being changed for athletes, course credit being given when classes were not attended, or any transcript alterations. They stressed that they "abhorred" such practices, and if such abuses were ever to take place at their university it would be corrected immediately, with strong disciplinary action to follow. The MIAA presidential views concerning the academic issue are summarized in Table VIII.

The estimated athletic time being spent by the student/athlete per week in football and basketball was estimated to be between 21 and 30 hours by three MIAA presidents, between 15 and 20 hours by three MIAA presidents,

TABLE VIII  
PRESIDENTIAL: ACADEMIC ISSUE DATA

Variables	Responses
Identifying most significant academic issues for the student/athlete at this institution	Budgeting time-5; classes missed-3; making progress toward degree-2; unprepared academic students-2
Observed academic abuses such as grades being changed, credit given when classes not attended, transcript alterations, etc. at this institution	Yes-0; no-7
Estimated athletic time spent per week by the student/athlete in football and/or basketball	Hours: 21 to 30-3; 15 to 20-1; no comment-3
Is this time commitment excessive? How can time be reduced?	Yes-0; no-7; all respondents mentioned the student/athlete must learn to budget their total time
Thoughts concerning NCAA Proposition 48	In favor-5; against-1; mixed-1 (see narration for reasons)
Should Proposition 48 be adopted by NCAA Division II? Why or why not?	in favor-6; against-1 (see narration for reasons)
Give a legitimate estimated graduation rate for the student/athlete at this institution (over a five-year period)	Should parallel rest of student body-4; above rate of general student body-2; do not know-1
How is the "normal progress rule" best attained and enforced at this school?	Monitored by registrar-4; assistance from athletic director and coaches
Should freshman athletes be eligible for varsity competition at NCAA Division II schools?	Yes-7; no-0
Are special admission considerations given to the incoming student/athlete? Why or why not?	Yes-0; no-7 (see narration for reasons)
Identify high school academic indicators to best predict collegiate academic success	High school GPA-3; class rank, combined with ACT-3; class rank-1

between 15 and 20 hours by one president, and three made no comment. None of the presidents believed that this time commitment was excessive. They all stressed that the student/athlete must learn to budget his/her total time, especially the time when not engaging in athletics.

Prior to giving their thoughts about NCAA Proposition 48, the same descriptive statement was read to each subject. Five MIAA presidents favored Proposition 48 in NCAA Division I because they believed high school athletes need an academic challenge, and collegiate admission standards need to be improved. One president was opposed to Proposition 48 because he believed that admission policy should be an institutional autonomy decision. Another president had mixed beliefs about this Proposition, suggesting the need for institutional autonomy, but he stressed that athletes should be true students.

Six of the MIAA presidents favored adopting Proposition 48 in NCAA Division II. Otherwise, NCAA Division II universities would gain a sub-standard academic reputation, and one president warned against becoming "academic cesspools" for athletes who cannot qualify for Division I. Several presidents mentioned a need for more uniform academic standards within the MIAA conference. The one president opposed to adopting Proposition 48 at NCAA Division II cited the need for institutional autonomy in admission policy.

The MIAA presidents estimated the graduation rates in five years for their students/athletes in this manner. Four suggested they should parallel the rest of the student body, two believed they should be above the rate for the general student body, and one did not know. Two presidents mentioned specific studies that had been done on their campuses regarding this subject, and several others expressed a desire for studies to determine the actual student/athlete graduation rate.



According to four MIAA presidents, the normal progress rule was monitored and enforced by their university registrar, with assistance from the athletic director and coaches. Three presidents did not know the details for administering this NCAA rule.

All of the MIAA presidents believed freshman athletes should be eligible for varsity competition in NCAA Division II. It was mentioned that the student/athlete has a strong interest in competing, and he/she should not be denied as long as the stated academic standards are met. According to the MIAA presidents, special admission considerations are not given to the incoming student/athlete. However, it was stressed that students/athletes have the same appeal process as any other student, and coaches often make prospective students/athletes aware of this appeal process.

The MIAA presidents cited the following as the high school academic indicators that best predict collegiate academic success. Three said high school grade point average, three mentioned combining class rank with the composite ACT test score, and one preferred class rank. All the MIAA presidents said there was no one best academic indicator, and that a combination of measures should be utilized.

#### Leadership Consideration Data

The MIAA presidents described their perceived institutional athletic leadership role as setting the tone by expressing expectations and maintaining standards. One president defined leadership as a "tangible display of expectations." They all stressed the desire to maintain academic integrity. The MIAA presidential leadership considerations are summarized in Table IX.

At the MIAA conference level, the presidents believed their leadership role was to be supportive. Four presidents said they presently had little

conference involvement, and one president expressed a desire to encourage his cohorts to become more actively involved in athletics at the conference level.

TABLE IX  
PRESIDENTIAL: LEADERSHIP CONSIDERATION DATA

Variables	Responses
Your perceived institutional athletic leadership role	To set the tone, expectations, and standards-7; stress academic integrity-7
Your perceived conference athletic leadership role	Be supportive of MIAA-7; little involvement-4; encourage other MIAA presidents to become more active-1
Your perceived national (NCAA) athletic leadership role	Minimal-7 (see narration for comments)

None of the MIAA presidents seemed to aspire to a national (NCAA) athletic leadership role. They did not see this leadership level as a priority for them, since so many other issues crowd their agenda.

#### Perceived Future Directions

The MIAA presidents provided the directions for NCAA Division II athletic programs. It was mentioned five times that an academic philosophical base was needed in collegiate athletics. Two presidents called for integrity and honesty in athletic competitions, and one encouraged a more

active presidential leadership role in NCAA Division II. The perceived future directions for NCAA Division II athletic programs, as noted by the university presidents, are summarized in Table X.

TABLE X  
PRESIDENTIAL: PERCEIVED FUTURE DIRECTIONS

Variable	Response
Future directions for NCAA Division II athletics	Maintaining an academic philosophy in college athletics-5; stress integrity and honesty in athletic competition-2; more active CEO leadership role in Division II-1

#### Athletic Director Responses

##### Demographic Data

All seven MIAA athletic directors were interviewed, and the interviews lasted from 45 to 60 minutes. The MIAA athletic director background information is summarized in Table XI.

A demographic sketch of the MIAA athletic directors indicated that they were 56-year-old males with a median length of service of seven years. They bring collegiate and secondary school teaching and coaching experience to their position. Their most common undergraduate preparation was in physical education, and their graduate education has been concentrated in physical education and administration. The MIAA athletic directors have earned master's degrees, and six have continued their education with post master's studies. Six of the MIAA athletic directors do not regularly

TABLE XI  
ATHLETIC DIRECTORS: DEMOGRAPHIC DATA

Variables	Responses
Number responding	Seven out of seven
Length of interview	Md-50 min., range-60 to 45 min.; mean-49.3 min.
Gender	Male-7; female-0
Length of service as athletic director at this university	Md-7 hrs.; range-20 to 2 yrs.; mean-9.56 yrs.
Prior professional experience	Collegiate coaching-7; collegiate teaching-7; secondary school coaching-7; secondary school teaching-7
Age	Md-56 yrs.; range-66 to 36 yrs.; mean-54.8 yrs.
Undergraduate major	Phys. ed.-6; social science-2
Highest earned degree	Master's-7; post master's-6
Graduate preparation	Phys. ed.-4; adminis.-3
Present teaching assignment	Teaching-1; phys. ed., non-teaching-6; all serve as resource persons/guest lecturers
Collegiate athletic playing experience	Yes-7; no-0
College sports played	Track-5; basketball-4; football-4
High school athletic playing experience	Yes-7; no-0
High school sports played	Football-6; basketball-6; track-6
Other intercollegiate athletic experience	NCAA committee assignments-4; Officer, professional athletic administration organizations-4; presently serving as head coach-3; National Coaching Assoc. committee assignments-2; international coaching-2

teach at their universities, but one athletic director does teach in the physical education department. All of the athletic directors serve as resource persons and guest lecturers.

The MIAA athletic directors competed in intercollegiate and interscholastic athletics. The most commonly played college sports were track, basketball, and football. In high school, the most commonly played sports were football, basketball, and track. MIAA athletic directors have been active in other professional activities, such as NCAA assignments, serving as officers in professional athletic administration organizations, national coaching association committee assignments, and in international coaching. Three of the MIAA athletic directors were serving as head coaches in a sport at their university.

#### Whys and Philosophy Data

The MIAA athletic directors believed the major purposes for offering intercollegiate athletics at their institution were that athletic programs are an extension of the educational program, a chance for positive university public relations, a source of entertainment, and an opportunity to compete. Five athletic directors cited the most significant contribution of the athletic program to the university as that athletics serve as an extension of the academic program for the student/athlete. Two athletic directors said it was impossible to rank the reasons for offering athletics, but they mentioned that it would be a combination of the reasons already mentioned. The MIAA athletic director's views concerning the whys and philosophy for intercollegiate athletic programs are summarized in Table XII.

Each MIAA athletic director suggested separate special and unique contributions that intercollegiate athletic programs made to their

TABLE XII  
ATHLETIC DIRECTORS: WHYS AND PHILOSOPHY DATA

Variables	Responses
Purposes for this university's athletic program	Extension of educational program-5; public relations for university-3; entertainment-3; opportunity to compete-2
Most significant contributions athletics make to this university	Extension of academic program for the student/athlete-5; combination of all reasons given in question one-2
Special/unique contributions athletics make to this institution	Varied (see narration that follows)
Consistency between this university's athletic philosophy and NCAA Division II	Yes-7; no-0
How do athletics contribute to the overall mission of the university?	Form of teaching/instruction with the whole man development-4; service/extension function of university, university image-3
Are athletics prioritized at this university?	Yes-6; no-1
Prioritization in men's sports	Basketball-7; football-6; baseball-3; track-2
Prioritization in women's sports	Basketball-7; volleyball-3; track-2; softball-2
Reasons for prioritization	Spectator interest-4; media exposure for university-3; financial priorities-3; public demand and pressure-2; student body interest-2

institution. The following reasons were provided:

1. Whether a student/athlete graduates or not, the collegiate experience will be worthwhile.
2. The university has gained a national reputation because of its national championships.
3. This university has higher entrance requirements than other Missouri state universities.
4. The university athletic program can unify and identify the campus to a commuter.
5. This university competes with true students/athletes with a real academic interest. Participation is not the final goal of the student/athlete.
6. Athletics provides positive images for both the athletic and the academic program. Foundation giving has increased because of athletic success.
7. The athletic program helps students/athletes mature and overcome shyness. The student/athlete develops as well rounded individuals.

The MIAA athletic directors believed that their institutions were in philosophical harmony with the NCAA Division II. The athletic directors said that the student/athlete has an academic emphasis with a balanced comprehensive athletic program and without great pressure.

The MIAA athletic directors believed that intercollegiate athletics contributed to their school's stated university mission. Four athletic directors said that athletics was a form of teaching and instruction that emphasized the total whole-man development of the student/athlete. These athletic directors suggested that athletics contributed to the service component of their universities by providing good public relations.

According to six of the MIAA athletic directors, athletics were prioritized at their institutions. In men's athletics, the priorities were: basketball, football, baseball, and track. In women's athletics, the priorities were: basketball, volleyball, track, and softball. The reasons given for these priorities were spectator interest, possible media exposure, financial priorities, public demand and pressure, and student body interest.

#### Integrity Issue Data

The MIAA athletic directors believed that the described "triple crisis" was a good identification of the critical athletic issues. However, the athletic directors said they thought the issues were not as severe in NCAA Division II as in Division I. The MIAA athletic directors mentioned that there was not as much money or as many overzealous alumni in NCAA Division II. The MIAA athletic director responses concerning the intercollegiate athletic integrity issue are summarized in Table XIII.

All the MIAA athletic directors believed that the public was questioning the integrity of NCAA Division II athletics, to a lesser degree than Division I. The athletic directors stressed that there was less pressure and less money involved in Division II. The media has a strong influence on the public's perceptions.

Four athletic directors mentioned that the best way to maintain, develop, or improve their institution's integrity would be to keep the student/athlete concept alive. Two others stressed that strong self-governance was essential for honest programs.

Six athletic directors of the MIAA did not believe widespread athletic violation were occurring in the NCAA Division II; however, one did. The



TABLE XIII  
ATHLETIC DIRECTORS: INTEGRITY ISSUE DATA

Variables	Responses
Does a "triple crisis" exist in NCAA Division II athletics?	Yes-7; no-0
Because of athletics, is the integrity of NCAA Division II schools being questioned by the public?	Yes-7; no-0
How can NCAA Division II schools maintain/develop or improve their integrity through athletics?	Retain student/athlete concept-4; strong self-governance-2
Do you believe widespread athletic violations are occurring in NCAA Division II?	Yes-1; no-6
What type of athletic violations have you observed?	Academic standards-2; misunderstanding of complex rules-2; try-outs in recruiting-2
Do you consider the integrity of the MIAA athletic programs to be an issue? Why or why not?	Yes-0; no-7; strong positive leadership: conference commissioner willing to abide by rules-2
Why do you believe NCAA rules are violated?	To gain a competitive edge, desire to win-8; trying to survive situation, all things not equal in athletics-3; loopholes-2; rules not known-2
What sanctions for violators do you see as appropriate for NCAA Division II?	All respondents: It depends upon the violation and intention; grant-in-aid reduction-3; replace coach-3; reprimand coach-3

observed violations by MIAA athletic directors were: academic standards, misunderstanding complex rules, and tryouts in recruiting.

It was thought by the MIAA athletic directors that the integrity of the MIAA conference members was outstanding. The reasons for this thinking was the strong positive leadership by the conference commissioner and a general willingness to abide by the rules.

According to the MIAA athletic directors, NCAA rules tend to be violated because of those trying to gain a competitive edge to win, coaches trying to survive a situation when differences exist from one institution to another, coaches looking for loopholes, and when the rules are not known.

The sanctions deemed appropriate by the MIAA athletic directors for those violating NCAA Division II rules should always reflect the seriousness of the violation and the intention. Penalty examples were grant-in-aid reduction, replacing the coach, and reprimanding the coach.

#### Economic Issue Data

The MIAA athletic directors identified the same sources for funding athletics at their universities. These sources were the general fund of the state of Missouri, institutional funds, student fees, private donations, gate receipts, concessions, summer camps, and gifts in kind. The MIAA athletic director responses concerning the economic issue are summarized in Table XIV.

The percentage breakdown between institutional funds and outside sources (private donations, gate receipts, concessions, etc.) was 85% or more from institutional funds to 10% or less from outside sources in six instances. One athletic director reported the institutional funding to be at 70%, with outside sources providing 30%.

TABLE XIV  
ATHLETIC DIRECTORS: ECONOMIC ISSUE DATA

Variables	Responses
Identifying sources for funding athletics at this university	All respondents mentioned: state of Missouri general funds; gate receipts, institutional funds; concessions, student fees, summer camps, private donations, gifts in kind
Percentage breakdown between institutional funds and outside funding sources	<u>Institutional</u> : 90%-3; 85%-3; 70%-3 <u>Outside</u> : 10%-3; 15%-3; 30%-1
Do all sports follow the same budgetary process?	Yes-7; no-0
Are men's and women's sports funded from the same sources?	Yes-7; no-0
Do teams play for guarantees?	Yes-7; no-0
Which teams play for guarantees?	Men's basketball-7; football-6; baseball-3
Method for auditing athletic income and expenditures	Same as other university accounts-7
Future changes for funding NCAA Division II sports	Change-3; no change-3; maybe-1 (see narrative for reasons)
Has the role of coaches and athletic directors changed due to the funding of college sports?	Yes-5; no-2 (see narration for reasons)

The MIAA athletic directors mentioned that all their teams followed the same budgetary process at their institution. Men's and women's teams were funded from the same sources at each institution. It was mentioned by the athletic directors that booster money and private donations were distributed as designated. If general athletic contributions were made, the athletic director or booster board determined the priorities. Several athletic directors mentioned that booster money would not be as great without football and men's basketball.

The athletic directors indicated that their teams played for athletic guarantees. The teams cited were men's basketball, football, and baseball. The reasons given for guarantee playing were to cover expenses for a given game or contest and to help finance the sport. Guarantee money usually goes to the sport that earned it; however, one athletic director reported that guarantee money was used to help support and supplement other sports.

The athletic directors reported that the method for auditing their institution's athletic income and expenditures was the same as all other university accounts. They said that outside funds (booster and private donations) were audited by the university, and they were maintained in a foundation, development, or restrictive account. Independent outside audits were periodically done by the state.

The MIAA athletic directors were split concerning their views on future changes in funding NCAA Division II sports. Three mentioned a need for more outside gifts and private donations, and three hoped there would be little change, since NCAA Division II has many expenses with little income. One had mixed views, and suggested a possible need for more outside money. Five MIAA athletic directors believed they should do the actual fund raising. The coaches should serve more as advancement personnel by being involved in university promotion and public relations.

### Academic Issue Data

The MIAA athletic directors cited the several academic issues as being most significant for the student/athlete at their institutions. The views of the MIAA athletic directors concerning the academic issue are summarized in Table XV.

Three athletic directors mentioned the difficulty in recruiting highly skilled athletes due to the high admission standards of their universities. Three others mentioned the necessity for providing remedial academic programs for their students/athletes, and one athletic director had no comment. None of the MIAA athletic directors had observed such academic abuses as grades being changed for athletes, course credit being given when classes were not attended, or any transcript alterations.

The estimated athletic time being spent by students/athletes per week in football and basketball was suggested to be between 21 and 30 hours by four athletic directors, and between 15 to 20 hours by three athletic directors. Six did not believe that this time commitment was excessive, and it was noted that this was about right for Division II. One thought this time commitment was excessive, and he stressed the need for better practice organization.

Prior to giving their thoughts about NCAA Proposition 48, the same descriptive statement was read to each subject. Three MIAA athletic directors favored Proposition 48 because entrance requirements are needed, and the requirements in Proposition 48 are not high enough. Two athletic directors were against Proposition 48. The reasons given were: a dislike for national test scores, entrance requirements should not be higher for any group entering the university, and many students/athletes would be eliminated from NCAA Division I. Mixed reactions came from two MIAA

TABLE XV

## ATHLETIC DIRECTORS: ACADEMIC ISSUE DATA

Variables	Responses
Identifying most significant academic issues for students/athletes at this institution	High admission standards of university-3; providing remedial academic programs for student/athlete-3; no comment-1
Observed academic abuses such as grades being changed, credit being given when classes not attended, transcript alterations, etc. at this institution	Yes-0; no-7
Estimated athletic time spent per week by the student/athlete in football and/or basketball	Hours: 21 to 30-4; 15 to 20-3
Is this time commitment excessive? How can time be reduced?	Yes-1; no-6 All respondents mentioned the student/athlete must learn to budget his/her own time
Thoughts concerning NCAA Proposition 48	In favor-3; against-2; mixed-2 (see narration for reasons)
Should Proposition 48 be adopted by the NCAA Division II? Why or why not?	(see narration for reasons)
Give a legitimate estimated graduation rate for students/athletes at this institution (over a five-year period)	81 to 90%-2; 71 to 80%-4; 61-70%-1
How is the "normal progress rule" best attained and enforced at this school?	By those involved: registrar-4; athletic director-3; faculty adviser-2; coaches-2
Should freshman athletes be eligible for varsity competition at the NCAA Division II?	Yes-7; no-0
Are special admission considerations given to incoming students/athletes? Why or why not?	Yes-1; no-6 (see narration for reasons)

TABLE XV (continued)

Variables	Responses
Identify high school academic indicators to best predict college academic success	High school GPA-5; class rank-3; ACT test scores-3; communication skills-2

athletic directors as they were in favor of the core curriculum but opposed to national tests (ACT/SAT). They mentioned that there were substantial differences among high schools.

Three MIAA athletic directors favored adopting Proposition 48 in the NCAA Division II. They stressed the need for similar admission standards. Three were against its adoption because they disliked the national test score requirement, and they believed in institutional autonomy for admission policy. One athletic director had mixed ideas, and he suggested a "wait and see" period because Proposition 48 could be an advantage for Division II. Many quality athletes could be available to the NCAA Division II.

The MIAA athletic directors estimated the graduation rates in five years for their students/athletes. Two said the student/athlete should graduate at a 81 to 90% rate; four suggested a 71 to 80% rate, and one said between a 61 to 70% rate. The athletic directors stressed that the student/athlete has more attention, and their graduation rate should be higher than that of the regular student body.

According to the MIAA athletic directors, the normal progress rule is monitored and enforced by their university registrars, with assistance from

the athletic directors, faculty advisers, faculty athletic representatives, and coaches.

The MIAA athletic directors believed that freshmen athletes should be eligible for varsity competition in the NCAA Division II. It was stressed that athletes come to school to compete and the freshman year helps them to mature. The student/athlete adjusts by making mistakes.

According to six MIAA athletic directors, special admission considerations were not given to incoming students/athletes. However, it was stressed that the student/athlete has the same appeal process as any other student, and coaches often makes the prospective student/athlete aware of this appeal process. The one athletic director who said that special admission considerations were given to incoming students/athletes explained that the students/athletes were sometimes admitted to summer school on a probation or conditional acceptance.

The MIAA athletic directors gave the following as the high school academic indicators to best predict collegiate academic success: high school grade point average (five times), class rank (three times), national test scores (ACT/SAT) (three times), and communication skills as determined by interviews (two times).

#### Leadership Consideration Data

The MIAA athletic directors described their perceived institutional athletic leadership role as communicating with their entire faculty about intercollegiate athletics. Other athletic director institutional leadership considerations were: motivating coaches, organizing the athletic department, and facilitating the athletic program. The MIAA athletic director leadership considerations are summarized in Table XVI.



TABLE XVI  
ATHLETIC DIRECTORS: LEADERSHIP CONSIDERATION DATA

Variables	Responses
Your perceived institutional athletic leadership role	Communicate with entire faculty-7; motivate coaches-3; organize athletic department-3; facilitate athletics-3
Your perceived conference athletic leadership role	Attend all conference meetings-7; participate in conference activities and committee meetings-3; serve, listen, and present ideas; express views and compromise, consider what is best for all, not just own school-3
Your perceived national (NCAA) athletic leadership role	Attend NCAA meetings-5; host NCAA championship events-2; help and vote

At the MIAA conference level, the athletic directors believed that their leadership role was to attend all conference meetings. The necessity to participate in conference activities and committee meetings was mentioned. It was also stressed that they must serve, listen, and present ideas; that is, they must express views, compromise, and be able to consider what is best for all, not just their own school.

At the national (NCAA) level, the perceived leadership roles were expressed: five athletic directors stressed attending NCAA national meetings, two cited hosting NCAA championship events, and two said their perceived leadership role was to help and vote.

Perceived Future Directions

The MIAA athletic directors provided directions for NCAA Division II athletics, and their perceived future directions are summarized in Table XVII. The following ideas were mentioned twice:

1. Offer a balanced athletic program; that is, many sports.
2. Provide better marketing and publicity for NCAA Division II.
3. Improve academic support for the student/athlete in the way of tutors and academic advisers.
4. Retain academic standards as now stated in the NCAA Division II, not adopting Proposition 48.
5. Reduce Division II grant-in-aids to tuition and fees only, and then increase operational budgets with monies otherwise spent on room and board grants.
6. Allow the student/athlete to retain their entire PELL grant.

TABLE XVII  
ATHLETIC DIRECTORS: PERCEIVED FUTURE DIRECTIONS

Variable	Response
Future directions for NCAA Division II athletics	Offer balanced athletic programs-2; better marketing and publicity for Division II-2; improve academic support for students/athletes-2 (see narration for comments); retain academic standards as nonstated-2; reduce division II grant-in-aids to tuition and fees-2 (see narration for comments); allow the student/athlete to retain entire PELL grant-2

## Faculty Athletic Representatives

### Demographic Data

All 16 MIAA faculty athletic representatives were interviewed, and the interviews were from 40 to 75 minutes in length. The MIAA faculty athletic representative background information is summarized in Table XVIII.

A demographic outline of the MIAA faculty athletic representatives indicated that their median age was 49.5 years, and there were nine males and seven females serving in this position. The median length of service as the institution's faculty representative was five years. The faculty athletic representatives brought a variety of experience to this position, including collegiate and secondary school teaching, collegiate administration, and collegiate coaching. Their most common undergraduate preparation was in physical education, but many other disciplines have been studied. Graduate education concentrations were varied, but the most common areas were physical education and speech. Seven faculty athletic representatives had earned doctorates, seven had completed master's degrees, and two held the bachelor's degree. Thirteen representatives teach at their universities, and the three that do not teach serve in an administrative capacity. The areas taught vary, but physical education, mathematics, and speech were the most common. The MIAA faculty athletic representatives serve as resource persons and guest lecturers.

Seven of the MIAA faculty athletic representatives competed in intercollegiate athletics, and nine competed in high school athletics. Basketball and football were the sports most commonly played at both the college and secondary school level. Other intercollegiate athletic experiences for the MIAA faculty athletic representatives included: serving on their

TABLE XVIII  
 FACULTY ATHLETIC REPRESENTATIVES:  
 DEMOGRAPHIC DATA

Variables	Responses
Number responding	Sixteen out of sixteen
Length of interview	Md-45 min.; range-45 to 40 min.; mean-50.3 min.
Gender	Male-9; female-7
Length of service as FAR at this university	Md-5 yrs.; range-33 to 0.7 yrs.; mean-8 yrs.
Prior professional experience	College teaching-13; collegiate ad- ministration-9; collegiate coach- ing-6; high school teaching-6
Age	Md-49.5 yrs.; range-68 to 34 yrs.; mean-48.56 yrs.
Undergraduate major (most commonly cited)	Phys. ed.-5; business-2; English-2; history-2; mathematics-2; science-2
Highest earned degree	Ph.D.-6; Ed.D.-1; post master's-5; master's-2; post bachelor's-1; bachelor's 1
Graduate preparation (most commonly cited)	<u>Master's</u> level: phys. ed.-4; speech-2 <u>Doctoral</u> level: speech-2
Present teaching assignment (most commonly cited)	Teaching-13; nonteaching-3; phys. ed.-3; mathematics-2; speech-2 (all serve as resource persons/ guest lecturers)
College athletic playing experience	Yes-7; no-9
College sports played	Basketball-6; football-5; track-4; baseball-2
High school sports played	Basketball-6; football-5; track-4; baseball-2
Other intercollegiate athletic experience	University athletic committee-8; NCAA committee assignments-4; office in MIAA-4

university's athletic committee, participating on NCAA committees, and being elected as MIAA officers.

#### Whys and Philosophy Data

The MIAA faculty athletic representatives believed the major purposes for offering intercollegiate athletics at their institution were the educational benefits to the student/athlete, entertainment and spectator opportunities, possibly unifying effects for the university, competition opportunities for students, and media benefits. The MIAA faculty athletic representatives' views concerning the whys and philosophy for intercollegiate athletics are summarized in Table XIX.

Thirteen faculty athletic representatives cited the most significant contribution that the athletic program makes to their universities was the educational benefits to the student/athlete. Other faculty athletic representatives mentioned that it was difficult to rank the contributions, and the most significant contribution was a combination of all the reasons they had previously given. Several stressed the possible positive public relations for the university.

Faculty athletic representatives mentioned several special and unique contributions that the athletic programs made to their institutions. The reasons given were: providing a social event for students, faculty, and community; possible media exposure; unifying various publics; tradition; and that athletics help recruit other nonathletic students.

The MIAA faculty athletic representatives believed that their universities were in philosophical harmony with the NCAA Division II; that is, athletic programs with an academic emphasis, offering a balanced sports program. Each faculty athletic representative believed that the athletic program contributed to their school's stated mission. Nine mentioned that

TABLE XIX  
 FACULTY ATHLETIC REPRESENTATIVES:  
 WHYS AND PHILOSOPHY DATA

Variables	Responses
Purposes for this university's athletic program	Educational benefits to students/athletes-13; entertainment/spectator opportunity-7; unifying effects-6; opportunity to compete-6; media benefits-5
Most significant contributions athletics make to this university	Educational benefits to students/athletes-13; combination of all reasons given in question one-5; university public relations-4
Special/unique contributions athletics make to this institution	Social event for students, faculty, and community-6; media exposure-4; unifying effects-4; tradition-4; recruiting students-3
Consistency between this university's athletic philosophy and the NCAA Division II	Yes-16; no-0
How do athletics contribute to the overall mission of the university?	Extension/community service/entertainment-9; teaching/instruction/whole man development-5; Part of collegial atmosphere-4; media exposure-3
Are athletics prioritized at this university?	Yes-11; no-5
Prioritization in men's sports	Football-11; basketball-11; soccer-3; baseball-3; track-3
Prioritization in women's sports	Basketball-14; volleyball-7; softball-4; track-3
Reasons for prioritization	Financial reasons-7; student interest-7; alumni and community interest-5; media possibilities-5; number participating-4

the athletic program contributed to the extension and service component of their mission, as well as providing entertainment. Five representatives believed athletics was a part of teaching and instruction by assisting in developing the whole man and four suggested that athletics contributed to a collegial atmosphere, and three discussed the media possibilities.

Eleven faculty athletic representatives believed athletics were prioritized at their universities. Five believed athletic program balance was the priority. In men's athletics, the priorities were in football and basketball, and in women's sports, the emphasis was in basketball and volleyball. The reasons given for these priorities were financial considerations, student interest, alumni and community interest, media possibilities, and the number of participants.

#### Integrity Issue Data

Fifteen of the MIAA faculty athletic representatives believed that the described "triple crisis" was a good identification of the critical athletic issues of the time. However, it was stressed that they thought the issues were not as critical in the NCAA Division II as in Division I. The faculty athletic representatives mentioned that there was not as much money in Division II. It was also suggested that the media coverage for the NCAA Division II was far less than for Division I. The MIAA faculty athletic representatives' views concerning the integrity issue for intercollegiate athletics are summarized in Table XX.

Eleven of the MIAA faculty athletic representatives believed that the public was questioning the integrity of NCAA Division II athletics, to a lesser degree than Division I. The faculty athletic representatives stressed that university faculties are questioning today's intercollegiate

TABLE XX  
FACULTY ATHLETIC REPRESENTATIVES:  
INTEGRITY ISSUE DATA

Variables	Responses
Does a "triple crisis" exist in NCAA Division II athletics?	Yes-15; no-1
Because of athletics, is the integrity of NCAA Division II schools being questioned by the public?	Yes-11; no-5
How can NCAA Division II schools maintain/develop or improve their integrity through athletics?	Strong self-governance-9; maintain student/athletic academic standards-7; remain honest-6; strong CEO involvement-2; positive publicity-2
Do you believe widespread athletic violations are occurring in NCAA Division II?	Yes-3; no-13
What type of athletic violations have you observed?	Misunderstanding of complex rules-10; recruiting violations-8; eligibility-5; transcript violations: alterations by junior colleges-3
Do you consider the integrity of the MIAA athletic programs to be an issue? Why or why not?	Yes-1; no-15; model conference-6; excellent conference commissioner-5; strong self-governance-3
Why do you believe NCAA rules are violated?	Win at-all-cost philosophy-9; complexity of NCAA rules-6; gain a competitive edge-4; outside money with strings-2; job protection-2
What sanctions for the violators do you see as appropriate for NCAA Division II?	All respondents said: It depends on violation, its extent and intent Forfeit games and championships-4; institutional fines-5; probation for coach and/or AD-4; reduce grant-in-aids-4



athletic programs. It was also suggested that the general public has a difficult time distinguishing between the NCAA divisions, and the negative Division I media coverage tends to have a rippling effect to all intercollegiate athletics. Those five MIAA faculty athletic representatives who did not believe that the NCAA Division II were being questioned, cited these reasons: there is less money in Division II, there is less negative publicity in Division II, and there are fewer problems in Division II.

The faculty athletic representatives mentioned several ways in which their institutions could maintain, develop, or improve their integrity image through athletics. Their ideas were to have strong institutional self-governance, maintaining student/athlete academic standards, remaining honest, encouraging strong chief executive officer involvement in athletics, and publicizing the positive.

Thirteen faculty athletic representatives from the MIAA did not believe that widespread athletic violations were occurring in the NCAA Division II; however, three did. The observed violations by MIAA faculty athletic representatives were a misunderstanding of complex NCAA rules, recruiting violations, and transcript alterations by junior colleges for incoming athletes.

It was thought by 15 of the MIAA faculty athletic representatives that the integrity of the MIAA conference members was excellent. The reasons for this thinking was that it is a model conference with an excellent commissioner and the members believe in strong self-governance. The one subject who suggested that the public was questioning the integrity of the MIAA mentioned that it occurs mainly in conference towns when a student/athlete is academically denied at one institution, but then is accepted at another conference university.

According to the MIAA faculty athletic representatives, NCAA rules tend to be violated because of a win-at-all costs philosophy, complexity of NCAA rules, those trying to gain a competitive edge to win, outside noninstitutional money with strings attached, and some coaches trying to protect their positions.

The sanctions deemed appropriate by the MIAA faculty athletic representatives for those violating NCAA Division II rules should always reflect the extent and intent of the violation. Suggested penalties were: forfeiture of games and championships, institutional fines, probation for the coach and/or athletic director, and a reduction in grant-in-aids.

#### Economic Issue Data

The MIAA faculty athletic representatives identified the same sources for funding athletics at their institution. These sources were: general fund state of Missouri money, institutional funds, student fees, private donations, gate receipts, concessions, summer camps, and gifts in kind. The MIAA faculty athletic representative responses concerning the economic issue are summarized in Table XXI.

The percentage breakdown between institutional funds and outside sources (private donations, gate receipts, concessions, etc.) was 85% or more from institutional funds to 10% or less from outside sources in nine responses. One faculty athletic representative reported the institutional funding to be at 70%, with outside sources providing 30%. Six MIAA faculty athletic representatives did not know this financial breakdown.

Fifteen MIAA faculty athletic representatives mentioned that all of their teams followed the same budgetary process at their universities. One did not know the budgetary process. Fifteen also mentioned that the men's and women's teams were funded from the same sources at each institution,

TABLE XXI  
 FACULTY ATHLETIC REPRESENTATIVES:  
 ECONOMIC ISSUE DATA

Variables	Responses
Identifying sources for funding athletics at this university	All respondents mentioned: state of Missouri general funds; gate receipts; institutional funds; concessions; student fees; summer camps; private donations, gifts in kind
Percentage breakdown between institutional funds and outside funding sources	<u>Institutional</u> : 95%-2; 90%-5; 85%-2; 70%-1 <u>Outside</u> : 5%-2; 10%-5; 15%-2; 30%-1 Do not know-6
Do all sports follow the same budgetary process?	Yes-15; no-0; do not know-1
Are men's and women's sports funded from the same sources?	Yes-15; no-1; do not know-1
Do teams play for guarantees?	Yes-15; no-1
Which teams play for guarantees?	Football-14; men's basketball-14; baseball-3
Method for auditing athletic income and expenditures	Same as for other university accounts-16
Future changes for funding NCAA Division II sports	Change-3; no change-12; maybe-1 (see narration for reasons)
Has the role of coaches and athletic directors changed due to funding of college sports?	Yes-13; no-3 (see narration for reasons)

and one did not know. It was mentioned by the faculty athletic representatives that booster money and private donations were distributed as designated, and if general athletic contributions were made, the athletic director or booster board determined the priorities. Several faculty athletic representatives said that football and men's basketball usually gain more private donations.

Fifteen faculty athletic representatives indicated that their teams played for athletic guarantees. The teams mentioned who played for guarantees were: football, men's basketball, and baseball. The reasons given for guarantee playing were to cover expenses for a given game or contest and to help finance the sport. Guarantee money usually goes to the sport that earned it; however, two faculty athletic representatives suggested that guarantee money is used to help support and supplement other sports.

The MIAA faculty athletic representatives reported that the method for auditing their institutions' athletic income and expenditures was the same as all other university accounts. They said that outside funds (booster and private donations) were audited by the university, and they were maintained in a foundation, development, or restrictive account. Independent outside audits were periodically done by the state. One faculty athletic representative seemed somewhat unsure about the auditing and bookkeeping process at his university.

Three faculty athletic representatives believed that changes will have to be made in funding NCAA Division II sports. They said more booster and state money is needed. Twelve said little or no change would come because the primary funding source for NCAA Division II must be state money. One said that it depended on the state legislature, and Division II must make an effort for more private donations.

Thirteen MIAA faculty athletic representatives believed athletic directors should be fundraisers, and coaches should be marketing people, explaining their programs. Many suggested that coaches should help sell season tickets. Several suggested a word of caution that outside people who donate to the athletic program often want to run it.

#### Academic Issue Data

The MIAA faculty athletic representatives mentioned several academic issues as being most significant for the student/athlete at their institutions. These responses concerning the academic issue are summarized in Table XXII.

Five faculty athletic representatives cited recruiting academically weak students/athletes at their schools. Three faculty athletic representatives mentioned the necessity of carefully checking incoming junior college transcripts for irregularities. Many other pertinent academic issues were expressed, and at least two faculty athletic representatives mentioned the following:

1. Every athlete must have a 2.0 average in order to participate at this university, and this institutional rule is more stringent than the conference or national rules.
2. Attendance, that is, the amount of time missed due to athletic travel.
3. There is a need for faculty to be more sensitive to the pressures confronting students/athletes.
4. Students/athletes should be able to pass and be eligible for competition.
5. Students/athletes should be provided remedial education.

TABLE XXII  
 FACULTY ATHLETIC REPRESENTATIVES:  
 ACADEMIC ISSUE DATA

Variables	Responses
Identifying most significant academic issues for students/athletes at this institution	Recruiting academically weak students/athletes-5 (see narration for other comments)
Observed academic abuses, such as grades being changed, credit given when classes not attended, transcript alterations, etc. at this institution	Yes-0; no-14; not sure-3 (three mentioned suspect incoming junior college transcripts, careful checking required)
Estimated athletic time spent per week by students/athletes in football and/or basketball	Hours: 31 to 40-3; 21 to 30-8; 15 to 20-3; do not know-2
Is the time commitment excessive? How can time be reduced?	Yes-0; no-14; do not know-2 (see narration for comments)
Thoughts concerning NCAA Proposition 48	In favor-11; against-1; mixed-4 (see narration for reasons)
Should Proposition 48 be adopted by NCAA Division II? Why or Why not?	In favor-10; against-5; mixed-1 (see narration for reasons)
Give a legitimate estimated graduation rate for students/athletes at this institution (over a five-year period)	81 to 90%-2; 71 to 80%-8; same as student body-1; do not know-5
How is the normal progress rule best attained and enforced at this school?	Registrar-10; faculty athletic representative-9; athletic director-6
Should freshman athletes be eligible for varsity competition at NCAA Division II?	Yes-13; no-1; mixed-1 (see narration for comments)
Are special admission considerations given to income students/athletes? Why or why not?	Yes-2; no-14 (see narration for reasons)
Identify high school academic indicators to best predict collegiate academic success	High school GPA-13; national test scores (ACT/SAT)-9; class rank-7; language skills-4

The following responses were mentioned once by the faculty athletic representatives:

1. Effective time management by students/athletes.
2. Studying all night and trying to compete in sports.
3. Pressures to give unearned grades.
4. Courses taken for eligibility purposes and not for graduation.
5. Administrators<sup>a</sup> overruling faculty committees by allowing students/athletes to return to school after they have been academically suspended.
6. Difficulty in recruiting highly skilled athletes who meet the academic standards.

None of the MIAA faculty athletic representatives had observed such academic abuses as grades being changed for athletes, course credit being given when classes were not attended, or any on-campus transcript alterations. However, three faculty athletic representatives said that junior college transcripts could be suspect, and should be carefully checked by them.

The estimated athletic time being spent by the student/athlete per week in football and basketball was suggested to be between 31 to 40 hours by three MIAA faculty athletic representatives, between 21 to 30 hours by eight others, between 15 to 20 hours by three, and two said they did not know how much time was being spent. Fourteen of the faculty athletic representatives did not believe this time commitment was excessive, and two did not know. Comments were made suggesting that the student/athlete must learn to organize his/her total time, and others called for some athletic time reduction through better practice organization.

Prior to giving their thoughts about NCAA Proposition 48, the same descriptive statement was read to each subject. Eleven MIAA faculty

athletic representatives favored Proposition 48 because academics must be first, admission standards are too low, and incoming university students need better basics. One faculty athletic representative was against Proposition 48, suggesting that admission policy should be an institutional autonomy decision. Mixed reactions came from four MIAA faculty athletic representatives, and their thoughts were that they favored the high school core curriculum requirements, but they disliked the inclusion of the national test score (ACT/SAT).

Ten MIAA faculty athletic representatives favored adopting Proposition 48 in NCAA Division II. All 10 stressed that Division II should not be a dumping ground for those students/athletes who do not meet Division I standards. Five were against its adoption because of institutional autonomy considerations, and they did not like to deny access to university education. One faculty athletic representative had mixed thoughts, and this representative suggested a wait-and-see posture evaluating what will actually happen in NCAA Division I.

The MIAA faculty athletic representatives estimated the graduation rates in five years for their students/athletes. Two said students/athletes should graduate at a 81 to 90% rate; eight suggested a 71 to 80% rate, one said students/athletes should graduate at the same rate as other students, and five did not know what a realistic graduation rate would be. According to the MIAA faculty athletic representatives, the normal progress rule was monitored and enforced by their university registrars and by themselves, along with assistance from the athletic director.

Thirteen of the MIAA faculty athletic representatives believed that freshman athletes should be eligible for varsity competition in the NCAA Division II. They said that the pressures are not as great in Division II as in Division I. One said that athletes should not be allowed to compete



as a freshman in Division II, especially in football and basketball. Two faculty athletic representatives had mixed thoughts on this question.

According to 14 MIAA faculty athletic representatives, special admission considerations are not given to incoming students/athletes. However, it was stressed that students/athletes have the same appeal process as any other students, and coaches often make prospective students/athletes aware of this appeal process. The two faculty athletic representatives who said that special admission considerations were given to incoming students/athletes explained that their administration sometimes overrode the admission committee.

The MIAA faculty athletic representatives gave the following as the high school academic indicators to best predict collegiate academic success: high school grade point average was mentioned 13 times, national test scores (ACT/SAT) 9 times, class rank 7 times, and language skills 4 times.

#### Leadership Consideration Data

Fourteen of the MIAA faculty athletic representatives expressed their institutional leadership role as being spokespersons explaining athletics to the entire faculty and local community. Six others mentioned the responsibility of insuring academic integrity within collegiate athletics. Three described the role as assisting their schools' coaches on conference matters and actions. The MIAA faculty athletic representative leadership considerations are summarized in Table XXIII.

At the MIAA conference level, 12 of the faculty athletic representatives expressed the role as providing direction; that is, expression institutional views to the conference and community, as well as voting and compromising on issues. Two described their roles as insuring academic

standards within collegiate athletics, and being able to express views concerning women's athletics was mentioned by two others.

TABLE XXIII  
FACULTY ATHLETIC REPRESENTATIVES:  
LEADERSHIP CONSIDERATION DATA

Variables	Responses
Your perceived institutional athletic leadership role	Spokesperson: explaining athletics to faculty and community-14; insure academic integrity in athletics-6; assist coaches on conference actions-3
Your perceived conference athletic leadership role	Provide direction: express institutional views to conference, community--to vote and compromise-12; insure academic standards-2; express views concerning women's athletics-2
Your perceived national (NCAA) athletic leadership role	Attend NCAA meetings-7; minimal leadership role-5; share ideas-3; would like to do more-3

At the national (NCAA) level, the perceived leadership roles were expressed as follows: seven faculty athletic representatives stressed attending NCAA national meetings, five expressed a minimal leadership role, three said to share ideas with others across the country, and three expressed a desire to do more and be more active.

#### Perceived Future Directions

The MIAA faculty athletic representatives suggested the following

directions for NCAA Division II athletics. Eight would like to retain the present academic philosophy in Division II; that is, with a strong student/athlete emphasis. Seven stressed a desire to continue offering a balanced athletic program with many sports. Five would like to see the NCAA Division II remain as, and three others would like to keep athletics fun. The perceived future directions for NCAA Division II athletic programs as noted by the faculty athletic representatives are summarized in Table XXIV.

TABLE XXIV  
FACULTY ATHLETIC REPRESENTATIVES:  
PERCEIVED FUTURE DIRECTIONS

Variables	Responses
Future directions for NCAA Division II athletics	Retain NCAA Division II academic philosophy-8; offer balanced athlete programs-7; retain NCAA Division II as is-5; keep athletics fun-3

#### Combined Responses

#### Demographic Data

The combined demographic data included the background information from those interviewed. Thirty interviews were conducted, and they included all the presidents, athletic directors, and faculty athletic representatives

from the MIAA. Each interview lasted from 45 to 75 minutes, and the composite background information is summarized in Table XXV.

The demographic profile of the MIAA personnel interviewed in the study (presidents, athletic directors, and faculty athletic representatives) indicated that their median age was 52 years, and that there were 23 males and 7 females interviewed. The median length of service in their present positions at their universities was five years. Collegiate administration, collegiate teaching, secondary school teaching, and high school coaching were the most common backgrounds brought to their present positions. The most frequent undergraduate major was physical education (13), with history and/or social service (6) being second. Graduate education concentrations were varied, but the most common areas were physical education, speech, and administration. Of those interviewed, 14 had earned doctorates, 14 had completed master's, and 2 held bachelor's degrees. Fourteen of those interviewed taught at their universities, and 16 did not teach on a regular basis. The areas being taught varied, but physical education, mathematics, and speech were the most common. All the interviewed personnel served as resource persons and as guest lecturers.

Of those interviewed, 18 competed in intercollegiate athletics and 22 competed in high school athletics. Football, basketball, and track were the sports most frequently played in both college and high school. Other intercollegiate athletic experiences for those interviewed included: serving on their universities' athletic committees, participating in NCAA committees, coaching at their universities, being elected as MIAA officers, and holding offices in athletic administration professional organizations.

#### Whys and Philosophy Data

The combined views of the MIAA presidents, athletic directors, and

TABLE XXV  
 COMBINED: DEMOGRAPHIC DATA

Variables	Responses
Number responding	Thirty out of thirty
Length of interview	Md-45 min.; range-75 to 40 min.; mean-48.3 min.
Gender	Male-23; female-7
Length of service in this position at this university	Md-5 yrs., range-33 to 0.5 yrs.; mean-7.67 years
Prior professional experience (most commonly cited)	Collegiate administration-22; col- legiate teaching-20
Age	Md-52 yrs., range-68 to 34 yrs.; mean-51.1 yrs.
Undergraduate major (most commonly cited)	Phys. ed.-13; history/social sci- ence-6
Highest earned degree	Ph.D.-11; Ed.D.-2; post master's -11; post master's-11; master's -3; bachelor's-2; J.D.-1
Graduate preparation (most commonly cited)	<u>Master's level</u> : phys. ed.-9; speech-3; administration-3 <u>Doctoral level</u> : administration-3; speech-3
Present teaching assignment (most commonly cited)	Teaching-14; nonteaching-16 Courses: phys. ed.-4; mathematics -2; speech-2 (all served as re- source persons/guest lecturers)
Collegiate playing experience	Yes-18; no-12
College sports played	Football-10; basketball-8; track-7; baseball-2
High school athletic playing experience	Yes-22; no-8
High school sports played	Football-16; basketball-14; track- 13; baseball-8

TABLE XXV (Continued)

Variables	Responses
Other intercollegiate athletic experience	University athletic committee-8; NCAA committee assignments-8; coaching-5; MIAA officer-4; professional athletic administration organization officer-4

faculty athletic representatives concerning the whys and philosophy for their intercollegiate athletic programs were summarized in Table XXVI. The major purposes for their university offering intercollegiate athletics were the educational benefits derived by the student/athlete, which was mentioned 24 times, and 13 suggested that the benefits included entertainment and spectator opportunity. It was difficult to focus on the single most significant contribution that athletics made to their university. Those interviewed usually suggested a combination of all the reasons cited earlier in the interview.

The response to the special and unique contributions that athletics made to their university was varied. This information was provided in the presidential, athletic directors, and faculty athletic representatives tables and narratives already presented.

Twenty-nine of those interviewed believed that their universities were in philosophical harmony with the NCAA Division II. One subject was not aware of the stated NCAA Division II philosophy, and therefore did not know.

TABLE XXVI  
 COMBINED: WHYS AND PHILOSOPHY DATA

Variables	Responses
Purposes for this university's athletic program	Educational benefits to students/athletes-24; entertainment/spectator opportunity-13; unifying effects-9; public relations benefits-8; opportunity to compete-6; engendering school spirit-4
Most significant contributions athletics make to this university	Combination of all reasons given in question one-11; extension of academic program for student/athlete-7; public relations benefits-4
Special/unique contributions athletes make to this institution	Varied: see presidential, athletic directors, and faculty athletic representatives tables and narration
Consistency between this university's athletic philosophy and NCAA Division II	Yes-29; no-0; do not know-1
How do athletics contribute to the overall mission of the university?	Varied: see presidential, athletic directors, and faculty athletic representatives tables and narration
Are athletics prioritized at this university?	Yes-23; no-7
Prioritization in men's sports	Basketball-25; football-23; track-6; baseball-6
Prioritization in women's sports	Basketball-28; volleyball-12; softball-8; track-5
Reasons for prioritization	Community and spectator interest-14; financial reasons-12; student interest-11; media possibilities-8

All of the MIAA personnel interviewed believed intercollegiate athletics contributed to their university's mission. Specific comments on how athletics made these contributions was given in the presidential, athletic directors, and faculty athletic representatives tables and narrations already presented.

Twenty-three of those interviewed believed athletics were prioritized on their campuses. Seven believed that the athletic programs were well balanced, with no apparent prioritization. In men's athletics, the priorities were in basketball and football; in women's athletics the emphasis was in basketball, volleyball, and softball. The main reasons given for these priorities were community and spectator interest, financial considerations, student body interest, and possible media exposure for the university.

#### Integrity Issue Data

The combined views concerning the integrity issues for intercollegiate athletics are summarized in Table XXVII. Twenty-eight of those interviewed believed that the described "triple crisis" was a good identification of the critical athletic issues of the day. However, it was stressed that they believed the issues were not as critical in the NCAA Division II and in Division I. It was mentioned that there was not as much money or pressure to win in the Division II, and the media exposure was also less.

Of those interviewed, 20 believed that the public was questioning the integrity of NCAA Division II athletics, to a lesser degree than Division I. Two others thought the public may be questioning, and eight did not believe the public was questioning.

Those interviewed suggested a variety of ways in which their institutions could maintain, develop, or improve their integrity image through



TABLE XXVII  
 COMBINED: INTEGRITY ISSUE DATA

Variables	Responses
Does a "triple crisis" exist in NCAA Division II athletics?	Yes-28; no-2
Because of athletics, is the integrity of NCAA Division II schools being questioned by the public?	Yes-20; no-8; maybe-2
How can NCAA Division II schools maintain/develop, or improve their integrity through athletics?	Various academic recommendations -17; strong self-governance-11; remaining honest-6
Do you believe widespread athletic violations are occurring in NCAA Division II?	Yes-4; no-25; do not know-1
What type of athletic violations have you observed?	Misunderstanding of complex rules -10; recruiting violations-8; eligibility-7; academic standards -6; transcript violations: alterations by junior colleges-3
Do you consider the integrity of the MIAA athletic programs to be an issue? Why or why not?	Yes-1; no-29; excellent conference commissioner-10; model conference -8; strong self-governance-7
Why do you believe NCAA rules are violated?	Gain a competitive edge/win-at-all-cost-24; necessity to win/protecting position-8; complexity of NCAA rules-8; money-5
What sanctions for violators do you see as appropriate for NCAA Division II?	All respondents said: it depends on violation, its extent and intent; reduction in grant-in-aids -9; forfeit games and championships-7; probation for coach-7; replace coach and/or AD-6; institutional fines-5; institutional probation-2

athletics. Their ideas included a series of academic recommendations already given in the presidential, athletic director, and faculty athletic representative integrity responses. Strong self-governance and remaining "honest" were recommended.

Twenty-five of those interviewed did not believe widespread athletic violations were occurring in the NCAA Division II; however, four did and one did not know. The observed violations by the interviewed MIAA personnel were misunderstanding of complex NCAA rules, recruiting violations, academic standards, and transcript alterations by junior colleges for incoming athletes.

It was thought by 29 of those interviewed that the integrity of the MIAA conference members was excellent. The reasons for this thinking was due to a strong effective conference commissioner, and that the MIAA is a model conference with strong self-governance.

According to the interviewed MIAA personnel, NCAA rules tend to be violated because of a desire to gain a competitive edge and a win-at-all cost philosophy, the necessity to win to protect one's position, the complexity of NCAA rules, and money pressure.

The sanctions deemed appropriate by the MIAA personnel for those violating the NCAA Division II rules should always reflect the extent and intent of the violation. Suggested penalties were: reduction in grant-in-aids, forfeiture of games and championships, probation for the involved coach, replacement of the coach and/or athletic director, institutional fines, and institutional probation.

#### Economic Issue Data

The combined views concerning the economic issues are summarized in Table XXVIII. The sources for funding athletics were identified by all the

TABLE XXVIII  
 COMBINED: ECONOMIC ISSUE DATA

Variables	Responses
Identifying sources for funding athletics at this university	State of Missouri general funds; gate receipts; institutional funds; concessions; student fees; summer camps; private donations; gifts in kind
Percentage breakdown between institutional funds and outside funding sources	<u>Institutional</u> : 95-3; 90-11; 85-5; 70-3 <u>Outside</u> : 5-3; 10-11; 15-5; 30-3 Do not know-8
Do all sports follow the same budgetary process?	Yes-29; no-0; do not know-1
Are men's and women's sports funded from the same sources?	Yes-29; no-0; do not know-1
Do teams play for guarantees?	Yes-27; no-2; do not know-1
Which teams play for guarantees?	Men's basketball-26; football-25
Method for auditing athletic income and expenditures	Same as other university accounts -30
Future changes for funding NCAA Division II sports	Change-8; no change-20; maybe-2 (see narration for reasons)
Has the role of coaches and athletic directors changed due to funding of college sports?	Yes-22; no-8 (see narration for reasons)

interviewed MIAA personnel, and were: the general fund state of Missouri money, institutional funds, student fees, private donations, gate receipts, concessions, summer camps, and gifts in kind.

The percentage breakdown between institutional funds and outside sources (private donations, gate receipts, concessions, etc.) was 85% or more from institutional funds to 10% or less from outside sources in 19 responses. Of those interviewed, three reported institutional funding to be at 70%, with outside sources providing 30%. Eight subjects did not know the financial breakdown at their institution.

Twenty-nine of those interviewed said that all their teams followed the same budgetary process at their universities. One did not know the budgetary process. Twenty-nine also mentioned that the men's and women's teams were funded from the same sources at each institution, and again one did not know. It was mentioned by those interviewed that booster money and private donations were distributed as designated; and, if general athletic contributions were made, then the athletic director or booster board determined the priorities. It was stressed that football and men's basketball influenced outside giving.

Of those interviewed, 27 indicated that their teams played for athletic guarantees. The teams which played most for guarantees were men's basketball and football. The reasons cited for guarantee playing were to cover expenses for a given game or contest, and to help finance the sport. Guarantee money usually goes to the sport that earned it; however, it was mentioned three times that guarantee money was used to help support and supplement other sports.

The interviewed MIAA personnel indicated that the method for auditing their school's athletic income and expenditures was the same as all other university accounts. They said that outside funds (booster and private

donations) were audited by the university, and they were maintained in a foundation development or restrictive account. Independent outside audits were periodically done by the state.

Eight of those interviewed believed changes should be made in funding NCAA Division II sports. They said that more funding, both state and outside funds, are needed. Twenty said that little or no change would come because the primary funding source for the NCAA Division II must be state and institutional money. Two said that it depended on the state legislature, and Division II must make an effort for more private donations.

Of those interviewed, 22 believed that athletic directors should raise funds. They also felt that coaches should be advance people marketing and explaining their programs to the public.

#### Academic Issue Data

The combined views concerning the academic issues are summarized in Table XXIX. Academic issues that were deemed significant by the interviewed MIAA personnel were identified. They were: recruiting the under-prepared student/athlete, the ability of the student/athlete to budget his/her total time, institutions with high admission standards, providing effective remedial education for the student/athlete, and a host of other important issues that have been presented in the faculty athletic representatives academic issue narration.

None of the MIAA personnel had observed such academic abuses as grades being changed for athletes, course credit being given when classes were not attended, or any on-campus transcript alterations. However, three faculty athletic representatives said that junior college transcripts could be suspect and must be carefully checked by them.

TABLE XXIX  
 COMBINED: ACADEMIC ISSUE DATA

Variables	Responses
Identifying most significant academic issues for students/athletes at this institution	Recruiting unprepared academic students/athletes-7; students/athletes budgeting time-5; university's high admission policy-3; providing remedial education for students/athletes-3
Observed academic abuses, such as grades being changed, credit given when classes not attended, transcript alterations, etc. at this institution	Yes-0; no-27; not sure-3; (three mentioned incoming junior college transcripts being suspect, requiring careful checking)
Estimated athletic time spent per week by students/athletes in football and/or basketball	Hours: 31 to 40-3; 21 to 30-15; 15 to 20-3; do not know/no comment-5
Is this time commitment excessive? How can time be reduced?	Yes-1; no-27; do not know-2 (see narration for comments)
Thoughts concerning NCAA Proposition 48	In favor-19; against-4; mixed-7 (see narration for comments)
Should Proposition 48 be adopted by NCAA Division II? Why or why not?	In favor-19; against-9; mixed-2 (see narration for comments)
Give a legitimate estimated graduation rate for students/athletes at this institution (over a five-year period)	81 to 90%-4; 71 to 80%-12; 61 to 70%-1; parallel rest of student body-5; higher than student body-2; do not know-6
How is normal progress rule best attained and enforced at this school?	Registrar-18; faculty athletic representative-11; athletic director-9 (see narration for comments)
Should freshman athletes be eligible for varsity competition at NCAA Division II?	Yes-27; no-1; mixed-2 (see narration for comments)
Are special admission considerations given to income students/athletes? Why or why not?	Yes-3; no-27 (see narration for comments)

TABLE XXIX (Continued)

Variables	Responses
Identify high school academic indicators to best predict collegiate academic success	High school GPA-21; National test scores (ACT/SAT)-12; class rank-11; communication skills-6; class rank combined with test scores-3

The estimated athletic time being spent by students/athletes per week in football and basketball was suggested to be between 31 and 40 hours by 3 subjects, between 22 and 30 hours by 15 of those interviewed, between 15 and 20 hours by 3 subjects, and 5 of those interviewed did not know or did not comment on how much athletic time was being spent. Twenty-seven of those interviewed did not believe this time commitment was excessive; one thought it was and two did not know. Comments were made suggesting that the student/athlete must learn to organize his/her total time; others suggested a need for better practice and team meeting organization.

Prior to giving their thoughts about NCAA Proposition 48, the same descriptive statement was read to each subject. Nineteen of the interviewed MIAA personnel favored Proposition 48 because academic/admission standards are needed. Four were against Proposition 48, suggesting that admission policy should be an institutional autonomy decision, and they also cited a dislike for national test scores (ACT/SAT). Mixed reactions came from seven of those interviewed, and their thoughts were that they favored the high school core curriculum requirements, but that they disliked the inclusion of the national test score (ACT/SAT). Those with mixed

thoughts also mentioned the need for institutional autonomy when determining admission policy.

Nineteen of the interviewed MIAA personnel favored adopting Proposition 48 in the NCAA Division II. They stressed the importance of academic image and the need for uniform admission standards in the conference. Nine were against its adoption because of institutional autonomy considerations, disliking the use of national test scores (ACT/SAT), and they did not like to deny access to university education. Two had mixed thoughts, and they suggesting a wait-and-see posture, evaluating what actually happens because there could be a chance for NCAA Division II schools to attract additional highly skilled athletes.

Those interviewed estimated the graduation rates in five years for their students/athletes. Four said that the student/athlete should graduate at a 81 to 90% rate, 12 suggested a 71 to 80% rate, 1 said a rate of 61 to 70%, 5 suggested the graduation rate should parallel that of the student body, 2 others thought the student/athlete should graduate at a rate higher than the student body, and 6 of those interviewed did not know what a realistic graduation rate would be.

According to the interviewed MIAA personnel, the normal progress rule was monitored and enforced by the university registrars and faculty athletic representatives, with assistance from the athletic directors. It was described as a shared responsibility at each university, acting as a check and recheck system. The registrar verified normal progress, but it was suggested that the athletic director receive weekly computer readouts from the registrar.

Twenty-seven of those interviewed believed that freshman athletes should be eligible for varsity competition in the NCAA Division II. They said that the pressures were not as great in the Division II as in Division



I. One said that athletes should not be allowed to compete as freshmen in Division II, especially in football and basketball. Two of those interviewed had mixed thoughts.

According to 27 of the interviewed MIAA personnel, special admission considerations were not given to incoming students/athletes. However, it was stressed that students/athletes have the same appeal process as any other student, and coaches often make prospective students/athletes aware of this appeal process. The three who said that special admission considerations were given to incoming students/athletes cited that their administration sometimes overrides the university admission committee; others mentioned that students/athletes were sometimes admitted on probation or on a conditional basis for summer school.

The interviewed MIAA personnel gave the following as the high school academic indicators to best predict collegiate academic success: high school grade point average was mentioned 21 times, national test scores (ACT/SAT) 12 times, class rank 11 times, communication skills 6 times, and class rank combined with test scores (ACT/SAT) 3 times.

#### Leadership Consideration Data

The combined views concerning leadership considerations are position specific. Therefore, the responses of the MIAA presidents, athletic directors, and faculty athletic representatives have been presented in tables and narrations of the position analyses.

#### Perceived Future Directions

The perceived future directions for the NCAA Division II athletic programs, as noted by the MIAA personnel, are summarized in Table XXX. The directions for the NCAA Division II athletics most often given by the

interviewed MIAA personnel were: retainment of the present NCAA Division II academic philosophy, that is, with a strong student/athlete emphasis (15); a continuation of offering a balanced athletic program, with many sports (9); and retaining the NCAA Division II as it presently is (5). Other specific recommendations were given in the position data analysis tables and narrations.

TABLE XXX  
COMPOSITE OF PERCEIVED FUTURE DIRECTIONS

Variables	Responses
Future directions for NCAA Division II athletics	Retain NCAA Division II academic philosophy-15; offer balanced athletic programs-9; retain NCAA Division II as is-5 (see position narrations for other recommendations)

#### Summary

Composite Tables XXXI through XXXVII indicate a combined, side-by-side, relationship between the presidential, athletic directors, and faculty athletic representatives responses. These tables provide an overview of the interviews within this study. A more detailed presentation of the interview responses was given in each position analysis (tables and narrations).

TABLE XXXI  
COMPOSITE SUMMARY: DEMOGRAPHIC

Variable	Presidents	Athletic Directors	Faculty Athletic Representatives	Combined
1. Number Responding	7 of 7	7 of 7	16 of 16	30 of 30
2. Interview Length	Md.=40 min.; Range=50-40 min.; Mean=42.8 min.	Md.=50 min.; Range=60-45 min.; Mean=49.3 min.	Md.=45 min.; Range=75-40 min.; Mean=50.3 min.	Md.=45 min.; Range=75-40 min.; Mean=48.3 min.
3. Gender	Male=7; Female=0	Male=7; Female=0	Male=9; Female=7	Male=23; Female=7
4. Length of Service at this University in this Position	Md.=2 yrs.; Range=16-0.5 yrs.; Mean=5.45 yrs.	Md.=7 yrs.; Range=20-2 yrs.; Mean=9.57 yrs.	Md.=5 yrs.; Range=33-0.7 yrs.; Mean=8 yrs.	Md.=5 yrs.; Range=33-0.5 yrs.; Mean=7.67 yrs.
5. Prior Professional Experience	Acad. Dean-5; College Pres.-4; Ex. V.P. in HED-4	Coll. Coaching-7; H.S. Coaching-7; Coll. Teaching-7; H.S. Teaching-7	Coll. Teaching-13; Coll. Coaching-6; Coll. Adm.-9; H.S. Teaching-6	Coll. Adm.-22; Coll. Teaching-20
6. Age	Md.=50 yrs.; Range=67-46 yrs.; Mean=53.14 yrs.	Md.=56 yrs.; Range=66-36 yrs.; Mean=54.8 yrs.	Md.=49.5 yrs.; Range=68-34 yrs.; Mean=48.56 yrs.	Md.=52 yrs.; Range=68-34 yrs.; Mean=51.1 yrs.
7. Undergraduate Major	History-2; Phys. Ed.-2; Speech-2	Phys. Ed.-6; Social Science-2	Phys. Ed.-5; Business-2; English-2; History-2; Math-2; Science-2	Phys. Ed.-13; History/Social Science-6
8. Highest Earned Degree	Ph.D.-5; Ed.D.-1; J.D.-1	Master's-7; Post Master's-6	Ph.D.-6; Ed.D.-1; Master's-2; Post Master's-5; Bachelor's-1; Post Bachelor's-1	Ph.D.-11; Ed.D.-2; J.D.-1; Master's-3; Post Master's-11; Bachelor's-2
9. Graduate Preparation	Master's-Varied; Doctoral: Administration-3; Other-4	Phys. Ed.-4; Administration-3	Master's: Phys. Ed.-4; Speech-2; Doctoral: Speech-2	Master's: Phys. Ed.-9; Speech-3; Adm.-3; Doctoral: Adm.-3; Speech-3
10. Present Teaching Assignment	Teaching-0; Non-teaching-7; Resource Person/Guest Lecturer-7	Teaching-1 (Phys. Ed.); Non-teaching-6; Resource Person/Guest Lecturer-7	Teaching-13; Nonteaching-3; Phys. Ed.-3; Math-2; Speech-2; Resource Person/Guest Lecturer-16	Teaching-14; Nonteaching-16 Phys. Ed.-4; Math-2; Speech-2; Resource Person/Guest Lecturer-30
11. Collegiate Athletic Playing Experience	Yes-4; No-3	Yes-7; No-0	Yes-7; No-9	Yes-18; No-12
12. College Sports Played	Football-3; Baseball-2; Track-2	Track-5; Basketball-4; Football-4	Basketball-4; Football-3	Football-10; Basketball-8; Track-7; Baseball-2

TABLE XXXI (Continued)

Variable	Presidents	Athletic Directors	Faculty Athletic Representatives	Combined
13. High School Athletic Playing Experience	Yes-6; No-1	Yes-7; No-0	Yes-9; No-7	Yes-22; No-8
14. High School Sports Played	Football-5; Track-3; Basketball-2	Football-6; Track-6; Basketball-6	Basketball-6; Football-5; Baseball-2	Football-16; Basketball-14; Track-13; Baseball-2
15. Other Collegiate Athletic Experience	Coaching-3; Athletic Director-1; Phy. Ed. Chair.-1	NCAA Committees-4; Officer, Prof. Organiz.-4; Serving as Present Head Coach-3; Nat'l. Coaching Assoc. Comm.-2; International Coaching-2	Univ. Ath. Comm.-8; NCAA Comm.-4; MIAA Officer-4	Univ. Ath. Comm.-8; NCAA Comm.-8; Coaching-5; MIAA Officer-4; Officer, Prof. Organiz.-4

TABLE XXXII  
COMPOSITE SUMMARY: WHYS AND PHILOSOPHY

Variable	Presidents	Athletic Directors	Faculty Athletic Representatives	Combined
1. Purposes for this University's Athletic Program	Edu. Benefits for Student/Athlete-6; Engenders School Spirit-4	Exten. of Edu. Program-5; Public Relations for University-3	Edu. Benefits for Student/Athlete-13; Entertainment/Spectator-7; Unifying Effects-6; Opportunity to Compete-6; Media Benefits-5	Edu. Benefits for Student/Athlete-24; Entertainment/Spectator-13; Unifying Effects-9; Public Relations-8; Opportunity to Compete-6; School Spirit-4
2. Most Significant Contribution Athletics Make to this University	Combination of Reasons Given-4; Student Involvement and Interaction-2; Student/Athletes Learn to Sustain an Effort-1	Exten. of Academic Program for Student/Athlete-5; Combination of Reasons Given-2	Edu. Benefits for Student/Athlete-13; Combination of Reasons Given-5; Public Relations-4	Edu. Benefits for Student/Athlete-20; Combination of Reasons Given-11; Public Relations-4
3. Special/Unique Contribution Athletics Make to this Institution	Varied: See Presidential Narration	Varied: See Athletic Director Narration	Social Event for Students, Faculty, and Community-6; Media Exposure-4; Unifying Effects-4; Tradition-4; Recruiting Students-3	Varied: See Position Narration
4. Consistency Between the Athletic Philosophy of this University and NCAA Division II	Yes-6; Do Not Know-1	Yes-7; No-0	Yes-16; No-0	Yes-29; No-0; Do Not Know-1
5. How do Athletics Contribute to the Overall Mission of the University?	Varied: See Presidential Narration	Teaching by Developing the Whole Man-4; Service/Extension Function-3	Extension/Service/Entertainment-9; Teaching by Developing the Whole Man-5; Part of Collegial Atmosphere-4; Media Exposure-3	Varied: See Position Narration
6. Are Athletics Prioritized at this University?	Yes-6; No-1	Yes-6; No-1	Yes-11; No-5	Yes-23; No-7
7. Prioritization in Men's Sports	Basketball-7; Football-6	Basketball-7; Football-6; Baseball-3; Track-2	Football-11; Basketball-11; Soccer-3; Baseball-3; Track-3	Basketball-25; Football-23; Track-6; Baseball-6

TABLE XXXII (Continued)

Variable	Presidents	Athletic Directors	Faculty Athletic Representatives	Combined
8. Prioritization in Women's Sports	Basketball-7; Softball-2; Volleyball-2	Basketball-7; Volleyball-3; Track-2; Softball-2	Basketball-14; Volleyball-7; Softball-4; Track-3	Basketball-28; Volleyball-12; Softball-8; Track-5
9. Reasons for Prioritization	Community Interest-3; Administrative Emphasis-2; Student Body Interest-2; Budgetary Considerations-2	Spectator Interest-4; Possible Media Exposure-3; Financial-3; Public Pressure-2; Student Body Interest-2	Financial-7; Student Interest-7; Alumni and Community Interest-5; Media Possibilities-5; Number Participating-4	Community and Spectator Interest-14; Financial-12; Student Interest-11; Media Possibilities-8

TABLE XXXIII  
COMPOSITE SUMMARY: INTEGRITY

Variable	Presidents	Athletic Directors	Faculty Athletic Representatives	Combined
1. Does a "Triple Crisis" Exist in NCAA Division II Athletics?	Yes-6; No-1	Yes-7; No-0	Yes-15; No-1	Yes-28; No-2
2. Because of Athletics, is the Integrity of NCAA Division II Schools Being Questioned by the Public?	Yes-2; No-3; Maybe-2	Yes-7; No-0	Yes-11; No-5	Yes-20; No-8; Maybe-2
3. How Can NCAA Division II Schools Maintain/Develop or Improve Their Integrity Through Athletics?	Follow the Same Academic Guidelines as NCAA Division I-3; Have the Same Academic Standards for Students Regardless if They are Athletes-3	Retain Student/Athlete Concept-4; Strong Self-Governance-2	Strong Self-Governance-9; Maintain Student/Athlete Academic Standards-7; Remain Honest-6; Strong CEO Involvement-2; Positive Publicity-2	Academic Recommendations-17; Strong Self-Governance-11; Remain Honest-6
4. Do You Believe Widespread Athletic Violations are Occurring in NCAA Division II?	Yes-0; No-6; Do Not Know-1	Yes-1; No-6	Yes-3; No-13	Yes-4; No-25; Do Not Know-1
5. What Type of Athletic Violations Have You Observed?	Academic Standards-4; Eligibility-2	Academic Standards-2; Misunderstanding Rules-2; Recruiting Tryouts-2	Misunderstanding Rules-10; Recruiting Violations-8; Eligibility-5; Transcript Violations, Possible Alterations by Jr. Colleges-3	Misunderstanding Rules-12; Recruiting Violations-8; Eligibility-7; Academic Standards-6; Possible Transcript Violations-3
6. Do you Consider the Integrity of the MIAA Athletic Programs to Be an Issue? Why or Why Not?	Yes-0; No-7; Strong Self-Governance-4; Model Well-Run Conference-2	Yes-0; No-7; Positive Leadership From Conference Commissioner-5; Willingness to Abide by Rules-2	Yes-1; No-15; Model Conference-6; Excellent Conference Commissioner-5; Strong Self-Governance-3	Excellent Conference Commissioner-20; Model Conference-8; Strong Self-Governance-7
7. Why Do You Believe NCAA Rules Are Violated?	Misguided Action to Gain a Competitive Edge-3; Money-3; Necessity to Win-3	To Gain a Competitive Edge and a Desire to Win-8; Trying to Survive Situation-3; Loopholes-2; Rules Not Known-2	Win-At-All-Cost Philosophy-9; Complexity of NCAA Rules-6; Gain Competitive Edge-4; Outside Money With Strings-2; Job Protection-2	Competitive Edge/Win-At-All-Cost-24; Necessity to Win/Protecting Position-8; Complexity of NCAA Rules-8; Money-5

TABLE XXXIII (Continued)

Variable	Presidents	Athletic Directors	Faculty Athletic Representatives	Combined
8. For NCAA Division II, What Sanctions Do You See as Appropriate for Violators?	Depends on Violation, Intention, and Forethought-7; Strong Action/Self-Governance-7; Replace Coach/Athletic Director-3; Institutional Probation-2; Grant-in-Aid Reduction-2; Forfeit Games-1	Depends on Violation, Intention, and Forethought-7; Grant-in-Aid Reduction-3; Replace Coach-3; Reprimand Coach-3	Depends on Violation, Intention, and Forethought-16; Forfeit Games and Championships-6; Institutional Fines-5; Probation for Coach and/or Athletic Director-4; Reduce Grant-in-Aids-4	Depends on Violation, Intention, and Forethought-30; Reduce Grant-in-Aids-9; Forfeit Games and Championships-7; Probation for Coach-7; Replace Coach and/or Athletic Director-6; Institutional Fines-5; Institutional Probation-2



TABLE XXXIV  
COMPOSITE SUMMARY: ECONOMICS

Variable	Presidents	Athletic Directors	Faculty Athletic Representatives	Combined
1. Identifying Sources for Funding Athletics at this University	All Mentioned: State of Missouri General Fund; Institutional Funds, Student Fees; Private Donations; Gate Receipts; Concessions	All Mentioned: State of Missouri General Fund; Institutional Funds, Student Fees; Private Donations; Gate Receipts; Concessions; Summer Camps; Gifts-in-Kind	All Mentioned: State of Missouri General Fund; Institutional Funds, Student Fees; Private Donations; Gate Receipts; Concessions; Summer Camps; Gifts-in-Kind	State of Missouri General Fund; Institutional Funds, Student Fees; Private Donations; Gate Receipts; Concessions; Summer Camps; Gifts-in-Kind
2. Percentage Breakdown Between Institutional Funds and Outside Funding Sources	Institutional: 95%-1; 90%-3; 70%-1 Outside: 5%-1; 10%-3; 30%-1 Do Not Know-2	Institutional: 90%-3; 85%-3; 70%-1 Outside: 10%-3; 15%-3; 30%-1	Institutional: 95%-2; 90%-5; 85%-2; 70%-1 Outside: 5%-2; 10%-5; 15%-2; 30%-1 Do Not Know-6	Institutional: 95%-3; 90%-11; 85%-5; 70%-3 Outside: 5%-3; 10%-11; 15%-5; 30%-3 Do Not Know-8
3. Do All Sports Follow the Same Budgetary Process?	Yes-7; No-0	Yes-7; No-0	Yes-15; No-0; Do Not Know-1	Yes-29; No-0; Do Not Know-1
4. Are Men's and Women's Sports Funded From the Same Sources?	Yes-7; No-0	Yes-7; No-0	Yes-15; No-0; Do Not Know-1	Yes-29; No-0; Do Not Know-1
5. Do Teams Play for Guarantees?	Yes-5; No-1; Do Not Know-1	Yes-7; No-0	Yes-15; No-1	Yes-27; No-2; Do Not Know-1
6. Which Teams Play for Guarantees?	Football-5; Men's Basketball-5	Men's Basketball-7; Football-6; Baseball-3	Football-14; Men's Basketball-14; Baseball-3	Men's Basketball-26; Football-25
7. Method for Auditing Athletic Income and Expenditures	Same as Other University Accts.-7	Same as Other University Accts.-7	Same as Other University Accts.-16	Same as Other University Accts.-30
8. Future Funding Changes for NCAA Division II Sports	Change-2; No Change-5 (See Presidential Narration for Reasons)	Change-3; No Change-3; Maybe-1 (See Athletic Director Narration for Reasons)	Change-3; No Change-12; Maybe-1 (See Faculty Athletic Representative Narration for Reasons)	Change-8; No Change-20; Maybe-2 (See Narration for Reasons)
9. Due to Funding, Has the Role of Coaches and Athletic Directors Changed?	Yes-4; No-3 (See Presidential Narration for Reasons)	Yes-5; No-2 (See Athletic Director Narration for Reasons)	Yes-13; No-3 (See Faculty Athletic Representative Narration for Reasons)	Yes-22; No-8 (See Narration for Reasons)

TABLE XXXV  
COMPOSITE SUMMARY: ACADEMICS

Variable	Presidents	Athletic Directors	Faculty Athletic Representatives	Combined
1. Most Significant Academic Issues for Student/Athlete at this Institution	Budgeting Time-5; Classes Missed-3; Making Progress Toward Degree-2; Underprepared Academic Students-2	High Univ. Adm. Stds.-3; Providing Remedial Academic Programs for Student/Athlete-3; No Comment-1	Recruiting Academically Weak Student/Athletes-5 (See Faculty Athletic Representative Narration for Other Comments)	Recruiting Underprepared Academic Student/Athlete-7; Student/Athlete Budgeting Time-5; High Univ. Adm. Policy-3; Providing Remedial Edu. for Student/Athlete-3
2. Observed Academic Abuses at this Institution (such as grade changing, credit given when classes not attended, transcript alterations, etc.)	Yes-0; No-7	Yes-0; No-7	Yes-0; No-13; Not Sure-3; Jr. College Transcripts May be Suspect, and Must be Checked Carefully-3	Yes-0; No-27; Not Sure-3; Jr. College Transcripts May be Suspect, and Must be Checked Carefully-3
3. Estimated Athletic Time Spend Per Week by Student/Athlete in Football and/or Basketball	Hours: 21 to 30-3; 15 to 20-1; No Comment-3	Hours: 21 to 30-4; 15 to 20-3	Hours: 31 to 40-3; 21 to 30-8; 15 to 20-3; Do Not Know-2	Hours: 31 to 40-3; 21 to 30-5; 15 to 20-3; Do Not Know/No Comment-5
4. Is This Time Commitment Excessive? How Can Time be Reduced?	Yes-0; No-7; Student/Athlete Must Learn to Budget Total Time-7	Yes-1; No-6; Student/Athlete Must Learn to Budget Total Time-7	Yes-0; No-14; Do Not Know-2 (See Faculty Athletic Representative Narration for Comments)	Yes-1; No-27; Do Not Know-2 (See Narration for Comments)
5. Thoughts Concerning NCAA Proposition 48	Favor-5; Against-1; Mixed-1 (See Presidential Narration for Reasons)	Favor-3; Against-2; Mixed-2 (See Athletic Director Narration for Reasons)	Favor-11; Against-1; Mixed-4 (See Faculty Athletic Representative Narration for Reasons)	Favor-19; Against-9; Mixed-2 (See Narration for Reasons)
6. Should Proposition 48 be Adopted by NCAA Division II? Why or Why Not?	Favor-6; Against 1 (See Presidential Narration for Reasons)	Favor-3; Against-3; Mixed-1 (See Athletic Director Narration for Reasons)	Favor-10; Against-5; Mixed-1 (See Faculty Athletic Representative Narration for Reasons)	Favor-19; Against-9; Mixed-2 (See Narration for Reasons)
7. Give an Estimated Attainable Graduation Rate for Student/Athlete at This Institution (Over a Five-Year Period)	Should Parallel Rest of Student Body-4; Greater Than General Student Body-2; Do Not Know-1	81-90%-2; 71-80%-4; 61-70%-1	81-90%-2; 71-80%-8; Same as Student Body-1; Do Not Know-5	81-90%-4; 71-80%-12; 61-71%-1; Parallel Rest of Student Body-5; Higher Than Student Body-2; Do Not Know-6

TABLE XXXV (Continued)

Variable	Presidents	Athletic Directors	Faculty Athletic Representatives	Combined
8. How is the Normal Progress Rule Best Attained and Enforced at This Institution?	Monitored by Registrar-4; Assistance From Athletic Director and Coaches-3	Combined Efforts of: Registrar-4; Athletic Director-3; Faculty Adviser-2; Faculty Athletic Representatives-2; Coaches-2	Registrar-10; Faculty Athletic Representative-9; Athletic Director-6	Faculty Athletic Representative-11; Athletic Director-9 (See Narration for Comments)
9. Should Freshman Athletes be Eligible for Varsity Competition at NCAA Division II?	Yes-7; No-0	Yes-7; No-0	Yes-13; No-1; Mixed-1 (See Faculty Athletic Representative Narration for Comments)	Yes-27; No-1; Mixed-2 (See Narration for Comments)
10. Are Special Admission Considerations Given to Incoming Student/Athletes? Why or Why Not?	Yes-0; No-7 (See Presidential Narration for Reasons)	Yes-1; No-6 (See Athletic Director Narration for Reasons)	Yes-2; No-14 (See Faculty Athletic Representative Narration for Reasons)	Yes-3; No-27 (See Narration for Comments)
11. High School Academic Indicators That Best Predict College Academic Success?	High School Grades-3; Class Rank Combined With ACT-3; Class Rank-1	High School Grades-5; Class Rank-3; ACT Test Scores-3; Communication Skills-2	High School Grades-13; National Test Scores (ACT/SAT)-9; Class Rank-7; Language Skills-4	High School Grades-21; National Test Scores (ACT/SAT)-12; Class Rank-11; Communication Skills-6; Class Rank Combined With ACT-3

TABLE XXXVI  
COMPOSITE SUMMARY: LEADERSHIP.

Variable	Presidents	Athletic Directors	Faculty Athletic Representatives	Combined
1. Perceived Institutional Athletic Leadership Role	Set Tone, Expectations, and Standards-7; Stress Academic Integrity-7	Communicate With Faculty-7; Motivate Coaches-3; Organize Athletic Dept.-3; Facilitate Athletics-3	Spokesperson Explaining Athletics to Faculty and Community-14; Insure Academic Integrity in Athletics-6; Assist Coaches On Conference Actions-3	Position Specific (See Previous Columns)
2. Perceived Conference Athletic Leadership Role	Be Supportive-7; Little Involvement-4; Encourage Other Presidents to be More Active-1	Attend Conference Meetings-7; Participate in Conference Activities and Committee Meetings-3; Serve, Listen, Present Ideas-3	Provide Direction-12; Insure Academic Standards-2; Provide Voice for Women's Sports-2	Position Specific (See Previous Columns)
3. Perceived National (NCAA) Athletic Leadership Role	Minimal-7 (See Presidential Narration for Reasons)	Attend NCAA Meetings-5; Host NCAA Championship Events-2; Help and Vote-2	Attend NCAA Meetings-7; Minimal Role-5; Share Ideas-3; Would Like More-3	Position Specific (See Previous Columns)

TABLE XXXVII  
 COMPOSITE SUMMARY: PERCEIVED FUTURE DIRECTIONS

Variable	Presidents	Athletic Directors	Faculty Athletic Representatives	Combined
Perceived Future Directions for NCAA Division II Athletics	Maintain an Academic Philosophy in College Athletics-5; Stress Integrity and Honesty-2; More Active CEO in NCAA Division II-1	Offer Balanced Athletic Programs-2; Better Marketing and Publicity for NCAA Division II-2; Improve Academic Support for Student/Athlete-2; Retain Present Academic Standards-2; Reduce NCAA Division II Grant-in-Aids to Tuition and Fees-2; Allow Student/Athlete to Retain Entire Pell Grant-2	Retain NCAA Division II Academic Philosophy-8; Offer Balanced Athletic Program-7; Retain NCAA Division II As Is-5; Keep Athletics Fun-3	Retain NCAA Division II Academic Philosophy-15; Offer Balanced Athletic Programs-9; Retain NCAA Division II As Is-5 (See Position Narration for Other Directions)

## CHAPTER V

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to investigate the intercollegiate beliefs, attitudes, and practices at the universities in the Missouri Intercollegiate Athletic Association, which is a NCAA Division II conference.

Subpurposes in this study were:

1. To present an overview of the reported public disciplinary actions taken by the NCAA Committee on Infractions or the NCAA Council from October 16, 1952, to August 16, 1985.

2. To determine an administrative response to the described "triple crisis" in intercollegiate athletics (integrity, economics, and academics), as presented by the executive director of the NCAA, Walter Byers. The included administrative leaders were the university presidents, athletic directors, and faculty athletic representatives from the selected NCAA Division II conference.

3. To describe the perceived athletic leadership role for the selected university presidents, athletic directors, and faculty athletic representatives from the selected NCAA Division II conference at three levels: institutional, conference, and national.

4. To report and summarize the responses of these university administrative leaders, and to offer possible direction for future intercollegiate athletic programs.

The case study research method was utilized in this study. A designed interview guide was constructed with the assistance of the researcher's doctoral advisory committee and by an independent "jury of experts." This interview guide helped standardize the research method and provided data which would indicate the beliefs, attitudes, and practices of the MIAA personnel. Topics included in the interview guide were: demographic information, whys and philosophy, integrity issues, economic issues, academic issues, leadership considerations, and recommendations for future intercollegiate athletic programs. All of the MIAA presidents, athletic directors, and faculty athletic representatives were interviewed, totaling 30 interviews. A two-college pilot study was conducted from January 8, 1986, to January 13, 1986; the actual study was carried out at the seven MIAA universities from January 14, 1986, to February 20, 1986. The interviews were tape recorded and conducted by the researcher with the previously mentioned university leaders.

When presenting the overview of the reported public disciplinary actions taken by the NCAA Committee on Infractions or the NCAA Council from October 16, 1952, to August 16, 1985, the official NCAA Enforcement Summary was the source. This document is included in Appendix A.

The findings and conclusions reported in this study utilized the NCAA Enforcement Summary and a limited case study sample of university presidents, athletic directors, and faculty athletic representatives. However, this study identified the beliefs, attitudes, and practices at the universities of the Missouri Intercollegiate Athletic Association, which is a NCAA Division II conference.

## Findings

The findings of the study were determined from the NCAA Enforcement Summary and the combined responses from the MIAA interviews.

### NCAA Enforcement Summary

The following findings were determined from the NCAA Enforcement Summary:

1. A total of 299 cases were listed, with the most frequent violations occurring in football and basketball.
2. The most frequent violations involved recruiting and financial aids.
3. Institutions being most often sanctioned were Wichita State University (seven times), Southern Methodist University (six times), and the University of Arizona (five times).
4. A total of 43 NCAA Division II cases (14%) of the Enforcement Summary were listed, with the most frequent violations occurring in football and basketball.
5. In the NCAA Division II, the most frequent violations involved participation in uncertified games, playing ineligible players, recruiting and financial aid violations, and the use of tryouts during the recruiting process.
6. The institutions most often sanctioned in the NCAA Division II were the University of Nebraska at Omaha (three times) and Western State College of Colorado (three times).
7. The only MIAA institution publically reprimanded by the NCAA was Southeast Missouri State University, in 1979.



### Demographic Information

The following demographic data were collected from the MIAA case study interviews:

1. The MIAA presidents, athletic directors, and faculty athletic representatives were interviewed. Thirty out of a possible 30 interviews were conducted.

2. The median interview length was 45 minutes, with the range being 75 to 40 minutes.

3. Seventy-six percent of those interviewed were males. Females served only as faculty athletic representatives.

4. The median length of service of those interviewed was five years, with the range being 33 years to 0.5 years. Those with the longest length of service were athletic directors, faculty athletic representatives, and presidents, respectively.

5. The most common past professional experience for those interviewed was as a collegiate administrator and/or collegiate teacher.

6. The median age of those interviewed was 52 years, with the range being from 68 to 34 years.

7. The most common undergraduate major of those interviewed was physical education, followed by history and/or social science.

8. A doctoral degree was earned by 47% of the persons interviewed, and the next highest earned degree was the master's, held by another 47%.

9. The graduate preparation of those interviewed was in many fields, but the most common area of concentration was physical education.

10. Forty-seven percent of the subjects presently taught on a regular basis, and everyone interviewed served as resource persons and as guest lecturers.

11. Of those interviewed, 60% personally competed in collegiate athletics, with football, basketball, and track being the most commonly played collegiate sports.

12. Seventy-three percent of the subjects competed in high school athletics, with football, basketball, and track being the most frequently played interscholastic sports.

13. Other common intercollegiate athletic experiences of those interviewed included serving on their university athletic committees, serving on NCAA committees, and coaching.

#### Whys and Philosophy

The following whys and philosophy findings were deducted from the MIAA interviews:

1. Eighty percent of the MIAA personnel listed the educational benefits to the student/athlete as being a major purpose for their universities providing intercollegiate athletics. Other mentioned purposes for intercollegiate athletics were entertainment and spectator opportunity (43%), possible campus unifying activity (30%), and possible public relations benefits (26%).

2. It was difficult for those interviewed to cite the most significant contributions athletics made to their university, and 36% said that it was a combination of all the factors they had discussed earlier in the interview. Most cited three or four contributions.

3. Athletics seemed to make a special and unique contribution to each MIAA university. A listing and discussion of these contributions was given in the position analysis in Chapter IV.

4. Ninety-seven percent of the interviewed MIAA personnel believed that there was consistency between their institutions' athletic philosophies and the NCAA Division II.

5. All of the subjects believed that intercollegiate athletics contributed to the overall mission of their universities.

6. Seventy-seven percent of the subjects believed that athletics were prioritized at their institutions.

7. In men's athletics, the MIAA priorities seemed to be in basketball and football.

8. In women's athletics, the MIAA priorities seemed to be in basketball, volleyball, and softball.

9. The main reasons for citing athletic priorities at MIAA universities were community and spectator interest, financial considerations, student interest, and media possibilities.

### Integrity Issues

The following integrity issue data were collected from the MIAA interviews:

1. Ninety-three percent of those interviewed believed the "triple crisis" (integrity, economics, and academics), as described by Walter Byers, was a good identification of the critical issues confronting intercollegiate athletics. However, most in the MIAA believed the order of the issues was reversed in the NCAA Division II (academics, economics, and integrity).

2. Of those interviewed, 67% believed that the integrity of NCAA Division II athletics was being questioned by the public.

3. Fifty-seven percent of the MIAA personnel believed the integrity of their athletic programs could be maintained, developed, or improved by

insisting on solid academic programs for athletes. Other notable suggestions included having strong university self-governance and by remaining honest.

4. Of those interviewed, 83% did not believe widespread athletic violations occurred in the NCAA Division II.

5. Few athletic violations have been observed by MIAA personnel, but those cited usually involved a misunderstanding of complex NCAA rules, recruiting violations, and academic eligibility matters. In three interviews, it was indicated that junior college transcripts were sometimes suspect, and requiring careful checking.

6. Ninety-six percent of those interviewed did not consider the integrity of the MIAA athletic program to be an issue with the public. Thirty-three percent mentioned that the MIAA has an excellent conference commissioner, and several suggested that this league was a model conference.

7. Of those interviewed, 80% suggested that the reason for NCAA rule violations was due to persons trying to gain a competitive edge when trying to win and/or a win-at-all cost philosophy. Others mentioned the necessity to win to protect their positions, and several suggested the complexity of the NCAA rules.

8. When considering appropriate sanctions for the violators of the NCAA Division II rules, all those interviewed said that one should consider the violation, its extent, and intent. The most common sanctions expressed for serious violations were reduction in grant-in-aids, forfeiture of games and championships, probation or replacement of the coach and/or athletic director, institutional fines, and institutional probation.

## Economic Issues

The following economic findings were gleaned from the MIAA interviews:

1. The sources for funding athletics at MIAA institutions seemed to be the same for each university. These were: state of Missouri general funds, institutional funds, student fees, private donations, gate receipts, concessions, summer camps, and gifts in kind.

2. The MIAA personnel reported the percentage breakdown between institutional funds and outside sources as being between 85% or higher from institutional monies to 15% or lower from outside sources in 63% of the interviews. Ten percent of those interviewed reported a breakdown of 70% institutional funds, compared to 30% from outside sources. Twenty-six percent of those interviewed did not know this financial percentage breakdown.

3. Of those interviewed, 97% said that all sports at their universities followed the same budgetary processes, and 97% also reported that men's and women's sports were funded from the same sources at their institutions.

4. Ninety percent of those interviewed reported that teams at their universities played for athletic guarantees. Men's basketball and football were the sports most commonly playing for guarantees.

5. All the MIAA personnel reported that their athletic income and expenditures were audited in the same manner as all other university accounts.

6. Sixty-seven percent of those interviewed indicated little future change in the way NCAA Division II athletics would be funded. Those that did suggest possible change called for greater fund-raising activities.

7. Of those interviewed, 73% believed that the role of athletic directors and coaches has changed in recent years, due to funding considerations. The change has been that fund raising is done by the athletic director, and coaches serve as advancement personnel marketing and promoting their programs.

### Academic Issues

The following academic findings were derived from the MIAA interviews:

1. A variety of significant student/athlete academic issues were cited by MIAA personnel. Twenty-three percent mentioned recruiting unprepared students/athletes. The ability of the student/athlete to budget his/her total time was suggested by 17%.

2. Ninety percent of those interviewed had not observed such academic abuses as grades being changed, course credit being given when classes were not attended, or on-campus transcript alterations. However, 10% of the MIAA personnel cautioned that junior college transcripts were sometimes suspect, and they must be carefully checked.

3. Of those interviewed, 50% estimated the athletic time spent per week by MIAA students/athletes in football and/or basketball to be between 21 and 30 hours.

4. Ninety percent of the MIAA personnel did not believe the amount of athletic time being spent by students/athletes was excessive.

5. Of those interviewed, 63% favored NCAA Proposition 48. The actual breakdown of those in favor was: 5 of 7 presidents, 3 of 7 athletic directors, and 11 of 16 faculty athletic representatives.

6. Sixty-three percent of the MIAA personnel favored adopting NCAA Proposition 48 in Division II. The actual breakdown of those in favor was:

6 of 7 presidents, 3 of 7 athletic directors, and 10 of 16 faculty athletic representatives.

7. The most common response to the estimated legitimate graduation rate for MIAA students/athletes in a five-year period was between 71 and 80% by 40% of those interviewed.

8. It was suggested that the normal progress rule can be best attained and enforced by involving the university registrar, faculty athletic representative, and athletic director.

9. Ninety percent of the MIAA personnel believed that freshmen students/athletes should be eligible for varsity competition.

10. Of those interviewed, 90% indicated that special admission considerations are not given to incoming students/athletes. However, most pointed out that students/athletes have the same appeal process as any other student, and coaches often make prospective students/athletes aware of this appeal process.

11. Seventy percent of the MIAA personnel believed that the cumulative high school grade point average was the best academic indicator to predict college academic success. Others mentioned national test scores (ACT/SAT), class rank, communication skills, and class rank, combined with a national test score.

### Leadership Considerations

The following is a summary of the leadership considerations which are position specific to the interviewed MIAA personnel:

1. All the MIAA presidents perceived their institutional leadership roles as setting the tone, expectations, and standards. One president defined leadership as a "tangible display of expectations." At the conference level, all the presidents said that their roles were to be

supportive. On the national (NCAA) level, all the MIAA presidents perceived only a minimal leadership role because so many other issues crowded their agendas.

2. All the MIAA athletic directors perceived their local leadership roles as communicators with the entire faculty. Other leadership roles mentioned were motivating coaches, organizing athletic departments, and facilitating athletics. At the conference level, the athletic directors said their roles were to attend all conference meetings. Another mentioned that a leadership role was to express views and then compromise, considering what is best for all, not just his own school. On the national (NCAA) level, 71% suggested that their roles were to attend NCAA meetings. Others mentioned that leadership roles were hosting NCAA championship events, helping, and voting.

3. Eighty-eight percent of the faculty athletic representatives perceived their institutional leadership roles as being spokespersons, explaining athletics to the faculty and the community. Others mentioned leadership roles at the local level were to insure academic integrity in athletics and to assist coaches on conference actions. At the conference level, 75% of the faculty athletic representatives believed that their leadership roles were to provide direction; that is, expressing institutional views to the conference and community, voting, and compromising. Other faculty athletic representatives mentioned insuring academic standards within the conference and expressing views concerning women's athletics. On the national (NCAA) level, 44% of the faculty athletic representatives perceived their roles as attending national NCAA meetings. Other faculty athletic representatives said that they had only minimal national leadership roles.



### Perceived Future Directions

The following perceived future directions were collected from the MIAA interviews:

1. Fifty percent of the interviewed MIAA personnel desired retaining an academic philosophy within NCAA Division II athletics; that is, with a strong student/athlete emphasis.

2. Of those interviewed, 30% encouraged the retention of a balanced athletic program, offering many sports.

3. Seventeen percent of the subjects desired to retain NCAA Division II, as is.

4. Other specific recommendations were given in the position data analysis in Chapter IV.

The findings and conclusions reported in this study utilized the NCAA Enforcement Summary and a limited case study sample of university presidents, athletic directors, and faculty athletic representatives. However, this study identified the beliefs, attitudes, and practices at the universities of the Missouri Intercollegiate Athletic Association, which is a NCAA Division II conference.

### Conclusions

The following conclusions were based on the results of this study:

1. Intercollegiate athletics should have an educational base with the realization that students/athletes are students first and athletes second.

2. Only athletes who have the potential to compete as students should be allowed to compete as freshmen. Therefore, Proposition 48 of the NCAA should be adopted in all the NCAA Divisions (I, IAA, II, and III). There

will still be marginal academic students/athletes, and they should be provided remedial courses and tutors.

3. Colleges and universities should insist on satisfactory progress toward a degree. At every stage the student/athlete should have to meet grade-point and curriculum requirements that lead toward graduation. Presently, the NCAA governs only total credits, and the only curriculum requirement is that students/athletes declare a major by their junior year.

4. Time management seminars should be provided to students/athletes as part of freshman orientation.

5. Colleges and university should make a commitment to run a clean athletic program. Strong university self-governance with check systems is essential because actions by outside agencies, such as the NCAA, are always after the fact.

6. Intercollegiate athletics will continue to need more finances. Regular institutional funding should be increased, and the athletic director or his designate should be the one to coordinate and solicit outside funds. Coaches should serve only as advancement personnel, promoting and marketing their programs.

7. All intercollegiate athletic income and expenditures should be audited in the same manner as other institutional accounts.

#### Recommendations

The following recommendations and suggested directions for future intercollegiate athletic programs were made by the researcher. They are based on the premise that participation in an intercollegiate athletic program is an educational experience, and that the student/athlete concept should be strengthened.

A "triple crisis" in intercollegiate athletics (integrity, economics, and academics), as presented by the executive director of the NCAA, Walter Byers, does seem to exist in all divisions of the NCAA. These three critical issues are interwoven with one another, and one seems to have a direct bearing on the others.

In order to respond to these critical athletic issues, university administrators (presidents, athletic directors, and faculty athletic representatives), who are responsible for these programs, should address the reasons for offering such programs; that is, they need to understand the whys and philosophy for intercollegiate athletics. Once this is understood, then the educational administrators should provide the needed leadership to implement these beliefs. As one MIAA university president so aptly said: "The integrity of a university is in direct proportion to the standards and expectations of the institution, and that leadership is a tangible display of expectations."

When students/athletes become legitimate university students, it seems that many of the other intercollegiate athletic abuses are lessened. Thus, the following recommendations for intercollegiate athletics are suggested by the researcher:

1. Time demands by sports on students/athletes should be reduced. Game day, practices, team meetings, and off-season workouts should not consume more than 30 hours per week.
2. The number of games that can be played in a season should be reduced, and the athletic calendar should be subordinate to the academic calendar.
3. The number of athletic scholarships should be tied to graduation rates. A school would get its full number of athletic scholarships only if the graduation rate for students/athletes parallels that school's regular student body graduation rate.

4. Coaches should be evaluated on a number of criteria, not just the bottom line of winning. Winning is important, but other factors also need to be evaluated. Some of these factors are: teaching skills, humane treatment of players, and the proportion of students/athletes who graduate in five years.

5. Coaches found guilty of major violations should be fired and banned indefinitely from coaching at any NCAA institution.

6. Institutions found guilty of major violations should be heavily banned indefinitely from coaching at any NCAA institution.

7. Intercollegiate athletics are engaged in interstate commerce and prosecution for wrongdoing, such as fraud, bribery, and the falsification of official records. These actions should be pursued through the court system. This should apply to everyone involved (athletic directors, coaches, boosters, and students/athletes).

8. The chief executive officer should be more involved in intercollegiate athletics. Presidents should make intercollegiate athletics a priority and include it on their agendas.

This researcher believes in an educationally based intercollegiate athletic program because it is a unique teaching/learning experience that has an opportunity to bind many groups--athletes, student bodies, faculties, administrations, alumni, and the immediate communities. Where the athletic program has positive leadership, a common bond for those involved can eventually result in an uncommon loyalty and commitment to their universities. Intercollegiate athletic programs need leaders with impeccable character, wisdom, and the courage to take bold action.

#### Recommendations for Further Study

This study provides an in-depth view of the beliefs, attitudes, and

practices at the universities in the Missouri Intercollegiate Athletic Association, which is a seven-member NCAA Division II conference. Additional research is recommended to increase the sample size for these case studies. Similar studies could be conducted in other intercollegiate conferences and in different divisions of the NCAA.

Various research suggestions and other questions arose while conducting this study. They were:

1. To determine an MIAA coaches' response to questions included in this interview guide. It is suggested that two men's and two women's prioritized sports be studied; that is, men's basketball and football, and women's basketball and volleyball.

2. To determine the general public's awareness of the NCAA Division II level of competition, MIAA conference, and the integrity image of this conference and the NCAA Division II.

3. To determine how much money can be realistically raised by MIAA universities from outside sources. As one MIAA president asked, "How much can be raised before athletics get dangerous?" Cheating is often driven by the need for funds.

4. To determine specific graduation rates by students/athletes in each sport and in each MIAA university. It is suggested that the letter winners be studied at each institution, giving them a five-year period which starts with their initial enrollment date in which to graduate from that university.

5. To determine the impact of NCAA Proposition 48. What do the athletes who do not qualify for freshman competition actually do? Do they attend a NCAA Division I university and not play, do they go to junior colleges, do they select another NCAA division (II or III), or do they

choose an NAIA institution? Will the graduation rates of students/athletes improve after Proposition 48 has been implemented?

## A SELECTED BIBLIOGRAPHY

- Annarino, A. A. et al. Curriculum Theory and Design in Physical Education. St. Louis: C. V. Mosby, 1980.
- Borg, W. R. and Gall, M. D. Educational Research: An Introduction. New York: Longman, 1983.
- Broyles, J. F. and Hay, R. D. Administration of Athletic Programs: A Managerial Approach. Englewood Cliffs, New Jersey: Prentice-Hall, 1979.
- Bucher, C. A. Administration of Physical Education and Athletic Programs. St. Louis: C. V. Mosby, 1979.
- Bucher, C. A., Ed. Dimensions of Physical Education. St. Louis: C. V. Mosby, 1974.
- Bucher, C. A. Foundations of Physical Education and Sport. St. Louis: C. V. Mosby, 1983.
- Burr, A. "Athletics and Activities: The Master Teachers of Values." Missouri State High School Activities Association Journal, August, 1983, 48(1), pp. 2-3, 16.
- "Changes in 'Proposal 48' Will Help, Study Suggests." NCAA News, January 29, 1986, 23(5), pp. 1, 10.
- "Cheyney University's Women's Basketball Team is First to Draw NCAA Probation." Chronical of Higher Education, September 4, 1985, 31(1), p. 77.
- "Comparing Budgets, Finances in the Big Eight Conference." Kansas City Times, May 5, 1986, p. C-6.
- Connors, B. "Colleges Need Incentive Not to Cheat." Tulsa World, October 28, 1984, p. E-2.
- Constitution of the Missouri Intercollegiate Athletic Association. Maryville, Missouri: MIAA Publishing, 1983.
- Deford, F. "A Heavenly Game." Sports Illustrated, March 3, 1986, 64(9), pp. 69-70.
- "Division I CEO's Say Freshmen Should be Eligible." NCAA News, September 23, 1985, 22(33), pp. 1, 8.

- Dodds, T. "Student-Athletes: Victims or Beneficiaries?" Los Angeles Times, June 1, 1983, n.p.
- Dougherty, N. J. and Bonanno, D. Management Principles in Sport and Leisure Services. Minneapolis: Burgess, 1985.
- Dreisell, C. G. (Lefty). "Cracking Down on Cheaters: A Coach's View." Chronicle of Higher Education, March, 12, 1986, 32(2), p. 44.
- "Eighty-One Percent of Membership to Share Additional Per Diem." NCAA News, December 25, 1985, 22(46), pp. 1, 8.
- Eisner, E. "On the Differences Between Scientific and Artistic Approaches to Qualitative Research." Educational Researcher, 1981, 10(4), p. 9.
- Eitzen, D. S. "How We Can Clean Up Big-Time College Sports." Chronicle of Higher Education, February 12, 1986, 31(22), p. 96.
- Farrell, C. S. "NCAA's Byers: Now a Vocal Proponent of Reform." Chronicle of Higher Education, November 7, 1984, 29(11), pp. 31-32.
- Farrell, C. S. "President's Panel Urges Annual Sports Audits, Major Revisions in NCAA Rules Enforcement." Chronicle of Higher Education, April 17, 1985a, 30(7), pp. 27-29.
- Farrell, C. S. "Presidents Take Over Sports Organization for Small Colleges." Chronicle of Higher Education, March 26, 1986a, 32(4), p. 1.
- Farrell, C. S. "Recruiting Violations in Women's Basketball Said to Be Up Despite NCAA Investigations." Chronicle of Higher Education, February 20, 1985b, 29(23), p. 31.
- Farrell, C. S. "Sports Departments Overseen Closely by Presidents Have Fewer Rule-Breaking Problems, Study Finds." Chronicle of Higher Education, January 15, 1986b, 31(18), pp. 37-38.
- Farrell, C. S. "Tough Enforcement of NCAA Regulations Gets Backing of Big-Time Football Powers." Chronicle of Higher Education, June 12, 1985c, 30(15), pp. 25-26.
- Frost, R. B. and Marshall, S. J. Administration of Physical Education and Athletics. DuBuque, Iowa: William C. Brown, 1977.
- Hammel, B. "Student Athletes--Tackling the Problem." Phi Delta Kappan, September, 1980, 62(1), pp. 7-13.
- Holt, R. "TV Money Has Been Good to OSU, Big Eight." Stillwater News Press, November 7, 1984, 75, p. 19.
- Hubbard, A. W., Ed. Research Methods in Health, Physical Education, and Recreation. Washington, D.C.: AAHPER, 1973.
- "Index Score Sought to Give Athletes Flexibility in Meeting Freshman Academic Requirements." Chronicle of Higher Education, October, 197, 1984, 29(8), p. 23.



- Kamm, R. B. They're No. One! Oklahoma City: Western Heritage Books, 1980.
- Keihn, D. J. "Balancing Academics and Athletics--It's Not an Impossible Task." Chronicle of Higher Education, April 10, 1985, 30(6), p. 88.
- Looney, D. S. "A Plan for Cleaning Up College Sports." Sports Illustrated, September 30, 1985a, 63(15), pp. 36-37.
- Looney, D. S. "Deceptions in the Heart of Texas." Sports Illustrated, September 30, 1985b, 63(15), p. 30.
- Manual of the National Collegiate Athletic Association. Shawnee Mission, Kansas: NCAA Publishing, 1984-85.
- McGuff, J. "Corruption in Athletics Rots Colleges." Kansas City Star, February 27, 1983a, 103(138), p. 1.
- McGuff, J. "Uehling Asks for Boldness by Colleges." Kansas City Star, December 4, 1983b, 104(66), p. 1.
- "Missouri Coordinating Board of Higher Education: Intercollegiate Athletic Financial Report." (Unpublished material, Jefferson City, Missouri, 1985.)
- Monaghan, P. "NCAA's Byers Senses Mood of Revival, Warns Cheaters." Chronicle of Higher Education, January 13, 1985a, 29(19), p. 31.
- Monaghan, P. "NCAA Presidents' Panel to Back Studies of Integrity, Finances of College Sports." Chronicle of Higher Education, October 17, 1984, 29(8), p. 23.
- Monaghan, P. "NCAA to Get Tough With Chronic Cheaters, Perhaps Cancel Entire Seasons, Byers Warns." Chronicle of Higher Education, March 6, 1985b, 30(1), p. 31.
- Monaghan, P. "Pieces of a Puzzle: The NCAA Tries to Explain Its Oft-Criticized Rulebook." Chronicle of Higher Education, May 8, 1985c, 30(10), p. 29.
- Monaghan, P. "Scandals and Allegations of Rules Violations Beset Members of the Southwest Conference." Chronicle of Higher Education, October 16, 1985d, 31(7), p. 37.
- "NCAA Council Backs Delay in Applying Academic Rules for Freshman Athletes." Chronicle of Higher Education, October 24, 1984, 29(9), p. 27.
- "NCAA Enforcement Summary." (Unpublished material. Shawnee Mission, Kansas, 1985.)
- "NCAA Hands Football Program and University of Florida Up to 3 Years Probation, Cuts Its Scholarships." Chronicle of Higher Education, October 31, 1984, 24(10), pp. 35-36.

- 1985-86 MIAA Personnel Directory. Maryville, Missouri: MIAA Publishing, 1985-86.
- 1985-86 National Director of College Athletics. (An official publication of the National Association of Collegiate Directors of Athletics.) Amarillo, Texas: Ray Franks Publishing, 1985.
- Nixon, J. E. and Jewett, A. E. An Introduction to Physical Education. Philadelphia: W. B. Saunders, 1974.
- Rand, J. "KU's Penalty Supports Rules-Are-Made-To-Be-Broken Theory." Kansas City Times, December 1, 1983, 116(73), p. C-1.
- Resick, M. C. et al. Modern Administration Practices in Physical Education and Athletics. Reading, Massachusetts: Addison-Wesley, 1979.
- Richardson, S. "Athletics and Academics: Black Players Usually Have Additional Obstacles to Overcome." Kansas City Times, August, 19, 1985a, 117(196), p. C-7.
- Richardson, S. "Balancing the Books Can Prove to be the Toughest Game of a Career." Kansas City Times, August 19, 1985b, 227(296), p. C-1.
- Richardson, S. "PE No Longer a Pushover, But There are Other Easy Options." Kansas City Times, August 19, 1985c, 227(296), p. C-4.
- Richardson, S. "Presidents Won't Buy Compromise With NCAA." Kansas City Times, October 7, 1983, 116(26), p. C-4.
- Rooney, J. F., Jr. A Geography of American Sport From Cabin Creek to Anaheim. Reading, Massachusetts: Addison-Wesley, 1974.
- Rooney, J. F., Jr. "America Needs a New Intercollegiate Sports System." Journal of Geography, July-August, 1985, 84(4), pp. 139-143.
- Rooney, J. F., Jr. "Intercollegiate Athletic Recruiting: A Geographical Analysis of Its Origin, Diffusion, and Potential Demise." National Forum, Winter, 1982, 62(1), p. 34.
- Rooney, J. F., Jr. The Recruiting Game: Toward a New System of Intercollegiate Sports. Lincoln: University of Nebraska Press, 1980.
- Rudolph, F. The American College and University. New York: Vintage Books, 1963.
- Sanborn, M. A. and Hartman, B. G. Issues in Physical Education. Philadelphia: Lea and Febiger, 1982.
- Schulian, J. "Phelps Wants What is Best for His Kids." Chicago Sun Times, March 1, 1982, n.p.
- Seidel, B. L. and Resick, M. C. Physical Education: An Overview. Reading, Massachusetts: Addison-Wesley, 1972.

- Shatel, T. "Even Non-Academic Hurdles Can Link 'in' With 'Eligible.'" Kansas City Times, August 19, 1985, 117(196), p. C-1.
- Shatel, T. "Excellence on Field is Seldom a Bargain." Kansas City Times, August 19, 1985, 117(196), p. C-7.
- Singer, R. F. Myths and Truths in Sports Psychology. New York: Harper and Row, 1975.
- "Six of Ten Americans Think College Sports Are Overemphasized, Survey Finds; 187 Presidents Are Expected at NCAA Meetings This Week to Weigh Reforms." Chronicle of Higher Education, June 19, 1985, 30(16), pp. 1, 28.
- Uehling, B. S. "Take Athletics Out of College?" National Forum, Winter, 1982, 62(1), pp. 26-28.
- Vannier, M. and Fait, H. F. Teaching Physical Education in Secondary Schools. Philadelphia: W. B. Saunders, 1969.
- Voltmer, E. F. and Esslinger, A. A. The Organization and Administration of Physical Education. New York: Appleton-Century-Crofts, 1967.
- Wolcott, H. F. The Man in the Principal's Office: An Ethnography. New York: Rinehart and Winston, 1973.

## APPENDIXES

APPENDIX A

NCAA ENFORCEMENT SUMMARY

## NCAA Enforcement Summary

This summary reflects public disciplinary actions taken by the NCAA Committee on Infractions or the NCAA Council from October 16, 1952, to October 1, 1983. During that period the committee and/or the Council have considered 1,334 cases. Disciplinary actions were taken in 845 cases (including cases resulting in private reprimands) and, in 489 instances, no violations were found.

In accordance with the wishes of the Association's members, there have been periodic increases in the severity of penalties; further, in order to facilitate the handling of cases, the Association voted in 1973 to empower the Committee on Infractions to impose penalties.

As will be noted, violations occurring most frequently are those involving recruiting and financial aid. In fact, from 1952 to 1983, the 673 cases in which the initial disciplinary action was taken by the NCAA included 383 cases related to recruiting, financial aid or both.



# NCAA Enforcement Summary

# NCAA Enforcement Summary

Institution	Penalties				Violations				Explanation
	Year	Month	Day	Penalty	Category	Subcategory	Severity	Notes	
1. Kentucky University of	10-16-52	10-16-53		AR-1	Sec. Fund	Transp.	X	Periodic cash gifts to players; recipients ineligible	
2. Baylor University	10-16-52	10-16-52		AR-1	Sec. Fund	Transp.	X	Periodic cash gifts to players; recipients ineligible	
3. Indiana State University	8-17-53	8-17-55		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
4. Arizona State University	8-17-53	8-17-54		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
5. Michigan State University	8-17-53	8-17-53		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
6. Home Dome University of	5-7-54	5-8-55		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
7. Kansas State University	5-7-54	5-7-54		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
8. Border Intercollegiate Conference*	5-7-54	5-7-54		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
9. St. John's University	5-7-54	5-7-54		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
10. North Carolina State University	5-20-54	5-20-54		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
11. Virginia Union University	5-20-54	5-20-55		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
12. Miami University of (Ohio)	5-20-54	5-20-55		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
13. City College of New York	5-20-54	5-20-54		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
14. Portland University of	4-26-55	4-26-56		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
15. Cincinnati University of	4-26-55	4-26-55		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
16. Virginia Union University	4-26-55	4-26-55		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
17. Virginia Union University	4-26-55	4-26-55		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
18. Birmingham University of	4-26-55	4-26-55		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
19. Dayton University of	4-26-55	4-26-55		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
20. St. Louis University	10-25-55	10-25-55		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
21. Wichita State University	10-25-55	10-25-55		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
22. Baylor University	10-25-55	10-25-55		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
23. Texas A&M University	5-1-56	5-1-56		AR-2	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
24. Mississippi College	5-1-56	5-1-57		AR-2	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
25. Kansas University of	5-1-56	5-1-57		AR-2	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
26. Florida University of	5-1-56	5-1-57		AR-2	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
27. Louisiana University of	5-1-56	5-1-58		AR-2	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
28. Auburn University	5-1-56	5-1-58		AR-2	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
29. Wake Forest University	6-21-56	6-21-56		AR-2	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
30. California University of Los Angeles	6-21-56	6-21-56		AR-2	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
31. North Carolina State University (See No. 10)	11-13-56	11-13-60		AR-4	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
32. Ohio State University	11-13-56	11-13-57		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
33. Southern California University of	11-13-56	11-13-57		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
34. California University of Berkeley	11-13-56	11-13-57		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
35. Omaha University of	6-1-57	6-1-57		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
36. Montana State University	6-1-57	6-1-57		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
37. West Virginia University	10-15-57	10-15-58		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
38. Indiana University	10-15-57	10-15-58		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
39. Indiana State University	10-15-57	10-15-58		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
40. Western State University (See No. 21)	1-6-58	1-6-60		AR-3	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
41. Southern Methodist University	1-6-58	1-6-59		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
42. Seattle University	4-21-58	4-21-59		AR-3	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
43. Miami University (See No. 33)	1-7-59	1-7-61		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
44. Southern California University of (See No. 33)	1-7-59	1-7-61		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
45. California State University	4-29-59	4-29-60		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
46. Connecticut University of (See No. 15)	10-27-59	10-27-60		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
47. Washington University of	10-27-59	10-27-61		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
48. Arizona State University (See No. 4)	10-27-59	10-27-60		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
49. University of	10-27-59	10-27-60		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
50. University of	10-27-59	10-27-61		AR-2	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
51. Oklahoma State University (See No. 36)	1-6-60	1-6-61		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
52. Utah State University of	1-6-60	1-6-61		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
53. Utah State University of	1-6-60	1-6-61		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
54. Kansas University of (See No. 38)	10-29-60	10-29-62		AR-4	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
55. Kansas University of (See No. 38)	10-29-60	10-29-62		AR-4	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
56. North Carolina University of (See No. 14)	1-10-61	1-10-62		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
57. Georgia University of	1-10-61	1-10-62		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
58. Arizona University of (See No. 31)	1-10-61	1-10-62		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
59. Tennessee Agricultural Institute	10-24-61	10-24-63		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	
60. East Tennessee State College	10-24-61	10-24-62		AR-1	Sec. Fund	Transp.	X	Transp. cash gifts to players; recipients ineligible	

NCAA Enforcement Summary

NCAA Enforcement Summary

No.	Institution	Penalty Report	Penalty Date	PENALTIES					VIOLATIONS					EXPLANATION	
				Assessment Category	Provision No.	Baseball No.	Baseball No.	Other Sports No.	Category	Category	Category	Category	Category		
51	Wentworth College	1-11-62	1-11-63		1									Uncert. Football	Participation in uncertified football game
57	Humboldt State College	1-11-62	1-11-63		1									Uncert. Football	Participation in uncertified football game
63	Utah University*	1-11-62	1-11-63		1	1									Lean not repaid; excessive aid; free transportation to enroll
64	New Mexico State University	1-11-62	1-11-65		3			AR-2							Improper admissions; offer of cash and clothing; illegal recruiting
65	Colorado University*	4-27-62	4-27-64		2		2								Other; gift of free transp.; graduation of aid; outside aid; out-seas. prac.
66	Missouri University of Columbia	4-27-62	4-27-62	X											Transportation to summer job
67	McMurry College	10-31-62	10-31-62	X											Excess Games
68	Florida University of (See No. 26)	10-31-62	10-31-62	X											Out-of-season baseball games; excessive games
69	Davton University of (See No. 19)	10-31-62	10-31-64		2	2									Illegal recruiting--contact at other institution
70	Marion-Summers University (See No. 8)	4-26-63	4-26-65		2	2									Transportation to enroll; vacation transportation; excessive games
71	Omaha University of (See No. 35)*	4-26-63	(See No. 159)	Indef.											Improper administration of aid; tryouts of football prospects
72	Millersville State College	10-21-63	10-21-63	X											Participation in uncertified football game
73	West Virginia State University (See No. 49)	10-21-63	10-21-63	X											Employees (and facilities) participation in uncertified all-star game
74	North Carolina University of	1- 5-64	1- 5-65		1										Utilization of basketball talent scout
75	Centenary College	1- 5-64	1- 5-65		1										Improper contact of prospect; pay for work not completed
76	Houston University of	1- 5-64	1- 5-64	X											Transportation to enroll; vacation transportation
77	Washington State University	1- 5-64	1- 5-64	Caution											Vacation transportation to campus; use of aircraft
78	Alabama University of	1- 5-64	1- 5-64	X											Improper contact of prospect
79	Arkansas University of (See No. 1)	4-19-64	4-19-65		1										Improper contact of prospect
80	Indiana Wesleyan College	4-19-64	4-19-65		1										Excessive out-of-season football practice
81	Shippensburg State College	4-19-64	4-19-65		1										Participation in uncertified football game
82	Michigan State University (See No. 51)*	11-4-64	11-4-67		3			AR-3	3						Participation in uncertified football game
83	Western State College (Colo.)	11-4-64	11-4-64	X											Outside aid; cash gift; transportation; offers of employer aid
84	Arizona University of (See No. 12)	11-4-64	11-4-65		1	1									Excessive aid from employment
85	United States Naval Academy	11-4-64	11-4-65		1										Vacation transportation; free room-board to prospect; transp. to enroll
86	West Texas State University (See No. 81)	1-12-65	1-12-66		1										Expense paid trip to prospects to attend post-season game
87	Southwestern Baptist University (See No. 41)**	4-12-65	5- 9-66		2	2									Graduation of aid by coaches; system of fines
88	Texas University of Austin**	4-12-65	5- 9-65		1										Transp. to and from campus; unaccompanied visitation; excess aid
89	Arkansas University of	4-12-65	12-12-65		1										Excessive entertainment of prospects--cash and excessive meals
90	Houston University of (See No. 76)	1- 9-66	1- 9-69		3		3								Off-campus ent.; unaccompanied visitations; em. inducement; out-seas. prac.
91	Richmond University of	4-26-66	4-26-66	X											Vacation transportation; transportation to friends and parents; excess aid
92	Texas A&M University (See No. 23)	4-26-66	1-15-67	Indef.		1									Cancellation of aid by coach; improper admn. of financial aid
93	Chattanooga University of	4-26-66	4-26-67		1										Graduation of aid by coach; excessive out-of-season practice
94	Purdue University	10-25-66	10-25-67		1										Cancellation of aid by coach; improper administration of aid
95	Bradley University (See No. 7)	10-25-66	10-25-67		1										Unaccompanied visitation; off-campus entertainment
96	Texas University of El Paso	1- 7-67	1- 7-67	X											Guarantee of bond by coach; outside aid to student-athlete
97	South Carolina University of	1- 7-67	1- 7-69		2	2	2		2						Improper admn. of aid; use of members in post-season game
98	Iowa University of (See No. 53)	5- 7-67	5- 7-67	X		1									Improper admissions; outside aid; improper admn. of aid; tryouts; excess ent.
99	Wabash College	5- 7-67	Indef.		1		1								Cancellation of aid by director; improper administration of aid
100	Central College	5- 7-67	5- 7-68		1		1								Participation in uncertified football game
101	Woods University of Champaign	5- 7-67	5- 7-68		2	2	2		2						Participation in uncertified football game
102	Mississippi State University	10-25-67	4- 1-69		1*										Outside excess aid; offers of employer aid; transportation and offer thereof
103	Nebraska University of Lincoln	10-25-67	10-25-67	X											Improper admn. of aid; tryouts of prospects; transportation to off-campus site
104	Southwestern Louisiana University of	1- 8-68	1- 6-70		2	2									Cash advance to reside car--not repaid by prospect
105	Western State University (See No. 73)	4-30-68	4-27-70	X	2		2		2						Outside aid; em. adm. of aid; unsecured loan to prospect; early BXB prac.
106	Pan American College	10-29-68	10-29-69	X	1										Cash; transp.; excess aid; offers of excess aid; illegal rec.; out-seas. prac.
107	LaSalle College	10-29-68	10-29-70	X	2	2		AR-1							Excess aid; adm. of aid; sponsor 3 sports only; tryouts; out-seas. prac.
108	San Bernardino University	10-29-68	10-29-70	X	2	2									Graduation of aid; pay for no work; em. adm. of aid; incentive system
109	Florida State University	10-29-68	10-29-69	X	1	1									Expense paid trip to prospect to off-campus site; improper adm. of aid
110	Utah State University	10-29-68	See No. 119	X	1	1									Excessive off-campus entertainment; em. adm. of aid; tryouts; out-seas. prac.
111	Centenary College (See No. 75)	4-27-69	4-28-71	X	2	2									Unpaid loan to student-athlete; permitted ineligible to practice
112	North Carolina University of (See No. 36)	4-27-69	4-27-69	X											Free room-board to prospect; excess games; out-of-season practice
113	Texas University of El Paso (See No. 96)	4-27-69	4-27-69	X											Entertainment of prospect off-campus; excess out-of-season football
114	Texas A&M University (See No. 32)	4-27-69	4-27-69	X											Unpaid loan to student
115	Marquette University of Iowa City	4-27-69	4-27-69	X											Unaccompanied transportation to prospect (and wife)
116	Maryland University of College Park	8-27-69	8-27-69	X											Corporation transportation of prospects to campus
117	San Jose State College	10-27-69	11-10-70	X	1			Track-1							Unethical practice in basketball recruitment
118	Marshall University	10-27-69	10-28-70	X	1		1		1						Participation in uncertified meet
119	Florida State University (See No. 109)	1-10-70	10-29-71	X	2	2									Cash gifts; unpaid loans; outside funds; em. recruitment
120	Yale University	1-15-70	1-15-71	X	1			AR-1	1						Em. transportation; entertainment

\*Reopened membership, September 1, 1963.  
 †Penalties suspended.  
 \*\*Penalties dated from May 8, 1964.  
 ††Penalties dated from December 12, 1964.  
 ‡Reopened membership, September 1, 1963.  
 §Football sanctions extended to April 30, 1970, others dropped April 22, 1969.







# NCAA Enforcement Summary

Institution	Penalty Expires	Penalty Imposed	PENALTIES							Description		
			Exclusion	Probation	Financial Rest.	Other Rest.	Other Rest.	Other Rest.	Other Rest.			
273 Wake Forest University	10/31/83	10/31/83	X									
274 Univ. of Wisconsin, Madison (See No. 236)	11/22/83	11/22/84	X	1					1 (FB)	S.C. - preclude one rep from lev. in recr. or ath. empl. activ.		
275 University of Kansas (See No. 144)	11/21/83	11/21/83	X	2		1			1	S.C. - disassociate former asst. FB coach for 3 yrs (11/83-11/86)		
276 Jackson State University (See No. 124)	12/9/83	12/9/83	X									
277 San Diego State University	1/7/84	1/7/85	X	1	1				1	no more than 2 new s/a's to receive aid; total of 13 s/a's to receive aid		
278 Western Kentucky University (See No. 173)	4/25/84	4/25/84	X							inst. shall develop correc. programs for ath. dept. personnel by August 1, 1984		
279 Southern University (See No. 126)	4/26/84	4/26/84	X							During 84-85 acc. year, finan. aid to s/a's in FB shall not exceed 71 awards		
280 Alcorn State University (U)	5/1/84	5/1/84	X							Notify outside rep. to comply with recr. regulations		
281 Oregon State University (See No. 242)	5/14/84	5/14/85	X	1						Return \$ from '82 Div. I B&B Champ - \$8, \$1 & \$2 B&B stand shall be deleted from records		
282 Univ. of Alaska, Anchorage (See No. 212)	5/25/84	5/25/84	X	2						Finan. aid awards may not exceed total value of aid in 83-84 for the B&B wt; plus 2 finan. aid		
283 Florida State University (See No. 253)	6/12/84	6/12/84	X									
284 University of Illinois (See No. 188)	7/26/84	7/26/86	X	2	1				1	10 grants cut; no off-campus recr. by head & asst. FB coaches; hd FB coach salary frozen for 84; asst. FB coach salary 3/7/84		
285 University of Akron	9/26/84	9/26/85	X	2	1					No postseason for 84-85 academic year; grant-in-aid restrictions for 85-86 academic year		
286 University of Arizona (See No. 259)	10/17/84	10/17/84	X							Prohibit asst. B&B coach from participating in off-campus recr		
287 Austin Peay State University	11/14/84	11/14/84	X									
288 Middle Tennessee State Univ.	10/29/84	4/29/85	X	Excess								
289 University of Georgia (See No. 258)	1/3/85	1/3/86	X	1						No more than 23 s/a's for 85-86 & 86-87 acc. yrs; no more than 90 s/a recr finan. aid 85-86 acc yr; no more than 83 s/a recr finan. aid for 86-87 acc yr.		
290 University of Florida (See No. 68)	1/13/85	1/13/88	X	3		2			2	No more than 20 s/a's to recr inst. aid during 85-86 & 86-87 acc yr; No more than 85 total for 85-86; no more than 75 total for 86-87		
291 Univ. of So. Mississippi (See No. 260)	2/7/85	2/7/86	X	1						No more than 60 exempt visits for recr in 86-87; pay reduced from 1 yr to 1 yr costing on cost coord.		
292 Arizona State University (See No. 239)	12/10/84	12/10/86	X	2					B&B	1-4 reduced to 85B; men's CTR & VLEST; no postseason for B&B in 1985; return \$9,000 to NCAA		
293 Tennessee State University	2/7/85	2/7/86	X	1						Return \$80,000 for 1981 and 1982 Div. I-AA FB championships.		
294 Alabama State University	4/4/85	12/30/86	X	20 months						Head FB coach prohibited from recruiting dur 85-86 acc year		
295 Georgia University of (See No. 289)	5/22/85	5/22/86	X	1						Return \$25,280 from '83 B&B champ; B&B staff prohib from recr; dur prob period; hd and asst B&B		
296 Idaho State University	6/19/85	6/19/87	X	2	2				2	rec'd lit. of regulations; submit lit. to VLE on 1/17/86 & 4/19/87; asst. sec. control in bkb disassoc; head bkb coach from act		
297 San Francisco State Univ.	8/7/85	8/7/85	X							men's bkb Champ; rec. of performance deleted; standings vacated		
298 Chayney Univ. of Pennsylvania	7/1/85	7/1/86	X	1						devel. educ. and mon. prog; submit written rept. by 9/1/85 to answer compl; prohib w/a bkb c from recr		
299 Southern Methodist University (See No. 243)	3/14/85	8/14/86	X	3		2			1	no finan. aid in FB 86-87; no more than 15 finan. aid in FB for 87-88; one asst. FB coach on prob for one year; vaps disassoc from ath dept		

# NCAA Enforcement Summary

Institution	Date Action Taken	Description	VIOLATIONS				Status	EXPLANATION
			Recruiting	Financial	Academic	Other		
			Imp. Ent. Contact				CoFC	imp. entertainment; publicity; recruiting contacts
			Imp. Induc. Transp.				Ethics	Recruiting inducements; transportation; tryouts
			Imp. Induc. Extra Ben. Imp. Con. Transp.	Imp. Adm. of			CoFC Ethics	Recr. induc.; extra benefits; recruiting; coach. staff limit.; recr. cost.; transp.; elig. for financial aid; financial aid
			Imp. Induc. Imp. Ent.					Violation and transportation; induc.; transp. and lodging; ent.; recr. cost.; use of funds
			Imp. Induc. Transp.				CoFC Ethics	Inducements and transportation; tryouts
			Imp. Induc. Imp. Ent.					Inducements; lodging and entertainment
			Transp. Imp. Ent.				CoFC	Transportation and entertainment
			Transp. Imp. Ent. Imp. Con.					Transportation and entertainment; recruiting contacts
			Imp. Induc. Imp. Con. Imp. Transp.	Imp. Adm. of	Elig. in B&B Champ			Comp. tickets; transportation; extra benefits to s/a's; promotion of commercial services; recr. induc.; elig.; imp. con.; recr. cost.; transp.
			Imp. Induc. Transp. Extra Ben. Transp.					Inducements and transp.; extra benefits; transportation; tryouts; recruiting contacts
			Extra Ben. Imp. Ent.					Improper expense payments; entertainment
			Imp. Induc. Imp. Transp. Exc. Int. Imp. Con.				CoFC Ethics	Recr. induc. and transp.; imp. transp.; use of coach staff; extra ben.; imp. ent.; exc. int.; use of auto; imp. ent. of JC & RS coaches
			Imp. Induc. Transp. Imp. Transp.		X		CoFC Ethics	Out-of-season practice; extra benefits; recruiting inducements; tryouts; improper transportation
			Imp. Transp.					Assistant B&B coach arranged for p/s/a to receive prepaid airline ticket
					Imp. Adm. of			Academic standards; financial aid
						X		Out-of-season practice; extra benefits
			Imp. Contacts					Extra benefits; improper recruiting contacts
			Imp. Induc. Imp. Induc. Extra Ben. Transp. Imp. Con. Imp. Transp. Imp. Ent.				CoFC Ethics	Inst. control; amateurism and comp. tickets; recruiting; extra ben.; scouting; tryouts and out-of-season practice; coach staff limitations; use of funds
			Extra Ben. Imp. Transp. Imp. Ent. Exc. Cont.				CoFC Ethics	Extra benefits to student-athletes; imp. contacts and entertainment; imp. recruiting inducements and entertainment; excessive recruiting contacts
				Imp. Adm. of	X			Excessive financial aid by s/a's; exceeding \$ of C-1-a in B&B; men's CTR & VLEST; improper income to s/a's; imp. lodging and use of auto
				Imp. Adm. of				Eligibility; acc. standards and eligibility; acc. progress; seasons of elig; finan. aid; institutional eligibility
				Imp. Adm. of				Eligibility
			Transp. Extra Ben.				CoFC Ethics	Imp transp and entertainment; imp recruiting offers and gifts
			Imp. Induc. Transp. Extra Ben. Transp. Imp. Con.				CoFC Ethics	Recr inducements; tryouts and postseason basketball prac; extra benefits; recr; imp transp; recr contacts
								Academic ineligibility
			Tryouts; Imp. Entertainment				CoFC Ethics	Tryouts; entertainment; publicity; expense-paid visits
			Imp. Induc. Extra Ben. Imp. Con.				Ethics	Recr contacts; violations involve ath vaps; violations involve ath dept staff members

# NCAA Enforcement Summary

# NCAA Enforcement Summary

No.	Institution	Priority Term	Priority Term	PENALTIES						VIOLATIONS						EXPLANATION	
				Agreement Contact	Provision No. 74	Excluded No. 75	Forfeit No. 76	One Term No. 77	TV Fee No. 78	Conf. Action No. 79	Recruiting No. 80	Financial Aid	Proving Grounds	Provision Letter	Mail		
235	Alcorn University (See No. 220)	11-2-80	11-2-81	X	1												Cash; transp., meals
236	San Francisco University of (See No. 225)	11-2-80	11-2-81	X	1												Transp.; ent.; exceeded financial aid awards
237	New Mexico University of	11-28-80	11-28-83	X	3	2											Inelig. athletes; fraud; transcripts; extra benefits; cash; transp.
238	Colorado University of (See No. 161)	12-8-80	12-8-82	X	2		1										Excess ent.; meals; use of cars; loans; financial aid
239	Arizona State University (See No. 48)	12-30-80	12-30-82	X	2												Ethics
240	West Texas State University (See No. 192)	6-1-80	6-1-82	X	2	1	1	AM									Comp. tickets; fraud; grades; financial aid; extra benefits; ent.
241	University of California, Santa Barbara	12-1-80	12-1-82	X	2	2											Transp.; recr. contacts; tryouts; 2 000 rule
242	Oregon State University	1-2-81	1-2-82	X	1												Extra benefits; recr. contacts; ent.; tryouts
243	California State Polytechnic University-Pomona	1-17-81	1-17-83	X	2	2	1	CC-1									Student-athletes received unearned credit; fraud; transcripts
244	University of New Haven	2-10-81	6-1-82	X	2	2											Fraud; grades; attendance in extension courses
245	Southern Methodist University (See No. 187)	6-9-81	6-9-83	X	2		1										Out-of-season BKB prac.; inelig. student-athlete competed on mens BKB team; tryouts
246	Texas Christian University	10-28-81	10-28-82	X	1												Offer to sell complimentary tickets; free lodging; use of car; meal; souvenirs; workouts
247	Miami University of Florida (See No. 84)	11-2-81	11-2-83	X	2		1										S.C.-1 asst. BKB coach
248	University of California, Los Angeles (See No. 136)	12-4-81	12-4-83	X	2	1											20 initial grants 82-83
249	University of Oregon	12-22-81	12-22-83	X	2		1										S.C.-disassociate 1 representative
250	Arkansas State University	10-15-81	10-15-83	X	2	2											25 ent. gr. 82-83 FB; 26 ent. gr. 83-84 FB
251	University of Wisconsin, Madison	12-18-81	12-18-82	X	1												14 grants-in-aid 82-83 BKB
252	Wichita State University (See No. 174)	12-23-81	12-23-84	X	3	2											12 grants-in-aid 82-83 BKB
253	University of South Florida	1-9-82	1-9-83	X	1												14 grants-in-aid 82-83, 83-84
254	St. Louis University (See No. 20)	3-17-82	3-17-83	X	1	1											S.C.-disassociate head BKB coach
255	University of Southern California (See No. 44)	4-22-82	4-22-85	X	3		2										S.C.-1 asst. FB coach (2 yrs) 16 indiv. (3 yrs)
256	University of Wisconsin, Madison (See No. 251)	7-30-82	7-30-82	X													
257	West Virginia University (See No. 31)	8-18-82	8-18-82	X													
258	University of Georgia (See No. 214)	9-17-82	9-17-83	X	1												Grants-in-aid reduced by 3 for 83-84; two reps prohibited from recruiting
259	University of Texas, Austin (See No. 88)	9-23-82	9-23-83	X	1												
260	University of Southern Mississippi	10-25-82	10-25-84	X	2		2										1 asst. FB coach no recr. activ.; 3 reps prohibited from recr.
261	Clemson University (See No. 186)	11-21-82	11-21-84	X	2		2										1 asst. FB coach 3-yr. prob.; 1 asst. FB coach 2-yr. prob.; 4 reps no recr.; 10 gr. out 83-84, 84-85
262	Wichita State University (See No. 252)	12-15-82	12-15-84	X	2		2										no more than 25 S/A in rec. fin. aid for 83-84, 84-85
263	Oklahoma City University	12-14-82	12-14-84	X	2	2											
264	University of San Diego	12-22-82	12-22-83	X	1		1										S.C.-head football coach
265	University of Washington (See No. 29)	1-27-83	1-27-83	X													
266	North Carolina State University (See No. 150)	3-3-83	3-3-84	X	1												
267	Florida State University (See No. 170)	3-4-83	3-4-84	X	1												
268	Virginia Polytechnic Institute	5-18-83	5-18-84	X	1												
269	University of Arizona (See No. 187)	5-19-83	5-19-85	X	2		2										
270	New York Institute of Technology*	12-10-82	12-10-83	X	1												
271	California State University, Fresno	6-16-83	6-1-84	X	1												
272	West Virginia University (See No. 257)	9-20-83	9-20-83	X													

\*Retrospective penalty consistent with conference action applied on July 14, 1983.

## Multiple Cases

## Two Cases

Bradley University  
 Clemson University  
 Cornell University  
 Dayton, University of  
 East Tennessee State University  
 Florida, University of  
 Georgia, University of  
 Hardin-Simmons University  
 Hawaii, University of  
 Howard University  
 Idaho, University of  
 Illinois, University of, Champaign  
 Indiana University  
 Livingston University  
 Mississippi State University  
 Missouri, University of, Columbia  
 Nebraska, University of, Lincoln  
 New Mexico State University  
 North Carolina Central University  
 North Carolina, University of, Chapel Hill  
 Notre Dame, University of  
 Ohio State University  
 Oklahoma State University  
 Pan American University  
 St. Louis University  
 San Jose State University  
 San Francisco, University of  
 Seton Hall University  
 Southwestern Louisiana, University of  
 Texas, University of, Austin  
 Texas, University of, El Paso  
 Washington, University of  
 Westminster College (Pennsylvania)

## Three Cases

Arizona State University  
 California, University of, Berkeley  
 California, University of, Los Angeles  
 Centenary College  
 Cincinnati, University of  
 Colorado, University of  
 Houston, University of  
 Kansas, University of  
 Kansas State University  
 Kentucky, University of  
 Miami, University of (Florida)  
 Memphis State University  
 Michigan State University  
 Minnesota, University of, Twin Cities  
 Montana State University  
 Nebraska, University of, Omaha  
 Southern California, University of  
 Tulsa, University of  
 West Virginia University  
 Western Kentucky University  
 Western State College (Colorado)

## Four Cases

Arizona, University of  
 Auburn University  
 Florida State University  
 Oklahoma, University of  
 North Carolina State University  
 Texas A&M University  
 West Texas State University

## Five Cases

Southern Methodist University

## Seven Cases

Wichita State University

## ABBREVIATIONS

Adm. — Administration  
 Apts. — Apartments  
 Ben. — Benefits  
 BKB — Basketball  
 C of C — Certification of Compliance  
 Cert. — Certification  
 Comm. — Committee  
 Comp. — Competition  
 Compl. — Complimentary  
 Elig. — Eligibility  
 Ent. — Entertainment  
 Excess. — Excessive  
 Exp. — Expenses  
 Ext. — Extended  
 FB — Football  
 Fraud. — Fraudulent  
 Gr. — Grants  
 IH — Ice Hockey  
 Imp. — Improper  
 Indef. — Indefinite  
 Induce. — Inducements  
 Inelig. — Ineligible  
 Inst. — Institution(al)  
 Mbrshp. — Membership  
 P/S/A — Prospective Student-athlete  
 Pay. — Payments  
 Prac. — Practice  
 Pros. — Prospective  
 Recr. — Recruiting  
 Redcd. — Reduced  
 Repr. — Representatives  
 Sched. — Schedule  
 S.C. — Show Cause  
 Seas. — Season  
 Sec. — Secret  
 S/A — Student-athlete  
 Transp. — Transportation  
 T.F. — Track & Field  
 Try. — Tryouts  
 Uncert. — Uncertified

APPENDIX B  
INTERVIEW GUIDE

## INTERVIEW GUIDE

Demographic Information

1. Interviewer will give the name and position of the subject.
2. How long have you served in this position at this university?
3. Prior to being appointed to your present position, what other professional posts have you held and for how long? Please include academic, government, and business positions.
4. What is your age?
5. Where did you earn your undergraduate degree? and . . . What were your major and minor fields of study?
6. What graduate degrees do you hold? Where did you do your graduate study? and . . . What were your graduate fields of study?
7. Do you teach at this university? If so, in what department?
8. Did you compete in intercollegiate athletics? and . . . If so, in what sports and for how many years? Did you compete in high school athletics? and . . . If so, what sports and for how many years?
9. (Ask only if now answered in question 3.) Describe any responsibilities you have been assigned in the administration, coaching, or monitoring of intercollegiate athletic programs.

Whys and Philosophy

1. What are the purposes of this university's athletic program?
2. Of the reasons cited for offering intercollegiate athletics at this institution, please rank the three most significant contributions for such an offering.
3. Do you see any special or unique contributions that athletics make to this institution? and . . . If so, what are they?
4. Do you see a consistency between this university's athletic philosophy and that of NCAA Division II? If so, why? If not, why?
5. How do intercollegiate athletics contribute to this institution's overall mission?
6. Are intercollegiate sports prioritized at this institution?
7. What is the ranking of sports for men?
8. What is the ranking of sports for women?
9. For what reasons are these sports prioritized?



## "Triple Crisis"

In the fall of 1984, Walter Byers, the Executive Director of the NCAA, described a "triple crisis" confronting intercollegiate athletics. These critical issues include integrity, economic, and academic considerations.

### Integrity

1. Do you believe that such a "triple crisis" in intercollegiate athletics exists in NCAA Division II colleges and universities?

If so, why? If not, why?

2. Because of athletics, do you believe that the integrity of NCAA Division II institutions is being questioned by the public?

If so, why. If not, why?

3. How can NCAA Division II schools maintain, develop, and/or improve their integrity through intercollegiate athletics?

4. Walter Byers, the NCAA Executive Director, has estimated that in intercollegiate athletics "There may be significant violations in as many as 30% of all upper division programs at colleges." Do you believe that such widespread violations are occurring in NCAA Division II schools? If so, what violations have you observed? If not, why?

5. Do you consider the integrity of intercollegiate athletic programs an issue in the MIAA? If so, why? If not, why?

6. Why do you believe that NCAA rules are violated?

7. For those that break the NCAA rules, what sanctions do you see as appropriate for NCAA Division II?

Economics

1. What are the sources for funding intercollegiate athletics at this institution? (For example: general fund, private donations, gate receipts, etc.)
2. What percentages of the funding come from these sources?
3. What percentage of this institution's funding for intercollegiate athletics will come from private donations?
4. Do all sports at this school follow the same budgetary process?
5. Are men's and women's intercollegiate athletic teams at this institution funded from the same sources? (Are the percentages the same from the three main sources?)
6. Do your teams play for guarantees? If so, which teams? If not, why?
7. How are athletic income and expenditures audited at this institution?
8. In the future, do you see any changes in the way in which NCAA Division II athletic programs will be funded? If so, in what ways?
9. Has the role of coaches and/or other athletic-related personnel changed in recent years due to the funding of intercollegiate athletics? (For example, are coaches having to become fund raisers?)

Academics

1. In regard to intercollegiate athletics, what are the most significant academic issues at this university? (For example: graduation rates grade changing, grades awarded when classes are not attended, transcript alterations, etc.)
2. How much athletic time is being spent per week by student/athletes at this institution? That is, how much time is spent in practice and team meetings, including game day and travel time? (For example, football, men's and women's basketball.)
3. Do you believe that this time commitment is excessive? If so, how can it be reduced?
4. What are your thoughts concerning the NCAA's Proposition 48?  
(Proposition 48, as it is now written, would require that freshmen athletes at institutions in the NCAA Division I would have a 2.0 high school grade-point average in a core curriculum of 11 courses, as well as a combined score of at least 700 (out of a possible 1,600 on the Scholastic Aptitude Test) or 15 (out of a possible 36) on the American Testing Program's examination.)
5. Should Proposition 48 be adopted in the NCAA Division II? If so, why? If not, why?
6. What do you consider a realistic and attainable graduation rate for student/athletes at this institution? (Over a five-year period.)
7. How can the "normal progress rule" be best attained and enforced at this institution?
8. Should freshman athletes be eligible to compete at the varsity level at NCAA Division II? If so, why? If not, why?
9. Are special admission considerations given to income student/athletes? If so, what are they? If not, why?
10. What academic indicators do you believe are the best predictors of collegiate academic success?

### Leadership

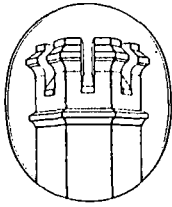
1. What leadership role in intercollegiate athletics do you see for yourself at the institutional level?
2. What leadership role in intercollegiate athletics do you see for yourself at the conference level?
3. What leadership role in intercollegiate athletics do you see for yourself at the national level?

### Future

1. What future recommendations for NCAA Division II athletics would you like to make?

APPENDIX C

TRANSMITTAL LETTERS



# Northwest

## Missouri State University

Maryville, Missouri 64468-6001

November 15, 1985

Dear

There appears to be many critical issues confronting today's intercollegiate athletic programs. Walter Byers, the executive director of the National Collegiate Athletic Association, has recently described the main issues as a "triple crisis" in intercollegiate athletics (integrity, economics, and academics).

As former football coach at Northwest Missouri State University, I have long been interested in these topics as cited by Walter Byers. Presently, I am a doctoral degree candidate at Oklahoma State University, and my dissertation is concerned with determining the athletic beliefs, attitudes, and practices of the administrative leaders (President, Athletic Director, and Athletic Faculty Representatives) at the universities of the Missouri Intercollegiate Athletic Association.

This research project has been endorsed by your university president, the M.I.A.A. Conference at its September 11, 1985 meeting, and by my doctoral advisory committee at Oklahoma State University. I would like to request your participation in this research, and the case study method will be utilized at each M.I.A.A. university with interviews being conducted by me with the previously mentioned university leaders. Further details concerning this research are presented in the enclosed informed consent sheet.

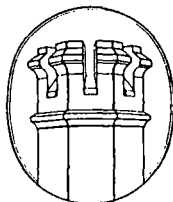
We are particularly desirous of obtaining your responses because critical issues and questions can be better understood and often resolved through meaningful research. This study is intended to provide a more indepth analysis of NCAA Division II athletics as well as providing future direction for such programs.

Your responses will be held in confidence, and I will be pleased to send you a summary of the study. Please indicate your willingness to participate in this research by signing and returning the enclosed consent form.

If you have any questions concerning this project do not hesitate to contact me, and I am looking forward to meeting you and discussing these topics. You will be participating only in the pilot study. Thank you for your cooperation.

Sincerely,

James C. Redd  
 Assistant Professor of HPERD  
 (816) 562-1352 Office  
 (816) 562-3148 Home



# Northwest

Missouri State University

Maryville, Missouri 64468-6001

October 31, 1985

Dear

There appears to be many critical issues confronting today's intercollegiate athletic programs. Walter Byers, the executive director of the National Collegiate Athletic Association, has recently described the main issues as a "triple crisis" in intercollegiate athletics (integrity, economics, and academics).

As former football coach at Northwest Missouri State University, I have long been interested in these topics as cited by Walter Byers. Presently, I am a doctoral degree candidate at Oklahoma State University, and my dissertation is concerned with determining the athletic beliefs, attitudes, and practices of the administrative leaders (President, Athletic Director, and Athletic Faculty Representatives) at the universities of the Missouri Intercollegiate Athletic Association.

This research project has been endorsed by your university president, the M.I.A.A. Conference at its September 11, 1985 meeting, and by my doctoral advisory committee at Oklahoma State University. I would like to request your participation in this research, and the case study method will be utilized at each M.I.A.A. university with interviews being conducted by me with the previously mentioned university leaders. Further details concerning this research are presented in the enclosed informed consent sheet.

We are particularly desirous of obtaining your responses because critical issues and questions can be better understood and often resolved through meaningful research. This study is intended to provide a more indepth analysis of NCAA Division II athletics as well as providing future direction for such programs.

Your responses will be held in confidence, and I will be pleased to send you a summary of the study. Please indicate your willingness to participate in this research by signing and returning the enclosed consent form.

If you have any questions concerning this project do not hesitate to contact me, and I am looking forward to meeting you and discussing these topics. Thank you for your cooperation.

Sincerely,

James C. Redd  
Assistant Professor of HPERD  
(816) 562-1352 Office  
(816) 562-3148 Home

APPENDIX D  
INFORMED CONSENT SHEETS



NCAA DIVISION II INTERCOLLEGIATE  
ATHLETIC CONFERENCE CASE STUDY

SCHOOL OF HPELS  
OKLAHOMA STATE UNIVERSITY

Informed Consent (Pilot Study)

The purpose of this study is to determine the intercollegiate athletic beliefs, attitudes, and practices of the administrative leaders (President, Athletic Director, and Athletic Faculty Representatives) at the universities of the Missouri Intercollegiate Athletic Association. The case study method will be utilized at each MIAA university, with interviews being conducted by me with the previously mentioned university leaders.

It is anticipated that each interview will be approximately one hour, and with your permission, it will be tape recorded. Individual responses will be held in confidence, and the final research findings will not disclose or identify you in any manner. A summary of the study will be provided, and the interviews will be conducted in the fall of 1985. You will be participating only in the PILOT STUDY.

Researcher: James C. Redd  
Assistant Professor of HPERD  
Lamkin Gymnasium  
Northwest Missouri State University  
Maryville, Missouri 64468  
(816) 562-1352 (Office)  
(816) 562-3148 (Home)

Please sign and return if you agree to participate in this research study. Retain one copy for your records.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone Number \_\_\_\_\_

Address \_\_\_\_\_

NCAA DIVISION II INTERCOLLEGIATE  
ATHLETIC CONFERENCE CASE STUDY

SCHOOL OF HPELS  
OKLAHOMA STATE UNIVERSITY

Informed Consent

The purpose of this study is to determine the intercollegiate athletic beliefs, attitudes, and practices of the administrative leaders (President, Athletic Director, and Athletic Faculty Representatives) at the universities of the Missouri Intercollegiate Athletic Association. The case study method will be utilized at each MIAA university, with interviews being conducted by me with the previously mentioned university leaders.

It is anticipated that each interview will be approximately one hour, and with your permission, it will be tape recorded. Individual responses will be held in confidence, and the final research findings will not disclose or identify you in any manner. A summary of the study will be provided, and the interviews will be conducted in the fall of 1985.

Researcher: James C. Redd  
Assistant Professor of HPERD  
Lamkin Gymnasium  
Northwest Missouri State University  
Maryville, Missouri 64468  
(816) 562-1352 (Office)  
(816) 562-3148 (Home)

Please sign and return if you agree to participate in this research study. Retain one copy for your records.

Signature \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number \_\_\_\_\_

Address \_\_\_\_\_

APPENDIX E

CHRONOLOGICAL LISTING OF SUBJECTS INTERVIEWED:  
PILOT AND ACTUAL STUDY

TABLE XXXVIII  
 CHRONOLOGICAL LISTING OF SUBJECTS  
 INTERVIEWED IN PILOT STUDY

Name	Position*	University	Location of Interview	Date of Interview
1. Gary Mekelburg	A.D.	Tarkio	Tarkio	1/8/86
2. Jack Schmidt	F.A.R.	Tarkio	Tarkio	1/8/86
3. Roy McIntosh	C.E.O.	Tarkio	Tarkio	1/8/86
4. Janet Murphy	C.E.O.	Missouri Western	St. Joseph	1/9/86
5. Ed Harris	A.D.	Missouri Western	St. Joseph	1/13/86
6. Warren Chelline	F.A.R.	Missouri Western	St. Joseph	1/13/86

\*C.E.O.=Chief Executive Officer; A.D.-Athletic Director; F.A.R.=Faculty Athletic Representative

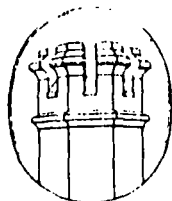
TABLE XXXIX  
CHRONOLOGICAL LISTING OF SUBJECTS INTERVIEWED

Name	Position*	University	Location of Interview	Date of Interview
1. Richard Flanagan	A.D.	Northwest	Maryville	1/14/86
2. Dean Hubbard	C.E.O.	Northwest	Maryville	1/17/86
3. John P. Mees	F.A.R.	Northwest	Maryville	1/21/86
4. Virgil Albirtini	F.A.R.	Northwest	Maryville	1/23/86
5. Ed Elliott	C.E.O.	Central	Warrensburg	1/28/86
6. Jerry Hughes	A.D.	Central	Warrensburg	1/28/86
7. Paul Englemann	F.A.R.	Central	Warrensburg	1/28/86
8. Stephanie Sassen	F.A.R.	Central	Warrensburg	1/28/86
9. Sherrri Reeves	F.A.R.	Northwest	Maryville	1/30/86
10. Ken Gardner	A.D.	Northeast	Kirksville	2/4/86
11. Charles J. McClain	C.E.O.	Northeast	Kirksville	2/4/86
12. Walter H. Ryle, IV	F.A.R.	Northeast	Kirksville	2/4/86
13. Kathy Rieck	F.A.R.	Northeast	Kirksville	2/4/86
14. Judy Berres	F.A.R.	Missouri-St. Louis	St. Louis	2/6/86
15. Arnold Grobman	C.E.O.	Missouri-St. Louis	St. Louis	2/6/86
16. Chuck Smith	A.D.	Missouri-St. Louis	St. Louis	2/6/86
17. John Park	C.E.O.	Missouri-Rolla	Rolla	2/11/86
18. Billy A. Key	A.D.	Missouri-Rolla	Rolla	2/11/86
19. Rodney Schaefer	F.A.R.	Missouri-Rolla	Rolla	2/11/86
20. Sarah Preston	F.A.R.	Missouri-Rolla	Rolla	2/11/86
21. Marvin Rosengarten	A.D.	Southeast	Cape Girardeau	2/12/86
22. Mary Ann Vogelsang	F.A.R.	Southeast	Cape Girardeau	2/12/86
23. Joe Lou	F.A.R.	Southeast	Cape Girardeau	2/12/86
24. Bill Stacey	C.E.O.	Southeast	Cape Girardeau	2/13/86
25. Fred Wilke	F.A.R.	Missouri-St. Louis	St. Louis	2/13/86
26. Thomas M. Jenkins	C.E.O.	Lincoln	Jefferson City	2/19/86
27. Leo E. Lewis	A.D.	Lincoln	Jefferson City	2/19/86
28. Yvonne W. Hoard	F.A.R.	Lincoln	Jefferson City	2/20/86
29. David Shinholster	F.A.R.	Lincoln	Jefferson City	2/20/86
30. Lucius Jones	F.A.R.	Lincoln	Jefferson City	2/20/86

\*C.E.O.=Chief Executive Officer (President/Chancellor); A.D.=Athletic Director; F.A.R.=Faculty Athletic Representative

APPENDIX F

LETTERS TO JURY OF EXPERTS



# Northwest Missouri State University

Maryville, Missouri 64468-6001

---

November 12, 1985

Dr. Bill Quayle  
Director of Physical Education and Athletics  
Emporia State University  
12th and Commercial  
Emporia, Kansas 66801

Dear Dr. Quayle:

It was a pleasure meeting you several weeks ago, and I appreciate your willingness to review the interview guide for my dissertation.

To help provide background information for my study I have enclosed copies of the transmitted letter and informed consent form that have been sent to the MIAA university presidents, athletic directors and faculty representatives.

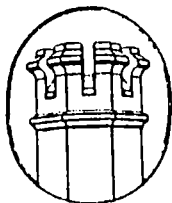
Also enclosed is a copy of my proposed interview guide. Please make your comments and suggestions on this form, and return it to me as soon as possible.

If you have any questions concerning this project do not hesitate to contact me. I will be pleased to send you a summary of the study, and thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "James C. Redd".

James C. Redd  
Assistant Professor of HPERD  
(816) 562-1352 Office  
(816) 562-3148 Home



Northwest  
Missouri State University

Maryville, Missouri 64468-6001

---

November 12, 1985

Dr. Ralph Stewart  
Department of Health, Physical Education and Recreation  
University of Missouri  
Columbia, Missouri 65211

Dear Dr. Stewart:

It was a pleasure meeting you at the MAIPERD meeting last week, and I appreciate your willingness to review the interview guide for my dissertation.

To help provide background information for my study I have enclosed copies of the transmitted letter and informed consent form that have been sent to the MIAA university presidents, athletic directors and faculty representatives.

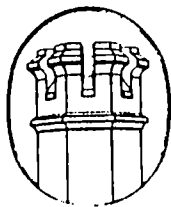
Also enclosed is a copy of my proposed interview guide. Please make your comments and suggestions on this form, and return it to me as soon as possible.

If you have any questions concerning this project do not hesitate to contact me. I will be pleased to send you a summary of the study, and thank you for your cooperation.

Sincerely,

James C. Redd  
Assistant Professor of HPERD  
(816) 562-1352 Office  
(816) 562-3148 Home





**Northwest**  
Missouri State University

Maryville, Missouri 64468-6001

---

November 14, 1985

Mr. S. David Berst  
NCAA Offices - Enforcement  
P.O. Box 1906  
Mission, Kansas 66201

Dear Mr. Berst,

I enjoyed talking with you today, and I appreciate your willingness to review the interview guide for my dissertation.

To help provide background information for my study I have enclosed copies of the transmittal letter and informed consent form that have been sent to the MIAA university presidents, athletic directors and faculty representatives.

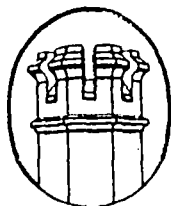
Also enclosed is a copy of my proposed interview guide. Please make your comments and suggestions on this form, and return it to me as soon as possible.

If you have any questions concerning this project do not hesitate to contact me. I will be pleased to send you a summary of the study, and thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "James C. Redd".

James C. Redd  
Assistant Professor of HPERD  
(816) 562-1352 Office  
(816) 562-3148 Home



Northwest  
Missouri State University

Maryville, Missouri 64468-6001

---

December 12, 1985

Dr. Bill Quayle  
Director of Physical Education and Athletics  
Emporia State University  
12th and Commercial  
Emporia, Kansas 66801

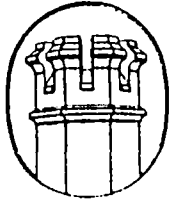
Dear Dr. Quayle;

I appreciate your comments concerning my interview guide. This will help me finalize this research instrument, and I plan to conduct the interviews in the near future.

Thank you for your assistance, and I will send you a summary of the study.

Sincerely,

James C. Redd  
Assistant Professor of HPERD



**Northwest**  
Missouri State University

Maryville, Missouri 64468-6001

---

December 12, 1985

Dr. Ralph Stewart  
Department of Health, Physical Education, and Recreation  
University of Missouri  
Columbia, Missouri 65211

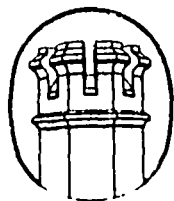
Dear Dr. Stewart;

I appreciate your comments concerning my interview guide. This will help me finalize this research instrument, and I plan to conduct the interviews in the near future.

Thank you for your assistance, and I will send you a summary of the study.

Sincerely,

James C. Redd  
Assistant Professor of HPERD



**Northwest**  
Missouri State University

Maryville, Missouri 64468-6001

---

December 12, 1985

Mr. S. David Berst  
NCAA Offices - Enforcement  
P.O. Box 1906  
Mission, Kansas 66201

Dear Mr. Berst:

I appreciate your comments concerning my interview guide. This will help me finalize this research instrument, and I plan to conduct the interviews in the near future.

Thank you for sending the NCAA Enforcement Summary. This will make a significant contribution to the study. I will send you a summary of this project.

Sincerely,

James C. Redd  
Assistant Professor of HPERD

2

VITA

James C. Redd

Candidate for the Degree of

Doctor of Education

Thesis: CASE STUDIES FROM AN NCAA DIVISION II INTERCOLLEGIATE ATHLETIC  
CONFERENCE: ATTITUDES AND PRACTICES

Major Field: Higher Education

Minor Field: Health, Physical Education and Recreation

Biographical:

Personal Data: Born in St. Louis, Missouri, October 1, 1942, the eldest child of Charles and Mary Jane Dennis Redd. Married Rosemary Marx, August 8, 1969; three children: Renee Marie, Paula Jane, and Matthew James.

Education: Attended St. Louis, Missouri parochial schools, 1948-56, graduated from Christian Brothers College High School in June, 1960; received Bachelor of Science in Secondary Education degree in Physical Education and the Social Sciences from Northwest Missouri State University in January, 1966; received Master of Science degree in Physical Education from the University of Colorado-Boulder, in August, 1967; attended the University of Colorado-Boulder and Northwest Missouri State University for additional graduate study; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1986.

Professional Experience: Graduate Teaching Assistant at the University of Colorado-Boulder, 1966-67; Instructor of Physical Education and Assistant Football Coach at Northwest Missouri State University, 1967-75; Assistant Professor of Physical Education and Head Football Coach at Northwest Missouri State University, 1976-82; Assistant Professor of Physical Education at Northwest Missouri State University from 1983-86 (sabbatical leave, 1984-85); Graduate Teaching Associate, Oklahoma State University, 1984-85.

Professional Organizations: American Alliance for Health, Physical Education, Recreation and Dance; Missouri Association for Health, Physical Education and Recreation; Central States Chapter of

the American College of Sports Medicine; American Football Coaches Association; and the Western Missouri Football Coaches Association.

Honors and Professional Activities: Served as a panel member for John F. Rooney, Jr.'s presentation sponsored by the Association of American Geographers; co-author of the "Basketball" chapter in the 1986 Physical Education Activities Handbook (Betty Edgley and George Oberle, Eds.); guest speaker at 1981 Nebraska High School Coaches Association; guest speaker for 1979 Western Missouri Football Coaches Association; football consultant for Missouri Association of Health, Physical Education and Recreation from 1979-81; guest clinician for 50 high school football coaching clinics and camps from 1967-82; guest speaker for 12 high school athletic banquets from 1967-82; coached the 1979 MIAA football champions and was selected 1979 MIAA Football Coach of the Year; participated in weekly radio football show during the 1976-82 football seasons.