

Order Number 9503451

**Qualifications, responsibilities, and duties of athletics directors
at selected NCAA division I, II, and III institutions in 11
southeastern states**

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Middle Tennessee State University, 1994

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Qualifications, Responsibilities, and Duties of
Athletics Directors at Selected NCAA
Division I, II, and III Institutions
in 11 Southeastern States

T. Michael Kinder


A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts
in Physical Education

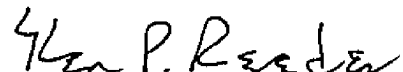
August 1994


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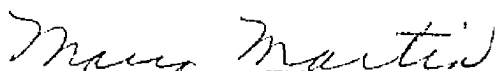
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ABSTRACT

Qualifications, Responsibilities, and Duties of Athletics Directors at Selected NCAA Division I, II, and III Institutions in 11 Southeastern States

T. Michael Kinder

The role of intercollegiate athletics directors (ADs) was examined to determine current qualifications, responsibilities, and duties necessary for professional and institutional success within each of the three divisions of the National Collegiate Athletic Association (NCAA).

A questionnaire was developed, validated by a panel of experts, and sent to the 193 ADs whose respective college or university was both a member of the NCAA and the Southern Association of Colleges and Schools (SACS). Ninety-seven were returned. The instrument requested general information, checklist responses to items regarding essential duties, and the amount of administrative time spent in each of the nine areas of athletics director responsibility.

General differences were found among divisions in number of sports offered, chain-of-command, previous coaching and administrative experience, coaching and teaching requirements, support staff, and athletics budget. There were no differences among NCAA divisions as to the

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highest degree held by the athletics director, the field in which the degree was held, the position held previously, or years of experience.

Statistical analyses indicated significant differences among divisions, at the .05 level of confidence, on a number of duties in the checklist concerning the following: (1) how duties were performed, (2) frequency, (3) importance, and (4) difficulty. Concerning administrative time spent in the nine responsibility areas, the findings indicated: (1) ADs in all divisions spent most of their time in financial operations; (2) there was no difference in the areas of personnel, operational policies, responsibilities to student athletes, and personal/ professional growth; (3) Division I ADs spent more time on revenue generation than those in Division II or Division III, with ADs in Division II spending more time than Division III ADs; (4) Division I ADs devoted more time to public relations/promotions than ADs in Division III; (5) Division I and II ADs spent more time in compliance than those in Division III; (6) Division III ADs spent more time in facility/contest management than ADs in Division I; and (7) Division I ADs delegated more duties than ADs in Divisions II and III.

ACKNOWLEDGMENTS

The development and completion of this project was made possible through the inspiration, assistance, and contributions of the following individuals to whom I owe a special debt of gratitude:

1. First and foremost, I can never repay the life, values, and love given me by my mother and father, the greatest parents anyone could ever know;

2. To my wife, Teresa, without whose love, support, and sacrifice this project could not have been completed;

3. To my brother Tom, who was an inspiration and motivating force throughout this entire process;

4. To Dr. A. H. Solomon, who served as a mentor to me throughout the doctoral program and devoted much of his time helping to see that the dissertation was properly done;

5. To Dr. Glen Reeder and Dr. Jack Arters, who provided suggestions and a background from which to work;

6. To Judy Clayton and Galen Lehman, who provided special help in setting things up properly;

7. To the Middle Tennessee State University Computer Services Department, which supplied data analysis for the project with much patience and understanding;

8. To my panel of experts, Mr. Sonny Moran, Mr. Glen Tuckett, Dr. A. H. Solomon, Mr. Stephen Morgan, Dr. Patricia

Rodgers, and Dr. Frank Bonner, who assisted in validating the questionnaire; and

9. Finally, to my son, Thomas Michael, namesake of my father, my brother, and myself, I dedicate this work in the hope that it will someday serve as an inspiration to you.

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CHAPTER 1

Introduction

Intercollegiate athletics in the United States has reached a level of popularity and influence seldom before imagined. This phenomenon, fueled by vast media coverage, has resulted in tremendous growth and added responsibilities for colleges and universities. An examination of institutions who compete in National Collegiate Athletic Association (NCAA) sanctioned sports reveals that 1,035 schools now comprise the three respective divisions ("Membership in Association," 1990). Within each of these institutions someone, usually referred to as the athletics director or athletics administrator, is given the primary responsibility of administering the program. This selection is critical for the continued growth and development of intercollegiate athletics at both the institutional and national levels. Current athletics administrators must possess the skills, authority, courage, and integrity to make changes and decisions in response to new and increasing demands.

The role of athletics director has undergone dramatic changes in recent years. The expansion of athletics programs and the changing athletics environment have made the operation of any department more complex. Redefinition of administrative structures, pressures from fans and

alumni, the procurement and management of financial resources, legal issues, and compliance demands are but a few of the influences which have created novel administrative concerns and responsibilities for the athletics administrator (Williams & Miller 1983). Today's athletics directors must exhibit a variety of talents, possess a broader knowledge base, and have more versatility than those of previous times. In a study undertaken to improve curriculum design in sport management programs, Ulrich and Parkhouse (1982) affirmed the "need for a new breed of specialists--highly trained administrators who function successfully in a number of increasingly complex and varied sport-related areas" (p. 64).

While the position of athletics director may be institutionally unique, many have attempted to identify common roles, tasks, responsibilities, and qualifications which are essential for successful job performance. Many of these descriptions, however, are general in nature. Bucher (1983), for example, lists several of the most common qualifications:

conceptual skills, integrity, ability to instill good human relations, ability to make decisions, health and fitness for the job, willingness to accept responsibility, understanding of work, command of administrative skills, and intellectual capacity." (p. 19)

Likewise, much of the literature identifies job responsibilities and tasks in similar generic terms. Hall,

Cooper, Frost, Shenk, and Warren (1973) described the functions and skills of the administrator to be:

- 1) ability to recruit and retain excellent employees,
- 2) management of fiscal affairs,
- 3) development of policies and procedures,
- 4) understanding of new ideas and procedures,
- 5) management of personnel and communication systems,
- 6) office management, and
- 7) delegation of authority. (pp. 104-105)

While modern leadership and management philosophy suggests that organizations which can successfully manage both the formal and informal components are the most effective, findings by Branch (1990) indicate that effective athletics organizations have leaders who are more oriented toward goal and task accomplishment than to interpersonal relationships with subordinates. Likewise, Chelladurai (1985) reports that, within the context of a contemporary leadership paradigm (Fiedler's Contingency Model of Leader Effectiveness), the situation in athletics administration favors an autocratic behavior where the leader is predisposed to task accomplishment. However, Branch (1990) also notes that defining leadership traits of athletics directors only imparts understanding of the individual and does not relate "the significance of definition to the effective functioning of the athletic organization" (p. 171). The relationship between effective athletics leadership and effective athletics management dynamics is unclear.

Input from experts in the profession assists in the development of a distinct body of knowledge essential for the preparation of athletics directors. Regardless of the type of program, skills involving communication, public relations, business, and others unique to athletics administration are suggested to be critical for fulfilling the responsibilities of the position. Additionally, a background of involvement in national meetings, some type of internship training, and leadership role or administrative experience are of value to increasing one's chances for success in athletics administration (Williams & Miller, 1983). While this information is vital, specific competencies or duties should also be identified which clarify what must be done in association with each responsibility. Priorities as well must be determined. This becomes difficult when one realizes that authorities cannot reach a consensus regarding the responsibilities and prioritization of the athletics director's job within a particular NCAA Division, much less when all three are considered at once (Cundiff, 1985).

As expected, most of the research which has been done in the area of athletics administration comes from surveys of those holding such positions. The athletics director is usually asked to indicate if the responsibilities, et cetera, listed are part of the function of the position. Since most of the items listed are taken from literature

involving similar studies, the athletics director usually ranks all of the responsibilities as "important" to "moderately important." The degree to which the athletics director is personally involved within each general area or what specific duties are performed seldom appears. It is also critical to note that the preparation of athletics administrators should reflect the responsibilities of the level of program to be administered. The requirements for operating a Division I program, for example, may be sufficiently unique to warrant specialized courses of study or other distinct preparation modifications. Williams and Miller (1983) report that, theoretically, athletics directors' responses to questionnaires are a reflection of background experiences and job responsibilities, with recommendations for professional preparation influenced by the type of program administered.

Differences in complexity and philosophic orientation across divisions, as well as differences in budget and support staff, influenced the perceptions of athletic directors, implying a primary business orientation for Division I programs and an education orientation for Division III institutions. (Williams & Miller, 1983, p. 399)

Statement of the Problem

Through job analysis, this investigation seeks to determine current qualifications, responsibilities, and duties of athletics directors in the three divisions of the

National Collegiate Athletic Association in 11 southeastern states.

Purpose of the Study

The purposes of this study are as follows: (1) to identify the responsibilities and duties of intercollegiate athletics directors; (2) to differentiate, among NCAA Division I, Division II, and Division III institutions, which qualifications and professional skills are considered necessary for respective occupational success; (3) to determine the most important responsibilities at each NCAA divisional level; and (4) to identify the extent to which the athletics director is personally involved in the performance of duties to fulfill those responsibilities.

Research Questions

The following research questions are pertinent to this study:

1. What qualifications are necessary for successful job performance at each NCAA divisional level of athletics administration?
2. What are the job responsibilities for athletics directors at each NCAA divisional level of athletics administration?
3. Are there significant differences in responses among athletics directors from Division I, Division II, and Division III institutions?

4. To what degree is the athletics director involved in the performance of specific duties related to each responsibility at each NCAA divisional level?

5. Which responsibilities require the greatest amount of administrative time at each NCAA divisional level?

6. To what degree has athletics fund-raising become a responsibility of the athletics director at each NCAA divisional level?

7. What are the commonalities and differences in the backgrounds of athletics directors at each NCAA divisional level concerning preparation, training, and experience?

Significance of the Study

With positions in athletics administration becoming more specialized, it is important that aspiring athletics directors realize what skills, preparation, and knowledge are critical to achieving one's career goals. Appropriate choices can then be made in an individual's preparation as to institution, courses, and pre-professional and professional experiences. A self-examination should be done comparing one's own philosophy to the type of program one wishes to administer, as well as an evaluation of personal skills deemed important for fulfilling the requirements of a particular level of athletics administration. With this knowledge available, an individual could make a more objective prediction for the probability of success.

Prospects might choose alternative positions which utilize skills and abilities that align with personal strengths.

There are a number of institutions throughout the country that now offer graduate programs in athletics administration and sport management. This study could be used to enhance curriculum development by identifying credentials which are considered essential for occupational success. Evaluations of current programs of study in terms of direction and emphasis might also be conducted on the basis of these results.

This research should contribute to professional literature in the field of athletics administration and sport management, hopefully resulting in improved job efficiency. Current athletics directors may utilize this data to evaluate present practices and time management techniques to ensure that appropriate prioritization is done in directing the program.

The influence of athletics programs upon institutions of higher education is well documented. Athletics has probably received more attention than any other phase of the college program, with the operation of athletics departments becoming more and more controversial (Kinder, 1976). While justifications for programs of athletics remain solid, divergent practices have resulted in many criticisms concerning the values of these programs. Although questions about athletics contributions to higher education are not

new, such questions must be addressed by athletics directors with uncompromising integrity, professionalism, and knowledge of responsibilities.

Basic Assumptions

The following statements are considered to be true concerning this research project:

1. The information in The 1990-1991 National Directory of College Athletics (1991) is accurate.

2. The information received from the Southern Association of Colleges and Schools is correct.

3. The instrument developed for this study accurately reflects the major areas of responsibility for intercollegiate athletics directors.

4. The athletics directors who participated in the study are representative of the profession in each NCAA division.

Delimitations

The following delimitations apply to this study:

1. The study included only the responses of those athletics directors whose institutions were members of both the National Collegiate Athletic Association and the Southern Association of Colleges and Schools as of October 1, 1990.

2. The qualifications, responsibilities, and duties were limited to those identified as significant to the

position of athletics director in a college/university setting.

Limitations

The following limitations apply to this study:

1. The study included only those institutions whose athletics director was willing to respond.
2. The responses to the questionnaire represented the athletics administrators' opinions at the time of the study.

Definition of Terms

Athletics administrator/Athletics director--the individual who has the responsibility for all administrative functions involving the operation of an athletics program within an institution of higher education.

Competency--a special skill or ability which is generally developed through training or experience and is adequate for executing the task to be performed.

Difficulty--refers to the degree of effort and ability required of the athletics director to learn or to perform adequately.

Duty--a task or action necessary to fulfill a responsibility of the position held.

Frequency--refers to how often a duty or task is performed by an athletics director.

Importance--refers to how significant or critical a duty is to the successful performance of the athletics director's job.

Job analysis--that process which results in establishing the identity and relative importance of the various duties performed by an individual in an occupation.

National Collegiate Athletic Association (NCAA)--an athletic association composed of 1,035 member institutions of higher education.

Qualification--any prerequisite or ability that fits one for a job.

Responsibility--any phase of the program under the athletics director's jurisdiction and for which that individual is held accountable, whether or not it is performed directly.

Southern Association of Colleges and Schools (SACS)--an accreditation agency whose members are institutions located in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

CHAPTER 2

Review of Related Literature

The role of athletics director in colleges and universities has become so complex that it warrants certain preparation to ensure that the individual can fulfill the responsibilities of the position. Therefore, the identification of these responsibilities is critical in order to plan appropriate preparation programs. Likewise, special qualifications in personality and character have been identified as prerequisites for successful athletics administration. While some qualifications may represent an institution's uniqueness, those that are common to all schools and those that are identified with distinct levels of competition are of particular interest to this study.

Nearly 30 years ago, Forsythe (1962) acknowledged the importance of the fit between the athletics director and the institution. Among the proposed qualifications were the following: "have a complete understanding of the school administration . . . and be sure that his thinking and objectives are in accord with the program desired . . . and conduct efficiently the business details involved" (Forsythe, 1962, p. 10). Also emphasized were the importance of supporting other departments within the school and maintaining strong community relations.

Several studies have been done over the years to determine and to update the general responsibilities and qualifications of intercollegiate athletics directors. Havel and Seymour (1961) listed specific administrative responsibilities for the position of athletics director, including "legal foundations, personnel administration, program development, community relations, financial management, and facilities" (p. 10). Steitz (1971) agreed with the responsibilities presented by Havel and Seymour, but added "concern for the health and care of athletes and provision of medical supervision" (p. 1).

Richey (1963) surveyed athletics directors and college presidents to determine the primary responsibilities and qualifications of college athletics directors. The predominant responses in terms of responsibilities included teaching class, coaching varsity sports, budgeting, scheduling of contests, and advising students. A lack of training was reported in the areas of budgeting and financial responsibilities. Collegiate playing or coaching experience was considered beneficial, while the personal characteristics of good human relations, integrity, good moral character, and competency in administration were deemed most essential.

In examining the behavior of successful and unsuccessful athletics directors in small colleges and universities, Dennis (1971) found that of the activities

consuming the greatest amount of administrative time the following ranked highest: (1) teaching, coaching, instructing, and training; (2) reading and answering mail; and (3) preparing and writing reports, orders, and memoranda. Both successful and unsuccessful groups scored high in variables, indicating a good climate of rapport and two-way communication. In terms of structure, the scores of both groups were only average, indicating a lack of activity in directing group activities. Results of the study led to the conclusion that success or lack of success of small college athletics teams does not necessarily reflect differences in administrative behavior of the athletics administrators.

R. G. Sutton (1975) proposed, on the basis of an administrator survey, that the most important functions of intercollegiate athletics directors were: (1) planning of future athletics facilities, (2) preparation of the yearly schedule for all sports, (3) disbursement of budgeted finances to the various sports, and (4) approval of departmental requisitions. Berg (1978) affirmed and enhanced this list. The administrative functions that athletics administrators should be prepared to execute include planning, organizing, staffing, scheduling, coordinating, directing, supervising, and budgeting. In order to adequately perform such duties, Berg recommended that professional preparation programs in athletics

administration include emphases in school law, human relations, business management, athletics administration, public relations, and personnel management. An internship experience was also perceived as critical.

The general responsibilities presented above continue to be espoused by those knowledgeable in the field. Bucher (1987) identified the more common functions of management to be "planning, organizing, staffing, directing, and controlling" (p. 7). To properly execute these functions, the administrator should possess certain qualities:

conceptual skills, integrity, human relations skills, ability to make decisions, health and fitness for the job, willingness to accept responsibility, understanding of work, command of technical skills, and intellectual capacity.
(Bucher, 1987, p. 15)

Frost, Lockhart, and Marshall (1988) also described several of the many duties and responsibilities of athletics directors. The primary duties included:

deciding what sport programs to conduct, scheduling and maintaining facilities, scheduling contests, hiring coaches and staff, hiring officials, promoting athletic events, providing for the health and welfare of athletes, enforcing eligibility and recruiting regulations, maintaining public relations, and supervising fiscal matters pertaining to athletics.
(Frost et al., 1988, pp. 23-24)

Williams and Miller (1983) conducted an investigation to ascertain the job responsibilities and essential characteristics of intercollegiate athletics directors and to obtain recommendations for graduate study in athletics

administration. The responsibilities of athletics directors (and the rank order as determined by the survey) were represented in these 14 categories: (1) budgeting, (2) eligibility concerns, (3) policy development, (4) representative to governing organizations, (5) attending athletics contests, (6) personnel recruitment and management, (7) public relations, (8) scheduling events/facilities, (9) record-keeping and reports, (10) financial aids concerns, (11) game/contests management, (12) equipment ordering, (13) fund-raising/promotions, and (14) travel arrangements. These categories appear to be built on those presented by Kelliher (1957), who found that the most important criteria for evaluating the administration of athletics programs fell into the major categories of financial soundness, organization, well-being of students, professional status of staff, and care of athletics equipment and property.

Due to the complexities in the role of athletics directors, graduate-level course work appropriate for job preparation was proposed by Kinder (1990). Within this course work should be phases of intercollegiate sport, business education, business advertisement, social and developmental education, and mass media administration. Particular administrative skills required involve those dealing with budgeting, administration, and interpretation of rules, communication, and office management.

Additionally, the personal qualifications considered mandatory were integrity, courage, intelligence, common sense, and human relations skills.

In reviewing administrator functions, Horine (1991) stated:

A basic requirement for future positions in administration is a general liberal arts education as well as a vocational preparation. Those who know only their own discipline will always remain insecure. After building a solid base in the liberal arts, one should consider that the most important aspect of administration is human relations. One should take courses in this area or find other ways to learn how to understand and motivate people. Useful courses, either elective or required, might be in psychology, school law, business, sociology, anthropology, or political science. Computer literacy is mandatory. (p. 13)

The education described would allow the athletics director to efficiently perform the duties of the position, which are listed as: (1) monitoring and maintaining ethical standards of coaches and athletes as to eligibility and behavior; (2) personnel; (3) interpreting programs to students, faculty, administration, and public; (4) public relations, marketing, and promotions; (5) fund-raising, budgeting, and accounting; (6) equipment budgeting, accounting, purchasing, and maintenance; (7) facility planning, inspection for safety, scheduling, and maintenance; (8) long-range planning; (9) providing communication avenues among coaches, athletics director, and higher authorities; (10) statistical recording of team and individual achievements; and (11) transportation and scheduling of contests and officials.

In an effort to develop an instrument to determine and evaluate the most important competencies of intercollegiate athletics directors, Cash (1983) proposed seven major management categories. Included were the following areas: (1) business and finance, (2) communication, (3) director's personal development, (4) physical facilities, (5) personnel, (6) director's professional development, and (7) student-athlete services. Of these administrative areas, management of business and finance and management of personnel were identified as the most important aspects of athletics administration.

Several researchers and writers have also focused upon the importance of the financial aspects of athletics administration. Cundiff (1985) examined the roles and tasks of athletics directors across divisions in terms of administrative time spent in the areas of financial operations, public relations, selection and supervision of staff, and increasing revenues. According to the results of the study, athletics directors in each of the three divisions reported spending the greatest amount of time in the role of financial operations:

Division I athletic directors reported spending 28 percent of their time in this role; Division II athletic directors reported spending 33 percent; and Division III athletic directors reported spending 42 percent of their time in this role. (Cundiff, 1985, p. 123)

Broyles (1976) conducted a survey to identify the problem areas confronted by intercollegiate athletics directors from all divisions. The highest ranked problem areas dealt with money-related matters, such as expenses, revenues, and budgeting. Other areas of significance included eligibility of athletes, facility maintenance and improvement, and compliance with Title IX. Broyles and Hay (1979) concluded that athletics programs have evolved from a production (coaching) orientation to a marketing orientation and that institutions which produce a product or provide a service should focus on satisfying customers at a profit. Furthermore, Broyles, Hay, and Ginter (1979) presented the objectives of creating fan attendance and generating revenue to offset expenses as being primary functions of most successful intercollegiate athletics programs.

Indeed, intercollegiate athletics at the major Division I level may be classified as big business. L. C. Scott (1991) reported that in 1989-1990 the Louisiana State University Athletics Department generated more than \$21 million in revenue. Furthermore, the impact on the metropolitan area was tremendous, as more than \$65 million in sales for Baton Rouge area firms and \$25.5 million in household earnings were created. Thelin and Wiseman (1990) agree that Division I college sports have become a large commercial enterprise competing for the entertainment dollar. The marketing of intercollegiate athletics has

become common, with Division II and Division III programs now imitating their Division I counterparts. Likewise, the most popular method for offsetting the difference between flat or saturated revenues from ticket sales, appropriations, et cetera, and the rising costs of operation is through donor solicitation (Thelin & Wiseman, 1990). Although once associated primarily with Division I and, to a somewhat lesser extent, Division II programs, the responsibility of fund-raising has become an integral, if uncomfortable, part of the job for nearly all athletics administrators. Roach (1984) estimated that more than one-half of Division III athletics directors do some type of fund-raising and believe it to be a function of the position.

As a result of an investigation to examine the fund-raising practices of athletics directors, Nardone (1987) indicates:

Even in National Collegiate Athletic Association Division III institutions, where athletics philosophically is supposed to be controlled and financed in the same manner as other departments of the college, athletic fund-raising appears to have become prevalent. (p. 19)

Also presented is a profile of the athletics director at each NCAA level of competition:

Division I athletic administrators appear to be individuals who are interested in athletic fund-raising, do not actually perform fund-raising duties, have had developmental experience as an assistant athletic director at the collegiate level, have at least an earned bachelor's degree,

and have an undergraduate major in physical education.

Division II athletic administrators appear to be individuals who are interested in athletic fund-raising, actually perform fund-raising duties, have had developmental experience in a variety of educational circumstances, possess an earned doctoral degree, and have an undergraduate major in physical education.

Division III athletic administrators appear to be individuals who are not interested in athletic fund-raising, actually perform fund-raising duties, have had developmental experience in a variety of educational circumstances, have an earned master's or doctoral degree, and have an undergraduate major in physical education. (Nardone, 1987, pp. 100-101)

However, no significant differences were found in the qualifications among athletics directors in NCAA Division I, Division II, and Division III institutions. In NCAA Division II, Marciani (1991) reported that a university survey revealed that 90% of the respondents indicated that fund-raising would be the most probable source for increasing athletics revenues in the next decade. In 36% of the institutions, the person in charge of fund-raising was the athletics director, while 27% gave the head fund-raiser the title of associate or assistant athletics director.

An increasingly complex and important responsibility of modern athletics departments, particularly at the Division I and Division II levels, is making sure that institutions are in compliance with all NCAA rules and regulations (Glazier & Jones, 1991). Institutions must identify and implement procedures which allow them to comply with NCAA rules,

according to the school's specific situation. Although the athletics director is ultimately responsible for compliance, many institutions have created a full-time compliance coordinator position, while others have added compliance responsibilities to the job description of an associate or assistant athletics director. Most Division I programs seek an individual with a law degree or extensive experience in the field of compliance.

Emphasis in athletics directors' responsibilities and attitudes seems to differ across the divisions of the NCAA. Karch (1979) found that athletics directors at Division I institutions tended to emphasize the need for business preparation, while athletics administrators at Division III institutions tended to emphasize the importance of teaching and faculty responsibilities. Toms (1979) analyzed the differences in leadership characteristics of athletics directors across the three divisions of the NCAA and the National Association of Intercollegiate Athletics. While no significant differences were identified between task-oriented and people-oriented leadership style, years of professional experience, highest degree obtained, or internal promotion versus external employment, divisional status did have an effect on number of professional personnel in the athletics department, number of assistant athletics directors, and the sport the athletics directors coached. Significant differences were also present among

athletics administrators across divisions in certain leader behavior dimensions.

Lopiano (1984) suggested the minimum and optimum degree requirements for persons seeking employment for many sport management jobs. For those interested in a career in higher education, such as athletics director, a doctorate may be required. It was noted, however, that:

As college athletic programs move more toward a Division I business/entertainment emphasis and away from Division II and III educational sport (degree related programs), the master's degree in business becomes more acceptable than the doctorate in physical education or higher education. (Lopiano, 1984, p. 16)

At the Division I level of athletics administration, Parker (1986) discovered that athletics administrators perform many tasks that are more managerial than educational, that degrees were not considered as useful as experience, and that a bachelor's degree in business or related fields was a minimal qualification. On the basis of the study, recommendations were made for those aspiring to become athletics directors, including the following: (1) obtaining a bachelor's degree in business or related field; (2) attending workshops to improve skills and remain current; (3) getting college coaching experience; (4) gaining practical experience through an internship or serving as an assistant athletics director; (5) getting legal training to keep up with rules and regulations; and

(6) obtaining training in communications, resource management, and interpersonal relations.

While Youngberg's (1971) investigation agreed with the subjective traits most often identified as necessary for athletics directors (integrity, a sound philosophy of athletics in education, a pleasing personality, and good educational background), the possession of a master's degree and having coached at the college level were the two most important objective traits for prospective athletics directors. In contrast to other studies, Youngberg concluded, on the basis of a survey of athletics directors, faculty representatives, and coaches in all NCAA and National Association of Intercollegiate Athletics (NAIA) institutions, that there was no apparent need to offer different types of preparation for individuals seeking to become athletics directors at various kinds of institutions.

Until recently, coaching ability had been a prerequisite to assuming the administrative position of athletics director. Herron (1969) discovered that intercollegiate coaching in conjunction with athletics administration was the norm and the appointment to athletics director was contingent upon the ability to assume a coaching responsibility. The study revealed that directors in all groups were concentrated in the sports of basketball, football, baseball, and track. Likewise, Rochelle (1971) found that the most recent position held by the largest

number of athletics directors was, respectively, football coach, college teacher, and basketball coach. The athletics administrators also reported active participation in coaching and previous athletics activities. Hatfield, Wrenn, and Bretting (1987) noted a lack of empirical data regarding skills that potential sport administrators should possess for successful job performance and that, among athletics directors surveyed, the five most frequent jobs held previously were the following: (1) head coach--70.7%; (2) assistant AD--48.3%, (3) professor--36.8%, (4) associate AD--29.3%; and (5) business manager--19.0%.

Many experts in the field of athletics administration feel that the old route from coach to athletics director is no longer appropriate due to the increasingly complex challenges in today's world of intercollegiate athletics. In fact, career paths for intercollegiate athletics directors are not clear at all. Berg (1990) reports that while there is an increasing pattern for career sports administrators to get started via formal sport-management education programs, the difference in philosophies among athletics departments results in institutions seeking different attributes in athletics directors. However, it is emphasized that some degree of managerial expertise has become essential for major college athletics directors because of the relationship of athletics to the business world.

To adequately prepare prospective athletics directors and others seeking employment in sport organizations, many institutions now offer sport management or sport administration programs. These programs are relatively new on the academic scene. Ohio University established the first institutional sport administration curriculum in 1966 at the graduate level. By 1988, 109 colleges and universities were identified as offering programs in sport management, 75 undergraduate, 58 master's level, and 25 at both undergraduate and master's level (Brassie, 1989b). Case (1984) also found a marked increase in the number of professional preparation programs in sport management over a three-year period and that 47% of responding institutions housed the sport management program within the department of physical education. Only 23% of the schools granted a degree specifically in sport management.

The curriculum in a sport management program must consist of elements that will allow the athletics administrator to succeed on the job. P. M. Scott (1979) prescribed essentials of a preparation program in light of the new perspectives of management. The modern athletics administrator should have specialized courses or experiences in areas of business, computers, collective bargaining, public relations, school law, and interpersonal relations. Utilizing data gathered from alumni, Ulrich and Parkhouse (1982) attempted to identify clusters of courses which may

be considered important for curriculum design in sport management programs. The following sets of courses were suggested: (1) organizations management (courses in organization behavior, personnel/industrial relations, management principles, and research); (2) communication (courses in broadcast journalism, sports writing, public relations, and current issues in sports); and (3) internship. Courses in motor performance and business were less emphasized by alumni in the assessment of job performance, job satisfaction, or satisfaction with graduate training. Finally, the researchers suggested that curricula should meet the needs of a variety of sport-related occupations, while providing flexible specialty tracks to satisfy unique requirements.

Upon an examination of sport management programs across the country, Parkhouse (1987) suggested that the findings indicated many variations in curricula from one institution to another. Some programs required course work and experiences of appropriate scope and magnitude to warrant a major or a separate degree program.

However, the majority include from one to three electives and/or required offerings in foundation and application courses that are actually credited to another major. It is false advertising to report a program in sport management when course offerings are not sufficient to at least warrant a minor or concentration in this area, regardless of the major emphasis of study. (Parkhouse, 1987, p. 107)

It is also unethical to offer specialty tracks in a number of areas, such as intercollegiate athletics administration and professional sports, when in reality only one track has been developed.

Due to the inconsistencies and variety in sport management curricula among institutions, National Association for Sport and Physical Education (NASPE) appointed a task force to address curricula concerns in sport management in 1986 (Brassie, 1989a). Guidelines were developed and distributed to assist institutions in constructing sport management curricula. Of the recommendations included at both the graduate and undergraduate levels, the internship experience is considered a core component by NASPE (W. A. Sutton, 1989). In an investigation of actual and preferred preparation patterns of Division III athletics directors, Zwald (1986) also recommended that graduate sport management programs provide an internship component in athletics administration. Additionally, the following courses were presented as necessary: (1) Athletics Administration, (2) Legal Responsibilities, (3) Communication Skills, (4) Business, (5) Human Relations, (6) Public Relations, (7) Issues in Athletics, (8) Organizational Theory, (9) Contest Management, (10) Computer Application, (11) Fund-raising, (12) Philosophical Basis of Athletics in Education, (13)

Psychosociology of Sport, (14) Women in Sport, and (15) Facilities and Equipment Management.

Graduate-level sport management curriculum, according to Hardy (1987), must go beyond providing students with technical competencies. Such preparation should orient graduates to use competencies in the fulfillment of management tasks and to understand the uniqueness of sport organizations. "Graduate level sport management curricula should produce managers, not entry level technicians" (Hardy, 1987, p. 207).

Cuneen (1992) affirmed the need for interdisciplinary study in programs designed for prospective athletics directors in NCAA Division I and Division II institutions. Of the proposed course work identified as necessary, all that qualified for the curriculum reflected management or business principles. However, while the business/commercial acumen was evident in the respondents' perception of necessary course work, three of the highest scores for importance were given to managerial type courses within the higher education core (Higher Education Administration and Organization, Institutional Planning and Research, and Issues in Higher Education). This indicates the importance of competence in educational administration by those assuming athletics leadership positions in educational settings.

Today's curriculum in most sport management programs around the country consists of three basic components: (1) foundation areas, (2) application areas, and (3) field experiences (Parkhouse, 1991). Foundation areas include courses in management, marketing, accounting, economics and finance, and computer science. Courses in public relations, advertising, interpersonal communication, and business writing are also suggested. The applied areas are built upon foundational subject matter and are sport specific. Background content, such as sport history and philosophy, sport sociology, and sport psychology, provide a basis for more sport specific courses, such as sport law, sport administration, and facility design and management. The candidate's educational experience would culminate in a field or work experience called a practicum (part-time) or an internship (full-time). Doctoral preparation, with a research orientation, is becoming increasingly important. Parkhouse indicates there is a trend toward hiring Ph.D.'s with business and sport management orientations as athletics directors at major universities. The work environment is important in a candidate's self-appraisal process, since a greater variety of tasks is usually required of each sport administration employee in smaller settings (small college) and tasks are usually more specific in larger settings (major university).

Documentation of existing literature clearly indicates that many experts in the field of athletics administration state similar ideas concerning the responsibilities and duties of the intercollegiate athletics director. Qualifications as to the director's personal character and educational background also appear consistently. Additionally, there seems to be a general consensus concerning the undergraduate and/or graduate course work, with variations for specific situations, that will be most beneficial in allowing the potential athletics director to succeed on the job. However, there appears to be lacking in the literature the importance of each responsibility, and the duties performed to fulfill the responsibility, in relationship to the success and effectiveness of the athletics program at each respective NCAA divisional level. The need for this information is important, as it not only has implications for sports administration preparation programs, but also for practitioners to enable them to focus time and skill development on the tasks determined to be most critical.

CHAPTER 3

Procedure and Method

The purposes of the study were the following: (1) to identify the responsibilities and duties of intercollegiate athletics directors; (2) to differentiate, among National College Athletic Association Division I, Division II, and Division III institutions, which qualifications and professional skills are considered necessary for respective occupational success; (3) to determine the most important responsibilities at each NCAA divisional level; and (4) to identify the extent to which the athletics director is personally involved in the performance of duties to fulfill those responsibilities. This chapter includes a description of the procedures used to develop the instrument, select the population, and collect and analyze the data.

Instrument

A questionnaire (see Appendix B) was developed to gather the desired data from athletics directors in the southeastern United States. Demographic information was requested concerning personal characteristics, experience/background, education, and teaching/coaching responsibilities of the athletics administrators. Also included were questions concerning NCAA affiliation, departmental support staff, chain of command, and budget. Following a review of the literature, several major areas of

responsibility for athletics directors seemed to appear consistently. After distinguishing these nine responsibility areas, several duties were then identified for each area as being important in order for the athletics director to fulfill that responsibility.

For each duty presented, the respondent was asked to check: (1) whether or not the duty is performed; (2) whether the duty is performed independently, cooperatively, or delegated; (3) how frequently the duty is performed on a scale of 1--annually, 2--occasionally, 3--monthly, 4--weekly, or 5--daily; (4) how important the duty is to program operation on a scale of 1--none, 2--little, 3--average, 4--great, or 5--extreme; and (5) how difficult the duty is to perform on a scale of 1--very easy, 2--easy, 3--average, 4--hard, or 5--very hard. At the end of each section, the respondent was asked to check the percentage of administrative time, in multiples of 5, ranging to 50%, spent in fulfilling that responsibility. Space was also provided for comments or to list and rate additional duties. This checklist-response format and several items, developed by John Reno, were used with permission (see Appendix C). Permission was also granted by H. L. Cundiff to use several of the duties and responsibility areas incorporated into the questionnaire (see Appendix D).

After development, the questionnaire was reviewed by a panel of six individuals considered to have expertise in

athletics administration (see Appendix E). The instrument was revised according to the suggestions of the panel. An additional area of responsibility, compliance, was included as a separate category upon suggestion of the NCAA staff (see Appendix F).

The questionnaire, cover letter (see Appendix G), and a business reply envelope were mailed to all subjects on March 29, 1991. The questionnaires were coded in order to establish a list for a follow-up mailing. Sixty-four were returned. A second mailing with another questionnaire, business reply envelope, and cover letter was done on April 25, 1991, to all schools that did not respond to the first mailing. Thirty-three were returned from the second mailing. Ninety-seven athletics directors returned questionnaires, representing 50.2% of the total population. Respondents were asked to note if a copy of the results was desired. Nine percent desired to know the outcome of the study.

Subjects

Questionnaires were sent to all athletics directors whose institutions were members of both the National College Athletic Association and the Southern Association of Colleges and Schools as of October 1990). This information was gathered from a SACS membership list received from that organization and from the listing of schools in The 1990-91 National Directory of College Athletics (1991). A total of

193 schools composed the population, with a breakdown of NCAA affiliation and number of schools responding as follows:

1. NCAA Division I--number of schools, 96; number of responses, 49;
2. NCAA Division II--number of schools, 62; number of responses, 27; and
3. NCAA Division III--number of schools, 35; number of responses, 21.

Data Analyses

Data collected from the survey included background information and multiple-checklist responses to each duty item in the nine areas of responsibility for athletics directors. For responses to both the demographic and checklist-response items, a spreadsheet program (Mystat, Version 1.1) was utilized to organize the data. Entries were made on a MacIntosh computer in the Psychology Department of Eastern Mennonite College, where raw scores and percentages were calculated. The data were sorted by NCAA classification, including Division IA, IAA, IAAA and Division II and III institutions. The data were then tabulated by the Computer Service Department at Middle Tennessee State University, using the center's SPSSX program for all statistical analyses. Chi-square tests were done for all items on the questionnaire in order to determine if there was an overall significance among divisions. To

identify significant differences between NCAA divisions, the Scheffe Procedure was utilized. Since all subjects did not respond to all survey items, it is noted in the data tables presented in Chapter 4 as to the number of missing responses for each respective item. The last item for each of the nine responsibility areas requested the athletics director to indicate how much administrative time was spent performing the related duties. These responses were treated using the analysis of variance (ANOVA) technique. The .05 level of confidence was used to determine significance for all statistical procedures.

At the end of each section of the questionnaire, subjects were asked to include in an "other" line any important duties not included in the questionnaire. There were only a few random responses to this line. Therefore, none of this information is included in the study.

CHAPTER 4

Data Analyses

Chapter 4 presents data using the following sequence: (1) analysis and description of the institutional and administrator background information, (2) analysis of the data collected from the multiple-checklist responses to duties relative to the nine areas of responsibility of athletics directors (ADs), and (3) analysis of the data relating to the amount of administrative time spent in each of the nine responsibility areas of ADs.

Background Information

Of the 193 institutions identified in the population, 97 returned questionnaires indicated the following NCAA affiliations: (1) Division I, $N = 49$; (2) Division II, $N = 27$; and (3) Division III, $N = 21$. Within Division I, 24 schools identified their athletics programs as Division IA, 19 as Division IAA, and 6 as Division IAAA.

Concerning the sponsorship of athletics teams, Division I schools supported more sports than did Division II and Division III institutions. Responses across divisions ranged from 7 to 25 sports. The mean numbers of teams were: Division I, 15.4; Division II, 10.2; and Division III, 12.0. Differences in numbers of teams fielded were significant ($\chi^2 = 67.947$; degrees of freedom = 34;

significance = .0005; minimum expected frequency = .221; and cells with expected frequency < 5 = 51. of 54 [94.4%]).

Significant differences among divisions were discovered as to whom the AD directly reports at each respective institution (see Table 1). Thirty of the 49 Division I ADs reported to the president; 8 reported to the vice president; and 6 reported to the chancellor. At the Division II level, 10 of the 27 ADs reported to the president; 9 reported to the vice president; and 3 reported to the chancellor. In Division III, 7 of the 21 respondents reported to the president, while 9 reported to either the dean, academic dean, or dean of students.

There was no significance (.3939) across divisions as to the highest academic degree held by the AD. The most frequent response was the master's degree (Division I, N = 29 [60%]; Division II, N = 13 [50%]; and Division III, N = 13 [62%]). Likewise, there was no significant difference (.4097) concerning the academic field in which the degree was earned. For all groups, however, the most frequent answer was the field of physical education (Division I, N = 17 [36%]; Division II, N = 10 [40%]; and Division III, N = 8 [38%]).

Experience as ADs ranged from 0 to 33 years. There was no significant difference (.3314) among the groups. The most frequent responses were under 10 years, with Division I

Table 1
To Whom the Athletics Director Reports by NCAA Divisional Level

	Academic Dean	Business Manager	Chancellor	Dean	Dean of Students	PR Dept.	President	Provost	Vice Chancellor	Vice President
Division I	0 (0%)	1 (2%)	6 (12%)	0 (0%)	0 (0%)	0 (0%)	30 (61%)	0 (0%)	1 (2%)	8 (16%)
Division II	2 (7%)	0 (0%)	3 (11%)	0 (0%)	1 (4%)	1 (4%)	10 (37%)	0 (0%)	1 (4%)	9 (33%)
Division III	3 (14%)	1 (5%)	0 (0%)	4 (19%)	2 (10%)	0 (0%)	7 (33%)	1 (5%)	0 (0%)	3 (14%)
Chi-square		D.F.		Significance			Min. E.F.		Cells with E.F. < 5	
45.097		20		.0011			.216		28 of 33 (84.8%)	

Note. Missing Responses = 3.

reporting a mean of 8.5 years of experience, Division II a mean of 9.3 years, and Division III a mean of 8.5 years.

Question 6 on the demographic part of the instrument asked the ADs to indicate the position held prior to becoming AD. There were 23 different categories of responses, with the largest in all divisions being coach (Division I, N = 14 [29%]; Division II, N = 12 [46%]; and Division III, N = 13 [62%]) and associate/assistant AD (Division I, N = 22 (46%); Division II, N = 6 (23%); and Division III, N = 3 (14%). There were, however, no significant differences (.1958) among the divisions.

ADs at the Division I level seldom coached a sport (15%), while Division III ADs usually did (71%). Nearly one-half (44%) of Division II athletics directors coached a sport. Of the ADs who coached a sport at all levels, the majority (62%) coached either basketball or football. Table 2 gives figures for ADs who coached at the three divisional levels and the significant differences among groups.

Teaching responsibilities for Division I ADs did not occur often (19%), while their Division II and Division III counterparts had teaching responsibilities rather frequently (56% and 67%, respectively). Table 3 presents these values related to teaching responsibilities.

When questioned as to whether the AD had an associate or assistant AD, most Division I ADs did have one or more such positions (94%); Division II ADs did just over one-half

Table 2
Athletics Directors Who Coach a Sport by NCAA
Divisional Level

	Yes	No
Division I	7 (15%)	40 (85%)
Division II	12 (44%)	15 (56%)
Division III	15 (71%)	6 (29%)

Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
23.49612	4	.0001	.433	3 of 9 (33.3%)

Note: Missing responses = 2.

Table 3
Athletics Directors Who Teach by NCAA Divisional Level

	Yes	No
Division I	9 (19%)	38 (81%)
Division II	15 (56%)	12 (44%)
Division III	14 (67%)	7 (33%)

Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
19.472	4	.0006	.433	3 of 9 (33.3%)

Note: Missing responses = 2.

of the time (52%); and Division III ADs had these support positions much less often (33%). See Table 4 for the differences among the divisions.

Division I programs averaged 3.5 associate and/or assistant ADs, while Division II averaged 1.4 and Division III averaged 1.1. These figures were not statistically significant (.1389). ADs at Division I schools indicated that associates and assistants were given responsibilities in the areas of promotions/public relations (61%), business affairs (59%), compliance, (57%), facilities (47%), and fund-raising (41%). Division II utilized these positions most in the areas of compliance (30%), facilities (15%), and public relations/promotions (15%). Division III programs reported the largest use of an assistant in the area of facilities (14%).

Table 5 illustrates the marked differences in support staff for fund-raising across the three divisions. Eighty-nine percent of Division I programs had an athletics fundraiser on staff (95% were full-time in this position), while Division II institutions employed personnel for this task only 26% of the time (57% were full-time). Division III athletics departments rarely (5%) employed fund-raisers (0% were full-time).

Significant differences were also observed in the support staff position of sports information director. Division I athletics departments usually had a sports

Table 4

Athletics Directors with One or More Associate/Assistant
Athletics Directors by NCAA Divisional Level

	Yes	No
Division I	45 (94%)	3 (6%)
Division II	14 (52%)	13 (48%)
Division III	7 (33%)	14 (67%)

Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
30.825	4	.0000	.216	3 of 9 (33.3%)

Note: Missing responses = 1.

Table 5

Athletics Programs That Employ a Fund-Raiser as a
Staff Position by NCAA Divisional Level

	Yes	No
Division I	42 (89%)	5 (11%)
Division II	7 (26%)	20 (74%)
Division III	1 (5%)	20 (95%)

Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
54.504	4	.0000	.433	3 of 9 (33.3%)

Note: Missing responses = 2.

information director in place (98%), and this position was full-time in 98% of the schools. Division II schools had someone in this job 96% of the time, with 60% at full-time. Division III programs hired sports information directors 67% of the time, but only 29% were full-time (see Tables 6 and 7).

Table 8 contains information concerning the size of the athletics budgets among institutions by NCAA divisional level. Most Division I institutions have budgets of 1 million to over 5 million dollars, with 40% above 5 million dollars and another 29% between 2.5 and 5 million dollars. The greatest number of Division II athletics budgets ranged from 100,000 to 2.5 million dollars, with 35% in the 100,000 to 500,000 dollars category and an additional 35% in the .5 to 1 million dollars category. Another 26% were in the 1 million to 2.5 million dollars grouping. Among Division III schools, 57% had budgets in the 100,000 to 500,000 dollars range, with another 28% in the less than 100,000 dollars category.

Checklist Responses to Duties in the Nine Areas
of Responsibility

Each area of responsibility on the questionnaire included several duties considered necessary to execute that particular function. Each duty requested responses to these items:

1. Do you perform this duty? ___Yes ___No;

Table 6

Athletics Programs That Employ a Sports Information
Director by NCAA Divisional Level

	Yes	No
Division I	47 (98%)	1 (2%)
Division II	26 (96%)	1 (4%)
Division III	14 (67%)	7 (33%)

Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
19.331	4	.0007	.216	6 of 9 (66.7%)

Note: Missing responses = 1.

Table 7

Athletics Programs That Employ Sports Information
Directors Full Time by NCAA Divisional Level

	Yes	No
Division I	45 (98%)	1 (2%)
Division II	15 (60%)	10 (40%)
Division III	4 (29%)	10 (71%)

Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5
43.195	6	.0000	.216	6 of 12 (50.0%)

Note: Missing responses = 11.

2. Do you perform this duty independently, cooperatively, or delegate it? ___I ___C ___D;

3. Frequency = ___5 Daily ___4 Weekly ___3 Monthly ___2 Occasionally ___1 Annually;

4. Importance = ___5 Extreme ___4 Great ___3 Average ___2 Little ___1 None; and

5. Difficulty = ___5 Very Hard ___4 Hard ___3 Average ___2 Easy ___1 Very Easy.

Each of these items was statistically treated for significance among and between the three NCAA divisions.

Table 8

Size of the Athletics Budget at Each Institution
by NCAA Divisional Level

	Division I	Division II	Division III
Frequency and percent			
> \$5,000,000 -	19 (40%)	0 (0%)	0 (0%)
\$2,500,000 - \$5,000,000	14 (29%)	1 (4%)	1 (5%)
\$1,000,000 - \$2,500,000	13 (27%)	7 (26%)	0 (0%)
\$ 500,000 - \$1,000,000	2 (4%)	9 (35%)	2 (10%)
\$ 100,000 - \$ 500,000	0 (0%)	9 (35%)	12 (57%)
< \$ 100,000	0 (0%)	0 (0%)	6 (28%)

Area 1: Financial Operations

Five duties were listed under the area of financial operations.

Prepare and submit budget. The first, prepare and submit the budget for the athletics program, produced no significant responses among divisions to any of the items (see Appendix A, Table 1.1). (See Appendix A for complete tables of all responsibility areas.) Most athletics directors in all NCAA divisions (Division I = 94%, Division II = 100%, and Division III = 100%) indicated yes to the item concerning the performance of the task. In most cases this duty was performed cooperatively (Division I = 83%, Division II = 58%, and Division III = 70%) and was rarely delegated (0% in Division II and Division III, 7% in Division I). Division I ADs performed this job independently 10% of the time, while Division II and Division III ADs did so 42% and 30%, respectively. These figures were nearly significant (.0630). Most ADs at all divisional levels indicated this task is done on an annual basis (Division I = 65%, Division II = 84%, and Division III = 90%). Perceptions among ADs in all divisions were that this duty is hard to very hard to perform (Division I = 78%, Division II = 60%, and Division III = 65%). Few indicated it was easier than average to accomplish (7% in Division I, 4% in Division II, and 0% in Division III).

Prepare capital improvement program. In response to the duty of preparing a capital improvement program and budget (see Table 9), 88% of Division I, 77% of Division II, and 85% of Division III ADs indicated this task was performed. The majority also reported that the duty was executed cooperatively (Division I = 70%, Division II = 60%, and Division III = 81%) and that it was done on an annual basis most often (Division I = 68%, Division II = 58%, and Division III = 75%). None of these responses were significantly different. There was a significant difference (.0425), however, concerning the perceived importance of the duty, although a between-groups measure (Scheffe Procedure) failed to identify between which groups. No ADs thought this task was of no importance, and only 2% of Division I ADs marked it as being of little importance. Nine percent of Division I, 45% of Division II, and 19% of Division III ADs considered it of average importance, while 43% of Division I, 25% of Division II, and 25% of Division III ADs considered it of great importance. Forty-six percent of Division I, 30% of Division II, and 56% of Division III bosses thought the duty was of extreme importance. There was also no significant difference among divisions on the difficulty item, with most responses falling in the average to hard categories (Division I = 77%, Division II = 75%, and Division III = 82%).

Table 9
 Responses to Item 1.2 (Part D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responsibility area: Financial operations									
Duty: Prepare a capital improvement program and budget									
D. Importance?				13.033	6	.0425	.200	5 of 12 (41.7%)	17
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (2%)	0 (0%)	0 (0%)						
Average	4 (9%)	9 (45%)	3 (15%)						
Great	19 (43%)	5 (25%)	4 (25%)						
Extreme	20 (45%)	6 (30%)	9 (56%)						

Approval of requisitions and departmental purchases.

Concerning the approval of requisitions and authorization of departmental purchases, there was a significant difference (.0214) among NCAA divisions as to whether the AD performs this duty (see Table 10). The Scheffe Procedure indicated a difference between Division I and Division II. Seventy-five percent of Division I ADs did this job, while Division II and Division III ADs assumed this task more often (100% and 95%, respectively). A significant difference (.0020) also appeared in the manner in which this duty was performed, as 50% of Division I ADs delegated it, while Division II ADs performed the task independently (62%). Division III ADs usually performed the duty independently (68%) as well. The Scheffe Procedure identified the differences as occurring between Division I and Division II and between Division I and Division III. Most athletics directors indicated the frequency of performance for this task as daily (Division I = 70%, Division II = 72%, and Division III = 63%). There were no marked differences in perceived importance across divisions, as ADs ranked this item as being of average, great, or extreme importance. Division I ADs indicated the task to be average to easy in difficulty, as did Division II and Division III ADs.

Endorse/Approve checks and vouchers. Athletics directors in all three classifications affirmed the duty of endorsing/approving checks or vouchers made on athletics

Table 10
 Responses to Item 1.3 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Financial operations									
Duty: Approve requisitions and authorize departmental purchases									
A. Perform?				11.505	4	.0214	.433	5 of 9 (55.6%)	2
Yes	36 (75%)	26 (100%)	20 (95%)						
No	12 (25%)	0 (0%)	1 (5%)						
B. How?				20.781	6	.0020	.866	4 of 12 (33.3%)	4
Individual	13 (27%)	16 (62%)	13 (68%)						
Cooperation	11 (23%)	7 (27%)	4 (21%)						
Delegate	24 (50%)	3 (13%)	2 (11%)						

department funds (Division I = 69%, Division II = 81%, and Division III = 81%). There was a significant difference (.0201), however, as to how this procedure was accomplished among institutions (see Table 11). Many Division I ADs delegated this job (48%), while most Division II (54%) and Division III (69%) ADs performed this duty independently. The Scheffe Procedure confirmed a difference between Division I and Division II and between Division I and Division III. The frequency with which this task was performed was consistent across divisions, as most ADs worked at this task daily (Division I = 62%, Division II = 73%, and Division III = 59%). The ADs differed (significance = .0339) again on scores reflecting the importance of this duty. The Scheffe Procedure indicated a difference between Division I and Division II. Forty-five percent of Division I ADs indicated it to be of extreme importance, while 31% checked it to be of great importance. Another 24% thought it average, but no one in this division considered it as being of little or no importance. At the Division II level, 55% indicated this duty was of average importance; 18% checked great; 23% checked extreme; and 4% checked none. In Division III, 35% of the ADs thought this duty was of average importance, but another 35% indicated it was of extreme importance. Eighteen percent checked great, and 12% checked little for this item. ADs in all divisions most frequently rated this duty to be of average difficulty

Table 11

Responses to Item 1.4 (Parts B and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Financial operations									
Duty: Endorse or approve checks or vouchers made on athletics department funds									
B. How?				15.017	6	.0201	3.680	3 of 12 (25.0%)	17
Individual	13 (31%)	12 (54%)	11 (69%)						
Cooperation	9 (21%)	7 (32%)	4 (25%)						
Delegate	20 (48%)	3 (14%)	1 (6%)						
D. Importance?				16.656	8	.0339	.221	7 of 15 (46.7%)	20
None	0 (0%)	1 (4%)	0 (0%)						
Little	0 (0%)	0 (0%)	2 (12%)						
Average	9 (24%)	12 (55%)	6 (35%)						
Great	12 (31%)	4 (18%)	3 (18%)						
Extreme	17 (45%)	5 (23%)	6 (35%)						

(Division I = 43%, Division II = 41%, and Division III = 41%).

Maintain control, analysis, and audit of accounting system. When asked if an accounting system was maintained for control, analysis, and audit for athletics department monies, 69% of the ADs in Division I indicated that this duty was performed. Athletics directors in Division II performed this task at a high rate as well (85%), but Division III ADs had the highest affirmative response at 90%. These figures were not significantly different, however (see Appendix A, Table 1.5). Marked differences (significance = .0000) were apparent in how this duty was performed, with the Scheffe Procedure indicating that differences occurred between Division I and Division II and between Division I and Division III (see Table 12). Most Division I ADs (84%) delegated this task, while it was delegated much less often in Division II (30%) and Division III (16%). In Division II, 52% of the ADs maintained an accounting system cooperatively, as did ADs in Division III (63%). Zero percent of ADs performed this duty independently in Division I, while 18% did in Division II and 21% did in Division III. The frequency with which this duty was performed was nearly significant (.0592) as well. Division I (62%) and Division II (52%) ADs completed this task daily, while only 11% of Division III ADs did likewise. Forty-four percent of Division III ADs indicated this duty

Table 12
 Responses to Item 1.5 (Parts B and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Financial operations									
Duty: Maintain an accounting system for control, analysis, and audit for all monies									
B. How?				33.468	6	.0000	1.732	5 of 12 (41.7%)	12
Individual	0 (0%)	4 (18%)	4 (21%)						
Cooperation	7 (16%)	12 (52%)	12 (63%)						
Delegate	36 (84%)	7 (30%)	3 (16%)						
D. Importance?				11.010	4	.0264	1.895	3 of 9 (33.3%)	21
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	1 (2%)	4 (19%)	3 (16%)						
Great	11 (30%)	5 (24%)	10 (56%)						
Extreme	25 (68%)	12 (57%)	5 (28%)						

was done on a monthly basis, as compared to 19% for Division I and 24% for Division II. Another 34% of Division III ADs maintained the accounting system weekly (Division I = 13% and Division II = 19%). The perceived importance of this duty varied among the divisions (significance = .0264). Division I responses included 68% in the extreme category, 30% in the great category, and 2% in the average category. Division II ADs indicated the task was of extreme (57%), great (24%), or average (19%) importance. In Division III, 56% of the respondents checked the great category, 28% checked the extreme category, and 16% checked the average category. The Scheffe Procedure confirmed that a difference existed between Division I and Division III. There was no significant difference in the difficulty item among divisions, as nearly all responses fell into the average to hard ranges.

Area 2: Generation of Revenues

There were many significant differences among the responses to items related to the 11 duties in the responsibility area of revenue generation (see Tables 13-23).

Solicit contributions from individuals. A great number of Division I (81%) and Division II (78%) ADs performed the duty of soliciting contributions from individuals, while fewer (48%) did so at the Division III level (significance = .0304). The Scheffe Procedure identified these differences

as occurring between Division I and Division III and between Division II and Division III. A significant difference (.0079) was also evident as to how the solicitation of contributions was done, although a between-groups technique (Scheffe Procedure) did not identify where the difference(s) occurred. In all divisions this task was done cooperatively most of the time (Division I = 74%, Division II = 76%, and Division III = 78%). However, Division I (21%) and Division III (22%) ADs delegated this duty more than Division II (14%) ADs. Division II ADs were also more likely to perform this job independently, 10%, as compared to 5% in Division I and 0% in Division III. The frequency of this solicitation was nearly significant (.0846). Most Division I ADs performed this duty either weekly (38%) or daily (34%), while Division II ADs usually did so occasionally (30%), weekly (25%), or monthly (20%), and Division III ADs worked at this task occasionally (44%), monthly (22%), or weekly (22%). There was a significance (.0036) among NCAA divisions as to the importance of this duty, although the Scheffe Procedure failed to identify the difference(s) between groups. No ADs in any classification considered this task to be of little or no importance, with only 2% of Division I and 11% of Division III indicating it to be of average importance (Division II = 25%). Most Division I (72%) and Division II (70%) ADs rated this task to be of extreme importance, while 33% did so in Division III. ADs

in Division III rated it of great importance (56%). There were no major differences in responses among divisions as to the difficulty of performing this duty, as the greatest number of these fell into the average, hard, or very hard groupings.

Secure donations from corporations. NCAA Division I ADs (85%) performed the duty of securing donations from corporations as part of their overall responsibilities, while most Division II ADs (67%) executed this function as well. Only 29% of Division III ADs indicated the performance of this duty (significance = .0001). The Scheffe Procedure confirmed differences between Division I and Division III and between Division II and Division III. This duty was most often done in cooperation with others in all divisions (Division I = 69%, Division II = 67%, and Division III = 66%). It was also delegated more than it was done independently (21% delegated this duty in Division I, 22% delegated in Division II, and 17% delegated in Division III). While the chi-square value (.0011) indicated a significant difference, the Scheffe Procedure did not identify any difference(s) between groups. There was no marked difference among divisions in the frequency of performance of securing corporate donations. In Division I, the responses were almost evenly distributed among four of the categories: occasionally, 26%; monthly, 21%; weekly, 26%; and daily, 24%. Division II respondents indicated

performing the task most on an occasional (41%) or monthly (29%) basis, as did ADs in Division III (33%, occasionally, and 33%, monthly). Most ADs in all divisions believed the duty to be of great (Division I = 30%, Division II = 18%, and Division III = 33%) to extreme (Division I = 60%, Division II = 59%, and Division III = 33%) importance, although the ADs in Division II and Division III favored the average more than those in Division I (Division I = 10%, Division II = 23%, and Division III = 33%). Concerning the difficulty of achieving this task, ADs in Division I described it as being hard (45%), very hard (29%), or average (26%). Division II ADs considered it to be average (35%), very hard (35%), or hard (24%). ADs in Division III rated it hard (50%) to very hard (33%) as well.

Establish and/or increase ticket prices. Establishing and/or increasing ticket prices was a duty performed by nearly all Division I (96%) and Division II (96%) ADs, but to a lesser extent (62%) by those in Division III (significance = .0003). The Scheffe Procedure confirmed a difference between Division I and Division III and between Division II and Division III. Also significant (.0003) to this question was how the duty was performed. Most athletics directors did this in cooperation with others (Division I = 73%, Division II = 65%, and Division III = 83%), but ADs in Division I delegated this function more often (Division I = 16%, Division II = 4%, and Division III

= 0%). ADs in Division II (31%) performed the duty independently more than those in Division I (11%) or Division III (17%). However, the Scheffe Procedure did not identify any difference(s) between groups. Athletics directors in all three divisions indicated the duty was performed annually (Division I = 87%, Division II = 80%, and Division III = 91%). There was a noticeable difference (significance = .0014) among divisions (the Scheffe Procedure identified a difference between Division I and Division III) as to the importance of formulating or raising ticket prices. Division I ADs checked the great category for importance most often (41%), with another 28% in the extreme category and 22% in the average range. In Division II, ADs perceived this task to be of average importance, 56%, with 28% checking the great category. Fifty-eight percent of the Division III ADs thought this duty was of average importance, but 33% also identified it as being of little importance. The perception of task difficulty was not significantly different among divisions, as the most frequent choice was average (Division I = 45%, Division II = 60%, and Division III = 42%) to easy (Division I = 24%, Division II = 32%, and Division III = 42%).

Direct pre-season ticket sales drive. A very significant difference (.0000) appeared among the divisions concerning whether a pre-season ticket sales drive was directed. Many Division I ADs (70%) indicated this duty was

performed as part of this job responsibility. Just over one-half (52%) of Division II ADs directed this activity, while very few (5%) Division III ADs responded yes. The Scheffe Procedure indicated differences between Division I and Division III and between Division II and Division III. ADs in Division I were more likely (significance = .0000) to delegate this duty (52%) than those in Division II (31%). There was only one response in Division III, where the task was delegated. While the chi-square value indicated significance, the between-groups test (Scheffe Procedure) did not identify where the differences occurred. ADs in all classifications indicated that this duty was usually performed annually (Division I = 69%, Division II = 64%, and Division III = 0%) or occasionally (Division I = 13%, Division II = 22%, and Division III = 100%). Forty-six percent of Division I ADs and 43% of Division II ADs considered this duty to be of extreme importance. Also, Division I ADs checked the great category at 33% and the average category at 18%, while 14% of Division II ADs chose great and 29% chose average (significance = .0041). The single response in Division III was in the little category. The Scheffe Procedure indicated a difference between Division I and Division III. There was no significant difference among groups as to the difficulty of this task. Most Division I responses fell into the hard (44%) to average (30%) ranges, while those in Division II were in the

average (58%), very hard (14%), or easy (14%) groupings. The lone Division III respondent indicated the duty to be easy to perform.

Negotiate television and/or radio contracts. The job of negotiating television and/or radio broadcast contracts was performed by 87% of Division I ADs, by 52% of Division II ADs, and by only 5% of Division III ADs (significance = .0000). The Scheffe Procedure confirmed that differences occurred between Division I and Division II, between Division I and Division III, and between Division II and Division III. Of the Division I respondents, 40% indicated performing this task independently; 40% indicated doing it cooperatively; and the final 20% checked that the duty was delegated. Division II ADs usually negotiated cooperatively (63%) or delegated the job (31%). The one Division III respondent performed the duty independently. These responses were significant (.0000), but the Scheffe Procedure did not identify differences between groups. The duty was performed annually by most Division I (58%) and Division II (67%) ADs. Division III ADs did this occasionally (100%, 1 response), as did a number of Division I (21%) and Division II (27%) ADs. The greatest number of Division I ADs believed this task to be of extreme (44%) or great (44%) importance, while Division II ADs perceived it to be of average (40%), great (27%), or extreme (27%) importance. The single Division III response fell into the

average category (significance for importance = .0531). No major differences in groups were revealed concerning the difficulty of performing this job, as most responses fell into the average or hard categories.

Secure revenue through guarantees. Securing revenue through guarantees was a duty performed by 87% of Division I, 78% of Division II, and 43% of Division III ADs (significance = .0016). The Scheffe Procedure identified differences between Division I and Division III and between Division II and Division III. Division III ADs did this task in cooperation with others (63%) or independently (37%), but never delegated it (0%). Division I and Division II ADs usually performed this job independently (44% and 52%, respectively) or cooperatively (35% and 35%, respectively). This was significant at .0005, although the Scheffe Procedure did not identify differences between groups. The duty of working with guarantees was done most frequently either annually (Division I = 33%, Division II = 47%, and Division III = 75%) or occasionally (Division I = 40%, Division II = 19%, and Division III = 25%). ADs in Division I indicated this task to be of extreme (40%) to great (42%) importance, while Division II ADs thought it to be of average (38%), extreme (24%), or great (19%) importance. Division III ADs considered it to be of average (50%) or little (25%) importance (significance = .0226). There was a difference between Division I and Division III,

according to the Scheffe Procedure. Eighty-eight percent of Division III, 67% of Division II, and 51% of Division I ADs indicated this duty was of average difficulty.

Secure contracts for facilities rental. Just over one-half (Division I = 51%, Division II = 52%, and Division III = 57%) of all ADs surveyed across NCAA divisions indicated that generating revenue through facility rental was part of the function of such an administrative position. Who actually performed this duty, however, differed significantly (.0005) among the divisions. The Scheffe Procedure indicated these differences occurred between Division I and Division II and between Division I and Division III. The task was delegated by 68% of Division I ADs, while 62% of Division II and 58% of Division III ADs performed this duty cooperatively. Variations were also apparent in the frequency with which this job was done (significance = .0253). Many Division I athletics directors occasionally performed this task (45%), as did Division II (31%) and Division III (50%) ADs. Division I ADs also performed this duty on a weekly basis (23%), as compared to none (0%) at the Division II and Division III levels. ADs in Division II were more likely to work at this job on an annual (31%) or daily (23%) basis. ADs in Division III performed this duty quite often on a monthly basis (42%). The importance of contracting for facility rental was most often designated as average by ADs in all classifications

(Division I = 56%, Division II = 31%, and Division III = 75%). Likewise, the difficulty of performing this requirement was usually perceived to be average by all groups (Division I = 47%, Division II = 67%, and Division III = 50%).

Determine and/or increase concession prices. ADs in each NCAA division did not usually determine or increase concession prices ("No" responses: Division I = 62%, Division II = 56%, and Division III = 67%). There was a significant difference, however, as to how the job was performed when performed. Division III ADs did the work independently (83%); Division I ADs delegated (55%) or performed it cooperatively (41%); and Division II ADs did the task independently (36%), did the task cooperatively (28%), or delegated it (36%). The significance for this factor was .0015, and the Scheffe Procedure identified differences between Division I and Division III and between Division II and Division III. The frequency of performing this duty occurred annually in most cases (Division I = 77%, Division II = 75%, and Division III = 67%), and its importance was average (Division I = 56%, Division II = 75%, and Division III = 33%). Difficulty was also considered average (Division I = 59%, Division II = 59%, and Division III = 17%), although most Division III ADs (50%) responded to the easy category.

Propose student fee increases. Proposing increases in students' fees which support the athletics program was something that was more common to Division I ADs (55%) than to Division II (26%) or Division III (5%) ADs (significance = .0005). The Scheffe Procedure identified differences between Division I and Division II and between Division I and Division III. Most ADs performing this duty did so cooperatively (Division I = 62%, Division II = 86%, and Division III = 100%), although many Division I ADs (31%) indicated the task was performed independently (significance = .0011). The Scheffe Procedure, however, did not identify differences between divisions. In all divisions, these proposed increases were submitted annually (Division I = 79%, Division II = 72%, and Division III = 100%). Although the responses were not significant, Division I and Division III ADs considered this duty to be of extreme importance (62% and 100%, respectively), while those in Division II were equally distributed among the average (29%), great (29%), and extreme (29%) responses. Concerning the difficulty of proposing fee increases for students, the most frequent response fell into the very hard range (Division I = 41%, Division II = 43%, and Division III = 100%).

Supervise a fund-raising unit. The duty of supervising an organizational unit whose purpose is to fund-raise for the athletics program yielded significant responses to four of the five items. Only the difficulty item was not

significant, as most responded that this task was hard to perform (Division I = 44%, Division II = 43%, and Division III = 80%). Sixty-six percent of Division I ADs performed this function, as compared to 52% in Division II and 5% in Division III (significance = .0144). The Scheffe Procedure confirmed a difference between Division I and Division III. Most ADs in Division I accomplished this task cooperatively (51%), but many also delegated it (27%) or performed it independently (22%). Seventy-nine percent of Division II ADs did this work cooperatively, with another 14% delegating it. No Division III ADs indicated performing this job independently, but achieved supervision by working cooperatively (60%) or delegating (40%; significance = .0021). The Scheffe Procedure did not identify any difference(s) between groups. Division I ADs were more likely to perform this duty daily (40%), while Division II ADs did so weekly (36%), and Division III ADs did occasionally (60%). This was significant at .0394. ADs in Division I considered this duty to be of extreme (67%) to great (31%) importance, as did ADs in Division II (43% extreme and 43% great). ADs in Division III categorized this job to be of extreme (40%), great (40%), or little (20%) importance. This item's level of significance was .0511.

Submitting grant proposals. There was only one marked difference among divisions concerning the task of submitting

Table 13

Responses to Item 2.1 (Parts A, B, and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Solicit contributions from individuals by phone, mail, or personal contact									
A. Perform?									
Yes	18 (81%)	21 (78%)	10 (48%)	10.680	4	.0304	.433	3 of 9 (33.3%)	2
No	9 (19%)	6 (22%)	11 (52%)						
B. How?									
Individual	2 (5%)	2 (10%)	0 (0%)	17.420	6	.0079	.866	5 of 12 (41.7%)	24
Cooperation	32 (74%)	16 (76%)	7 (78%)						
Delegate	9 (21%)	3 (14%)	2 (22%)						
D. Importance?									
None	0 (0%)	0 (0%)	0 (0%)	15.575	4	.0036	.887	5 of 9 (55.6%)	26
Little	0 (0%)	0 (0%)	0 (0%)						
Average	1 (2%)	5 (25%)	1 (11%)						
Great	11 (26%)	1 (5%)	5 (56%)						
Extreme	30 (72%)	14 (70%)	3 (33%)						

Table 14
 Responses to Item 2.2 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Secure donations from corporations									
A. Perform?				23.276	4	.0001	.433	3 of 9 (33.3%)	2
Yes	40 (85%)	18 (67%)	6 (29%)						
No	7 (15%)	9 (33%)	15 (71%)						
B. How?				22.303	6	.0011	1.515	5 of 12 (41.7%)	31
Individual	4 (10%)	2 (11%)	1 (17%)						
Cooperation	29 (69%)	12 (67%)	4 (66%)						
Delegate	9 (21%)	4 (22%)	1 (17%)						

Table 15
 Responses to Item 2.3 (Parts A, B, and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Establish and/or increase ticket prices									
A. Perform?				20.807	4	.0003	.433	5 of 9 (55.6%)	2
Yes	45 (96%)	26 (96%)	13 (62%)						
No	2 (4%)	1 (4%)	8 (38%)						
B. How?				25.609	6	.0003	1.732	7 of 12 (58.3%)	14
Individual	5 (11%)	8 (31%)	2 (17%)						
Cooperation	33 (73%)	17 (65%)	10 (83%)						
Delegate	7 (16%)	1 (4%)	0 (0%)						
D. Importance?				21.646	6	.0014	1.446	6 of 12 (50.0%)	14
None	0 (0%)	0 (0%)	0 (0%)						
Little	4 (9%)	2 (8%)	4 (33%)						
Average	10 (22%)	14 (56%)	7 (58%)						
Great	19 (41%)	7 (28%)	1 (9%)						
Extreme	13 (28%)	2 (8%)	0 (0%)						

Table 16

Responses to Item 2.4 (Parts A, B, and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-Square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Generation of Revenues									
Duty: Direct a pre-season ticket sales drive									
A. Perform?				27.121	4	.0000	.433	3 of 9 (33.3%)	2
Yes	13 (70%)	14 (52%)	1 (5%)						
No	14 (30%)	13 (48%)	20 (95%)						
B. How?				43.021	6	.0000	.433	3 of 12 (25.0%)	38
Individual	1 (23%)	1 (6%)	0 (0%)						
Cooperation	19 (45%)	10 (63%)	0 (0%)						
Delegate	22 (52%)	5 (31%)	1 (100%)						
D. Importance?				22.489	8	.0041	.019	11 of 15 (73.3%)	43
None	0 (0%)	1 (7%)	0 (0%)						
Little	1 (3%)	1 (7%)	1 (100%)						
Average	7 (18%)	4 (29%)	0 (0%)						
Great	13 (33%)	2 (14%)	0 (0%)						
Extreme	18 (46%)	6 (43%)	0 (0%)						

Table 17

Responses to Item 2.5 (Parts A, B, and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Negotiate television and/or radio broadcast contracts									
A. Perform?				43.808	4	.0000	.433	3 of 9 (33.3%)	2
Yes	41 (87%)	14 (52%)	1 (5%)						
No	6 (13%)	13 (48%)	20 (95%)						
B. How?				49.516	6	.0000	3.031	3 of 12 (25.0%)	37
Individual	17 (40%)	1 (6%)	1 (100%)						
Cooperation	17 (40%)	10 (63%)	0 (0%)						
Delegate	9 (20%)	5 (31%)	0 (0%)						
D. Importance?				12.429	6	.0531	.034	7 of 12 (58.3%)	38
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (2%)	1 (6%)	0 (0%)						
Average	4 (10%)	6 (40%)	1 (100%)						
Great	19 (44%)	4 (27%)	0 (0%)						
Extreme	19 (44%)	4 (27%)	0 (0%)						

Table 18

Responses to Item 2.6 (Parts A, B, and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Calls with E.P. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Secure revenue through guarantees									
A. Perform?				17.484	4	.0016	.433	3 of 9 (33.3%)	2
Yes	41 (87%)	21 (78%)	9 (43%)						
No	6 (13%)	6 (22%)	12 (57%)						
B. How?				24.294	6	.0005	2.598	3 of 12 (25.0%)	23
Individual	19 (44%)	12 (52%)	3 (37%)						
Cooperation	15 (35%)	8 (35%)	5 (63%)						
Delegate	9 (21%)	3 (13%)	0 (0%)						
D. Importance?				17.817	8	.0226	.111	9 of 15 (60.0%)	25
None	0 (0%)	1 (5%)	0 (0%)						
Little	1 (2%)	3 (14%)	2 (25%)						
Average	7 (16%)	8 (38%)	4 (50%)						
Great	18 (42%)	4 (19%)	1 (13%)						
Extreme	17 (40%)	5 (24%)	1 (13%)						

Table 19

Responses to Item 2.7 (Parts A, B, and C) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-Square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Secure contracts for the rental of athletics facilities									
B. How?				24.307	6	.0005	2.165	2 of 12 (16.7%)	35
Individual	3 (8%)	4 (31%)	3 (25%)						
Cooperation	9 (24%)	8 (62%)	7 (58%)						
Delegate	25 (68%)	1 (7%)	2 (17%)						
C. Frequency?				17.496	8	.0253	1.500	11 of 15 (73.3%)	41
Annually	3 (10%)	4 (31%)	0 (0%)						
Occasionally	14 (45%)	4 (31%)	6 (50%)						
Monthly	3 (10%)	2 (16%)	5 (42%)						
Weekly	7 (23%)	0 (0%)	0 (0%)						
Daily	4 (12%)	3 (23%)	1 (8%)						

Table 20
Responses to Item 2.8 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Determine and/or increase concession prices									
A. Perform?									
Yes	18 (38%)	12 (44%)	7 (33%)	2.643	4	.6192	.433	3 of 9 (33.3%)	2
No	29 (62%)	15 (56%)	14 (67%)						
B. How?				21.470	6	.0015	2.381	5 of 12 (41.7%)	48
Individual	1 (4%)	5 (36%)	5 (83%)						
Cooperation	12 (41%)	4 (28%)	1 (17%)						
Delegate	16 (55%)	5 (36%)	0 (0%)						

Table 21

Responses to Item 2.9 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Propose increases in student fees which support the athletics program									
A. Perform?				19.789	4	.0005	.433	3 of 9 (33.3%)	2
Yes	26 (55%)	7 (26%)	1 (5%)						
No	21 (45%)	20 (74%)	20 (95%)						
B. How?				22.308	6	.0011	.433	5 of 12 (41.7%)	60
Individual	9 (31%)	1 (14%)	0 (0%)						
Cooperation	18 (62%)	6 (86%)	1 (100%)						
Delegate	2 (7%)	0 (0%)	0 (0%)						

Table 22
 Responses to Item 2.10 (Parts A, B, C, and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Supervise an organizational unit whose purpose is to fund-raise for the athletics program									
A. Perform?									
Yes	31 (66%)	14 (52%)	5 (24%)	12.430	4	.0144	.433	3 of 9 (33.3%)	2
No	16 (34%)	13 (48%)	16 (76%)						
B. How?									
Individual	8 (22%)	1 (7%)	0 (0%)	20.652	6	.0021	1.948	5 of 12 (41.7%)	41
Cooperation	19 (51%)	11 (79%)	3 (60%)						
Delegated	10 (27%)	2 (14%)	2 (40%)						
C. Frequency?									
Annually	6 (16%)	3 (21%)	0 (0%)	16.215	8	.0394	.625	11 of 15 (73.3%)	41
Occasionally	4 (11%)	1 (8%)	2 (40%)						
Monthly	4 (11%)	2 (14%)	3 (60%)						
Weekly	8 (22%)	5 (36%)	0 (0%)						
Daily	15 (40%)	3 (21%)	0 (0%)						
D. Importance?									
None	0 (0%)	1 (7%)	0 (0%)	15.440	8	.0511	.091	12 of 15 (80.0%)	42
Little	0 (0%)	0 (0%)	1 (20%)						
Average	1 (2%)	1 (7%)	0 (0%)						
Great	11 (31%)	6 (43%)	2 (40%)						
Extreme	24 (67%)	6 (43%)	2 (40%)						

Table 23

Responses to Item 2.11 (Part B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Submit proposals for grants from the NCAA and/or from the conference									
B. How?				26.498	6	.0002	1.515	4 of 12 (33.3%)	40
Individual	2 (6%)	4 (33%)	1 (10%)						
Cooperation	14 (40%)	8 (67%)	9 (90%)						
Delegate	19 (54%)	0 (0%)	0 (0%)						

grant proposals to the NCAA or member conference. Fifty-seven percent of Division I, 44% of Division II, and 48% of Division III ADs responded yes to the question asking if this was done. Division I ADs (54%) delegated this task much more than those in Division II and Division III (0% in both classifications), who performed the job cooperatively (Division II = 67% and Division III = 90%). Significance for this item was .0002, and the Scheffe Procedure identified differences between Division I and Division II and between Division I and Division III. The task was usually done on an occasional basis in all cases (Division I = 53%, Division II = 44%, and Division III = 50%); was of average importance (Division I = 52%, Division II = 36%, and Division III = 70%); and was of average difficulty (Division I = 48%, Division II = 55%, and Division III = 50%).

Area 3: Operational Policies

Plan athletics department policies and procedures. The first of six duties listed under the responsibility area of operational policies dealt with the planning of athletics department policies and procedures (see Table 24). Virtually all ADs, regardless of NCAA classification, performed this function (Division I = 96%, Division II = 96%, and Division III = 100%). Likewise, most ADs did this planning cooperatively (Division I = 87%, Division II = 81%, and Division III = 84%). Division I ADs performed the duty monthly (35%), annually (28%), or occasionally (20%).

Table 24
 Responses to Item 3.1 (Part D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Operational policies									
Duty: Plan Athletics Department policies and procedures									
D. Importance?				9.828	4	.0434	4.396	1 of 9 (11.1%)	6
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	11 (24%)	8 (32%)	1 (5%)						
Great	14 (30%)	12 (48%)	7 (35%)						
Extreme	21 (46%)	5 (20%)	12 (60%)						

Division II ADs were more likely to do this task annually (40%) or occasionally (40%), while Division III ADs performed the job annually (30%), monthly (20%), or weekly (20%). The one item which produced a significant difference (.0434) among the groups was that of importance. The Scheffe Procedure identified a difference between Division II and Division III. ADs in Division III thought this duty was of extreme (60%) or great (35%) importance. Division I ADs considered it extremely important (46%), greatly important (30%), or of average importance (24%). Division II ADs checked great (48%), average (32%), or extreme (20%), while no respondents in any group checked the little or none categories. The majority of responses to the difficulty item fell into the average range (Division I = 57%, Division II = 68%, and Division III = 50%), with the second greatest number of responses in the hard range (Division I = 28%, Division II = 24%, and Division III = 45%).

Prepare, revise, and distribute athletics department handbook. Sixty-five percent of ADs in Division I, 74% in Division II, and 81% in Division III fulfilled the duty of directing the preparation, revision, and distribution of the departmental handbook (see Table 25). The groups differed greatly (significance = .0020), however, as to how the task was accomplished. The Scheffe Procedure identified differences between Division I and Division III and between Division II and Division III. Division I ADs (51%)

delegated this job, but only 25% of Division II and 6% of Division III ADs delegated it. Most Division II (65%) and Division III (53%) ADs performed this duty cooperatively (44% in Division I), while 41% in Division III performed the task independently. Responses to the frequency item indicated this job was completed annually (Division I = 79%, Division II = 69%, and Division III = 88%) most of the time. This duty was considered to be of extreme importance by 31% of Division I ADs, 15% of Division II ADs, and 47% of Division III ADs. It was considered of great importance by 28% in Division I, 37% in Division II, and 35% in Division III. Another 33% in Division I and 48% in Division II considered it to be of average importance. Concerning the perception of difficulty, the category with the largest number of responses was the average category (Division I = 63%, Division II = 47%, and Division III = 59%). This item produced a significant difference (.0443) among groups, as Division I also responded with 16% to easy, 11% to very hard, and 5% each to hard and very easy. Division II produced no responses to either the very easy or very hard groupings (as did Division III), but had response rates of 37% to hard to 16% to easy. Thirty-five percent also checked hard and 6% easy to complete Division III. The Scheffe Procedure did not identify differences between groups for this item.

Table 25

Responses to Item 3.2 (Parts B and E) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Operational policies									
Duty: Direct the preparation, revision, and distribution of the departmental handbook									
B. How?				20.848	6	.0020	2.381	3 of 12 (25.0%)	21
Individual	2 (5%)	2 (10%)	7 (41%)						
Cooperation	17 (44%)	13 (65%)	9 (53%)						
Delegate	20 (51%)	5 (25%)	1 (6%)						
E. Difficulty?				15.869	8	.0443	.459	10 of 15 (66.7%)	23
Very easy	2 (5%)	0 (0%)	0 (0%)						
Easy	6 (16%)	3 (16%)	1 (6%)						
Average	24 (63%)	9 (47%)	10 (59%)						
Hard	2 (5%)	7 (37%)	6 (35%)						
Very hard	4 (11%)	0 (0%)	0 (0%)						

Develop guidelines for scheduling, travel, and home contests. The development of procedures and guidelines for scheduling, travel, and home athletics contests was a duty performed by 85% of ADs in Division I, 89% in Division II, and 100% in Division III (see Table 26). It was significantly different (.0280) as to how the job was performed, with the Scheffe Procedure indicating a difference between Division I and Division III. This task was done cooperatively by 68% of the respondents in Division I, 79% in Division II, and 60% in Division III. However, Division I ADs were more apt to delegate (24%) the duty, while Division III ADs were more likely to perform it independently (35%). This function was mostly done on an annual (Division I = 50%, Division II = 30%, and Division III = 40%) to occasional (Division I = 24%, Division II = 30%, and Division III = 25%) basis and was considered average (Division I = 42%, Division II = 43%, and Division III = 35%) or higher in importance. Difficulty was also rated average (Division I = 73%, Division II = 78%, and Division III = 68%).

Develop/Maintain system for purchasing, receiving, storing, and inventory. For duty 3.4, "develop and maintain a system for purchasing, receiving, storing, and inventory," 68% of Division I, 85% of Division II, and 90% of Division III ADs performed this task. This was not statistically significant. However, a significance (.0000) was present as

Table 26

Responses to Item 3.3 (Part B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responsibility area: Operational policies									
Duty: Develop procedures and guidelines for scheduling, travel, and home athletics contests									
B. How?				14.153	6	.0280	2.598	6 of 12 (50.0%)	12
Individual	3 (8%)	3 (13%)	7 (35%)						
Cooperation	28 (68%)	19 (79%)	12 (60%)						
Delegate	10 (24%)	2 (8%)	1 (5%)						

to how the duty was performed (see Table 27). Eighty-four percent of Division I ADs delegated the job, 16% did it cooperatively, and 0% did it independently. Fifty-two percent of Division II ADs performed the duty cooperatively; 30% delegated it; and 18% worked at it independently. In Division III, 63% performed the task cooperatively, 21% performed it independently, and 16% delegated it. The Scheffe Procedure confirmed differences between Division I and Division II and between Division I and Division III for this item. There was no significant difference in frequency, although close at .0592. Division I and Division II ADs performed the duty on an annual basis (62% and 52%, respectively), while Division III did so mostly on a monthly (44%) or occasional (33%) basis. Most Division I and Division II ADs perceived the importance of this duty to be extreme (68% and 57%, respectively), while Division III thought it of great importance (56%, significance = .0264). The Scheffe Procedure indicated a difference between Division I and Division III. There were no responses to the little or none categories for the importance item. Each group generally rated the duty to be average (Division I = 47%, Division II = 47%, and Division III = 62%) to hard (Division I = 28%, Division II = 33%, and Division III = 33%) in difficulty.

Develop evaluation plan. Eighty-nine percent of ADs in Division I and 78% of ADs in Division II performed the task

Table 27
Responses to Item 3.4 (Parts B, C, and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Operational policies									
Duty: Develop and maintain a system for purchasing, receiving, storing, and inventory									
B. How?				32.915	4	.0000	1.788	3 of 9 (33.3%)	12
Individual Cooperation Delegate	0 (0%) 7 (16%) 36 (84%)	4 (18%) 12 (52%) 7 (30%)	4 (21%) 12 (63%) 3 (16%)						
C. Frequency?				14.995	8	.0592	.237	9 of 15 (60.0%)	21
Annually	23 (62%)	11 (52%)	2 (11%)						
Occasionally	5 (14%)	4 (19%)	6 (33%)						
Monthly	7 (18%)	5 (24%)	8 (44%)						
Weekly	1 (3%)	1 (5%)	2 (11%)						
Daily	1 (3%)	0 (0%)	0 (0%)						
D. Importance?				11.010	4	.0264	1.895	3 of 9 (33.3%)	21
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	1 (2%)	4 (19%)	3 (16%)						
Great	11 (30%)	5 (24%)	10 (56%)						
Extreme	25 (68%)	12 (57%)	5 (28%)						

of developing a plan for program evaluation, as compared to 100% who did so in Division III (see Appendix A, Table 3.5). This was nearly significant (.0632). Also close to significance (.0751) were the responses to the how-performed item. Seventy-three percent of Division I ADs executed this function cooperatively; 20% executed this function independently; and 7% delegated it. In Division II, 52% performed the duty cooperatively; 43% performed the it independently; and 5% delegated it. In Division III, 57% did this work cooperatively, and 43% did it independently. This function was usually performed annually (Division I = 66%, Division II = 45%, and Division III = 55%). Concerning importance, Division I ADs preferred the extreme (43%), average (30%), and great (22%) categories. Division II ADs thought the duty to be of average (45%), great (35%), or extreme (20%) importance. ADs in Division III considered it to be of great (50%), extreme (35%), or average (15%) importance. This task was viewed as being of average (Division I = 52%, Division II = 65%, and Division III = 45%) to hard (Division I = 27%, Division II = 20%, and Division III = 35%) in difficulty.

Develop handbook for student athletes. Developing a handbook for student athletes was a duty performed by 60% of the ADs in Division I, by 44% of the ADs in Division II, and by only 14% of the ADs in Division III (significance = .0026). The Scheffe Procedure identified a difference

between Division I and Division III. This duty was delegated by 51% of the ADs in Division I and 40% in Division II, but by only 25% in Division III (see Table 28). Division III ADs were more inclined to do the job independently (50%), while ADs in all divisions worked at this task cooperatively (Division I = 43%, Division II = 53%, and Division III = 25%). This item was significant at .0007, but the between-groups technique (Scheffe Procedure) did not identify any differences(s) between divisions. The performance of this duty was nearly always done on an annual basis (Division I = 78%, Division II = 84%, and Division III = 75%). The item of importance was close to being significantly different (.0946) among divisions, as Divisions II and III favored the extreme (50% and 50%, respectively) category, while Division I chose the extreme (35%), average (35%), and great (26%) categories. Twenty-five percent of Division III also checked the none category. There was no significant difference concerning difficulty, as 64% of Division I, 58% of Division II, and 75% of Division III thought it to be average.

Area 4: Personnel

Plan and conduct regular staff meetings. Nearly all ADs in all NCAA divisions (Division I = 98%, Division II = 93%, and Division III = 100%) performed the duty of planning and conducting regularly scheduled athletics staff meetings (see Table 29). These ADs usually executed this function

Table 28

Responses to Item 3.6 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Operational policies									
Duty: Develop a handbook for student athletes									
A. Perform?				16.356	4	.0026	.866	3 of 9 (33.3%)	4
Yes	27 (60%)	12 (44%)	3 (14%)						
No	18 (40%)	15 (56%)	18 (86%)						
B. How?				23.417	6	.0007	1.082	3 of 12 (25.0%)	41
Individual	2 (6%)	1 (7%)	2 (50%)						
Cooperation	16 (43%)	8 (53%)	1 (25%)						
Delegate	19 (51%)	6 (40%)	1 (25%)						

independently (Division I = 53%, Division II = 71%, and Division III = 53%), although many did the work cooperatively (Division I = 42%, Division II = 25%, and Division III = 47%). The frequency of performing this task was not significant, although it was close at .0724.

Division II and Division III responded that the duty was performed monthly (52% in Division II and 50% in Division III), while Division I's 47% indicated it was most often done weekly (with monthly at 30%). Another 50% checked weekly in Division III, while the remaining Division II ADs were divided between occasionally (28%) and weekly (20%). There was a significant difference (.0158) among groups as to the importance of the duty, but the Scheffe Procedure failed to identify a difference between groups. Forty-three percent of Division I, 12% of Division II, and 30% of Division III ADs considered it to be extremely important. Thirty-four percent of Division I, 48% of Division II, and 60% of Division III ADs considered it to be of great importance. Seventeen percent of Division I, 40% of Division II, and 10% of Division III ADs thought the duty to be of average importance. Most ADs in all divisions perceived this task to be of average difficulty (Division I = 70%, Division II = 80%, and Division III = 68%).

Hold individual conferences with staff. No significant differences among NCAA groups were found for any of the items related to the duty of holding individual conferences

Table 29
 Responses to Item 4.1 (Part D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personnel									
Duty: Plan and conduct regularly scheduled athletics staff meetings									
D. Importance?				15.643	6	.0158	.652	4 of 12 (33.3%)	5
None	0 (0%)	0 (0%)	0 (0%)						
Little	3 (6%)	0 (0%)	0 (0%)						
Average	8 (17%)	10 (40%)	2 (10%)						
Great	16 (34%)	12 (48%)	12 (60%)						
Extreme	20 (43%)	3 (12%)	6 (30%)						

with staff members (see Appendix A, Table 4.2). One hundred percent of ADs in all divisions performed this function, with the majority doing so independently (Division I = 89%, Division II = 88%, and Division III = 85%). This duty was usually done on an occasional basis (Division I = 28%, Division II = 46%, and Division III = 50%), although scores were distributed among the more frequent categories. Most ADs perceived this duty to be of great to extreme importance and of average difficulty.

Prepare job analyses/descriptions for all positions.

Ninety-two percent of Division II and 95% of Division III ADs prepared a job analysis or job description for all positions, as compared to 72% at the Division I level (see Table 30). This was close to significance (.0752). Division I ADs (38%) were much more inclined to delegate this duty than Division II (4%) or Division III (5%) ADs (significance = .0072). The greatest percentage of ADs in Division I and Division II checked the cooperatively category (Division I = 42% and Division II = 58%), while Division III ADs (53%) indicated the task was more often performed independently. The Scheffe Procedure identified differences between Division I and Division II and between Division I and Division III for this item. Division I (65%), Division II (78%), and Division III (94%) ADs fulfilled this obligation annually. The item of importance was near the required level of significance at .0622. ADs

Table 3D
 Responses to Item 4.3 (Part B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.P.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personnel									
Duty: Prepare a job analysis or job description for all positions									
B. How?				17.648	6	.0072	3.031	4 of 12 (33.3%)	14
Individual	8 (20%)	9 (38%)	10 (53%)						
Cooperation	17 (42%)	14 (58%)	8 (42%)						
Delegate	15 (38%)	1 (4%)	1 (5%)						

in Division I rated the importance as extreme (43%), average (30%), or great (24%), while Division II ADs checked average (52%), great (35%), or extreme (9%), and ADs in Division III identified importance as extreme (44%), average (33%), great (11%), or little (11%). Difficulty was considered average (Division I = 68%, Division II = 65%, and Division III = 44%), although many in Division III (39%) perceived the task as being hard to perform.

Interview/Select coaches and support personnel.

Virtually all ADs (Division I = 98%, Division II = 100%, and Division III = 100%) reported interviewing and selecting new coaching and support personnel as a performed duty (see Table 31). Seventy-nine percent of Division I, 92% of Division II, and 85% of Division III ADs did this job cooperatively. This task was usually done on an occasional (Division I = 76%, Division II = 56%, and Division III = 55%) or annual basis. The importance of the duty, however, produced a significant difference (.0015) among the groups. The Scheffe Procedure indicated a difference between Division I and Division II and between Division II and Division III. Division I ADs ranked it as being of extreme (82%) or great (16%) importance, while Division II ADs thought of it as being of extreme (40%), great (40%), or average (20%) importance. Division III ADs' responses were similar to those of Division I, as the task was rated as being of extreme (75%) to great (25%) importance. The

Table 31

Responses to Item 4.4 (Part D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personnel									
Duty: Interview and select new coaching and support personnel									
D. Importance?				17.563	4	.0015	1.333	4 of 9 (44.4%)	5
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	1 (2%)	5 (20%)	0 (0%)						
Great	7 (16%)	10 (40%)	5 (25%)						
Extreme	37 (82%)	10 (40%)	15 (75%)						

perception of difficulty among divisions varied slightly from the average, hard, or very hard categories, but the scores were not significant.

Establish and/or recommend salary schedules. There were no significant differences among the NCAA groups for any items concerning the duty of establishing or recommending salary schedules for staff (see Appendix A, Table 4.5). Ninety-four percent in Division I, 92% in Division II, and 76% in Division III performed the duty. Division I and Division II ADs performed the task independently to a greater extent than those in Division III (Division I = 57%, Division II = 61%, and Division III = 44%), while the latter (56%) did this job more cooperatively than the Division I or Division II ADs (35% and 39%, respectively). The frequency identified by most respondents for this duty was annually (Division I = 83%, Division II = 79%, and Division III = 94%), while the importance item was viewed as great (Division I = 41%, Division II = 42%, and Division III = 44%) to extreme (Division I = 41%, Division II = 29%, and Division III = 44%) by most ADs. For the difficulty item, Divisions I and II perceived the task as being average (57% and 50%, respectively); hard (26% and 17%, respectively); or very hard (11% and 29%, respectively). Division III ADs indicated the task was very hard (31%), average (25%), hard (19%), or easy (19%). This item was nearly significant at .0770.

Determine coaching loads and assignments. Determining or adjusting loads or coaching assignments was a job performed by 70% of Division I ADs, 81% of Division II ADs, and 95% of Division III ADs (see Table 32). Many of these ADs made the determinations cooperatively (Division I = 33%, Division II = 67%, and Division III = 58%), although 14% of Division I ADs delegated this task as opposed to 0% in Divisions II and III. Division I ADs also assumed the task independently (53%) more than those in Division II (33%) or Division III (42%). This item was significant at .0499, but the Scheffe Procedure did not identify a difference between groups. This duty was almost exclusively performed on an annual or occasional basis by ADs in all groups. The perception of importance came close to significance at .0540. In Division I, 38% of the ADs rated it average; 31% rated it great; and 25% rated it extreme. Division II ADs thought it was of average (57%), great (29%), or extreme (14%) importance. Fifty-eight percent of Division III ADs thought it was of great importance, while another 37% checked extreme. The difficulty item was not significant, although Division III ADs favored the hard category (42%), while most Division I and Division II ADs responded to the average category (59% and 62%, respectively).

Conduct formal evaluations of staff. Eighty-nine percent of Division I, 92% of Division II, and 90% of Division III ADs conducted formal evaluations of all staff

Table 32
 Responses to Item 4.6 (Parts B and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personnel									
Duty: Determine or make adjustments in loads/coaching assignments									
B. How?				12.599	6	.0499	1.082	4 of 12 (33.3%)	21
Individual	19 (53%)	7 (33%)	8 (42%)						
Cooperation	12 (33%)	14 (67%)	11 (58%)						
Delegate	5 (14%)	0 (0%)	0 (0%)						
D. Importance?				15.277	8	.0540	.264	7 of 15 (46.7%)	25
None	1 (3%)	0 (0%)	0 (0%)						
Little	1 (3%)	0 (0%)	0 (0%)						
Average	12 (38%)	12 (57%)	1 (5%)						
Great	10 (31%)	6 (29%)	11 (58%)						
Extreme	8 (25%)	3 (14%)	7 (37%)						

(see Table 33). This job was most often done independently (Division I = 52%, Division II = 70%, and Division III = 78%) and annually (Division I = 81%, Division II = 79%, and Division III = 89%). A difference was apparent in the responses to the importance item (significance = .0034), however, and the Scheffe Procedure identified the difference as occurring between Division II and Division III. Most ADs in Division I institutions categorized the importance of this duty as great (53%) or extreme (37%). Division II bosses rated the importance as great (33%), average (33%), or extreme (21%). Seventy-two percent of Division III ADs thought the duty was of extreme importance, and another 22% considered it of great importance. Division I ADs thought the task was hard (39%) to average (37%) to accomplish, while most Division II ADs (67%) considered it to be average. In Division III, ADs considered this task's difficulty hard (56%) or very hard (22%). The difficulty item was not significant, but near at .0677.

Direct activities of office personnel. Most ADs at all levels responded yes (Division I = 65%, Division II = 74%, and Division III = 81%) when asked if they directed the activities of office personnel (see Table 34). Many Division I ADs (51%) delegated this duty, while fewer did so in Divisions II and III (25% and 6%, respectively). Division III ADs (41%) were much more likely to perform the duty independently, while a number from all divisions

Table 33
 Responses to Item 4.7 (Part D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personnel									
Duty: Conduct formal evaluations of all staff									
D. Importance?				19.485	6	.0034	.212	5 of 12 (41.7%)	12
None	1 (3%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	3 (7%)	8 (33%)	1 (6%)						
Great	23 (53%)	11 (46%)	4 (22%)						
Extreme	16 (37%)	5 (21%)	13 (72%)						

Table 34
 Responses to Item 4.8 (Parts B and E) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personnel									
Duty: Direct activities of office personnel									
B. How?				20.003	4	.0005	2.461	2 of 9 (22.2%)	21
Individual Cooperation Delegate	2 (5%) 17 (44%) 20 (51%)	2 (10%) 13 (65%) 5 (25%)	7 (41%) 9 (53%) 1 (6%)						
E. Difficulty?				15.869	8	.0443	.459	10 of 15 (66.7%)	23
Very easy	2 (5%)	0 (0%)	0 (0%)						
Easy	6 (16%)	3 (16%)	1 (6%)						
Average	24 (63%)	9 (47%)	10 (59%)						
Hard	2 (5%)	7 (37%)	6 (35%)						
Very hard	4 (11%)	0 (0%)	0 (0%)						

(Division I = 44%, Division II = 65%, and Division III = 53%) accomplished this task cooperatively (significance = .0005). The Scheffe Procedure indicated a difference between Division I and Division III and between Division II and Division III. Most ADs in all divisions (Division I = 79%, Division II = 68%, and Division III = 88%) completed this duty on an annual basis. The responses for importance were not significant, but generally ranged from the average to extreme categories. Most respondents rated the duty average in difficulty (Division I = 63%, Division II = 47%, and Division III = 59%), although ADs in Divisions II and III rated the difficulty higher than those in Division I (hard: Division I = 5%, Division II = 37%, and Division III = 35%). This item was significant (.0443), but the Scheffe Procedure failed to identify a difference between groups.

Area 5: Compliance

Certify eligibility and complete and submit forms for all student athletes. In the area of compliance, the duty of certifying the eligibility of athletes was performed by 64% of Division I ADs, by 78% of Division II ADs, and by 90% of Division III ADs. This item was very close to significance at .0508 (see Table 35). Significant (.0000) was the manner in which the task was done, as 76% of Division I ADs delegated it, and only 38% in Division II and 6% in Division III did likewise. Most Division II ADs (54%) performed this duty cooperatively, while most Division III

ADs (59%) did the work independently. The Scheffe Procedure confirmed differences between Division I and Division II, between Division I and Division III, and between Division II and Division III for this item. This task was most often performed annually (Division I = 40%, Division II = 48%, and Division III = 56%), although Division I ADs indicated a tendency to work at the job more frequently (20% weekly and 20% daily). This was not significant, however. Most ADs in all classifications gave this duty the highest score for importance, as 86% in Division I, 74% in Division II, and 67% in Division III marked extreme. This item was also not significant, although Division III ADs weighted this duty as being of slightly less importance overall than those in Division I and Division II. The difficulty rating produced a significant difference (.0316) among groups, as Division I ADs perceived the task to be more difficult than those in Division II and Division III. The Scheffe Procedure identified a difference between Division I and Division III. In Division I, 44% checked hard; 28% checked very hard; and 22% checked average. In Division II, 44% marked average; 35% marked hard; and 17% marked very hard. In Division III, 50% of the ADs checked average; 17% checked easy; 11% checked very easy; 11% checked hard; and 11% checked very hard.

Ensure that recruitment of athletes is done properly.
Eighty-four percent of Division I, 89% of Division II, and

Table 35
 Responses to Item 5.1 (Parts A, B, and E) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Compliance									
Duty: Certify the eligibility of all student athletes; complete and submit required forms									
A. Perform?				9.448	4	.0508	.866	3 of 9 (33.3%)	4
Yes	29 (64%)	21 (78%)	19 (90%)						
No	16 (36%)	6 (22%)	2 (10%)						
B. How?				44.998	6	.0000	2.814	4 of 12 (33.3%)	13
Individual	1 (2%)	2 (8%)	10 (59%)						
Cooperation	9 (22%)	14 (54%)	6 (35%)						
Delegate	31 (76%)	10 (38%)	1 (6%)						
E. Difficulty?				16.855	8	.0316	.935	8 of 15 (53.3%)	20
Very easy	1 (3%)	1 (4%)	2 (11%)						
Easy	1 (3%)	0 (0%)	3 (17%)						
Average	8 (22%)	10 (44%)	9 (50%)						
Hard	16 (44%)	8 (35%)	2 (11%)						
Very hard	10 (28%)	4 (17%)	2 (11%)						

100% of Division III ADs indicated that ensuring the recruitment of athletes is done in accordance with NCAA regulations was a duty which they performed (see Table 36). Most Division I ADs (57%) did this cooperatively, but 39% also delegated the task. In Division II, 44% of the respondents performed the job cooperatively; 30% performed it independently; and 16% delegated it. Division III ADs accomplished the task cooperatively (55%) or independently (45%). This was a significant item at .0028, with the Scheffe Procedure indicating a difference between Division I and Division III. Although responses were spread throughout all categories, there was no significance in the frequency item, with daily the most prevalent answer from all groups (Division I = 45%, Division II = 35%, and Division III = 35%). The majority of ADs in all divisions rated this duty of recruitment supervision to be extremely important (Division I = 90%, Division II = 73%, and Division III = 65%). The difficulty of the task varied among groups (significance = .0087), as Division I ADs rated the duty as being more difficult than did those in Division II. Likewise, the ADs in Division II rated it more difficult overall than those in Division III. The Scheffe Procedure confirmed a difference between Division I and Division III. In Division I, 41% checked hard; 32% checked very hard; and 24% checked average. In Division II, 50% checked average; 31% checked hard; and 15% checked very hard. In Division

Table 36
Responses to Item 5.2 (Parts B and E) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responsibility area: Compliance									
Duty: Ensure that recruitment of all student athletes is done in accordance with NCAA regulations									
B. How?				19.962	6	.0028	1.299	4 of 12 (33.3%)	6
Individual	2 (4%)	8 (30%)	8 (40%)						
Cooperation	25 (57%)	12 (44%)	11 (55%)						
Delegate	17 (39%)	7 (16%)	1 (5%)						
E. Difficulty?				20.466	8	.0087	.920	7 of 15 (46.7%)	10
Very easy	0 (0%)	1 (4%)	3 (15%)						
Easy	1 (3%)	0 (0%)	3 (15%)						
Average	10 (24%)	13 (50%)	7 (35%)						
Hard	17 (41%)	8 (31%)	4 (20%)						
Very hard	13 (32%)	4 (15%)	3 (15%)						

III, 35% checked average; 20% checked hard; 15% checked very hard; 15% checked easy; and 15% checked very easy.

Oversee awarding of scholarships, work-aid grants, and other financial aid. Duty 3, overseeing the awarding of athletics scholarships, work-aid grants, or other forms of financial aid produced tremendous differences among the groups in four of the five items (see Table 37). Eighty percent of Division I and 96% of Division II ADs performed this function, while only 10% of Division III ADs did so (significance = .0000). The Scheffe Procedure identified a difference between Division I and Division III and between Division II and Division III. Division I ADs delegated (51%) or cooperated (47%) in achieving this task, while ADs in Division II worked cooperatively (65%), worked independently (23%), or delegated (12%). The three respondents (100%) in Division III indicated the job was delegated (significance = .0000). The between-groups analysis (Scheffe Procedure) indicated a difference between Division II and Division III. The frequency of performing this task was determined by most ADs to be either annually or occasionally, although Division I and Division II ADs responded to all categories. The importance item was significant at .0000, although the Scheffe Procedure failed to identify a difference between groups. Fifty-nine percent of Division I ADs thought it to be of extreme importance, while another 32% marked great. Division II ADs thought the

Table 37
Responses to Item 5.3 (Parts A, B, D, and E) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Compliance									
Duty: Oversee the awarding of athletics scholarships, work-aid grants, or other forms of financial aid									
A. Perform?				52.392	4	.0000	.866	3 of 9 (33.3%)	4
Yes	36 (80%)	26 (96%)	2 (10%)						
No	9 (20%)	1 (4%)	19 (90%)						
B. How?				77.315	6	.0000	1.515	4 of 12 (33.3%)	23
Individual	1 (2%)	6 (23%)	0 (0%)						
Cooperation	21 (47%)	17 (65%)	0 (0%)						
Delegate	23 (51%)	3 (12%)	3 (100%)						
D. Importance?				34.525	6	.0000	.029	8 of 12 (66.7%)	29
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	1 (50%)						
Average	4 (9%)	4 (16%)	0 (0%)						
Great	13 (32%)	8 (32%)	0 (0%)						
Extreme	24 (59%)	13 (52%)	1 (50%)						
E. Difficulty?				21.558	6	.0058	.088	11 of 15 (73.3%)	29
Very easy	1 (2%)	1 (4%)	1 (50%)						
Easy	1 (2%)	1 (4%)	1 (50%)						
Average	20 (49%)	11 (44%)	0 (0%)						
Hard	14 (34%)	9 (36%)	0 (0%)						
Very hard	5 (12%)	3 (12%)	0 (0%)						

duty was of extreme (52%), great (32%), or average (16%) importance. Only two ADs responded in Division III, one to the extreme category and one to the little category. The difficulty item was also significant (.0058), with the Scheffe Procedure indicating a difference between Division I and Division III and between Division II and Division III. Forty-nine percent of Division I and 44% of Division II checked average; 34% of Division I and 36% of Division II checked hard; and 12% of both Divisions I and II checked very hard. The two respondents in Division III split between the very easy and easy categories.

Provide drug education and substance abuse programs.

Providing a program for drug education and/or regular testing for substance abuse was a duty performed by most Division I and Division II ADs (80% and 74%, respectively), but by relatively few Division III ADs (29%). The Scheffe Procedure confirmed a difference between Division I and Division III and between Division II and Division III. The chi-square significance was .0002 for the NCAA divisional groups (see Table 38). Division II (61%) and Division III (60%) ADs were more likely to perform this job cooperatively, while Division I ADs (59%) usually delegated it. The significance was .0000, but the Scheffe Procedure did not identify a difference between groups. The frequency of performance was indicated as monthly, occasionally, or annually by most ADs. Likewise, the importance of this

Table 38
 Responses to Item 5.4 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Compliance									
Duty: Provide a program for drug education and/or regular testing for substance abuse									
A. Perform?				22.534	4	.0002	.866	3 of 9 (33.3%)	4
Yes	36 (80%)	20 (74%)	6 (29%)						
No	9 (20%)	7 (26%)	15 (71%)						
B. How?				35.660	6	.0000	.649	3 of 12 (25.0%)	28
Individual	1 (2%)	2 (9%)	0 (0%)						
Cooperation	16 (39%)	14 (61%)	3 (60%)						
Delegate	24 (59%)	7 (30%)	2 (40%)						

function was determined to be extreme or great by the majority of respondents. Concerning difficulty, the responses were clustered between two categories, average and hard.

Inform/Interpret NCAA and conference legislation to staff. Four of the five items were significant for the duty of informing and interpreting NCAA and conference legislation to staff (see Table 39). One hundred percent of both Division II and Division III respondents performed this task, while 86% of the Division I ADs assumed the duty (significance = .0162). The between-groups technique (Scheffe Procedure) did not indicate a difference. Division II (52%) and Division III (75%) ADs were inclined to complete the task independently, while Division I ADs either did the job cooperatively (50%) or delegated it (36%). Forty-eight percent of Division II ADs also performed the duty cooperatively, but no Division II or Division III ADs delegated this function (significance = .0000). The Scheffe Procedure identified a difference between Division I and Division II and between Division I and Division III. Division I ADs performed the duty daily (31%), monthly (28%), weekly (18%), occasionally (18%), and annually (5%). Division II ADs worked at this job occasionally (27%), weekly (27%), monthly (23%), daily (15%), or annually (8%). Division III ADs, however were more likely to perform the task occasionally (55%), annually (15%), daily (15%), weekly

(10%), or monthly (5%). Significance for the frequency item was .0538. Division I ADs weighted the importance of this duty more than ADs in Divisions II and III (significance = .0194). The Scheffe Procedure identified a difference between Division I and Division III. ADs in Division I thought the duty was extremely (83%) or greatly (15%) important. ADs in Divisions II and III perceived the importance as extreme (58% and 50%, respectively); great (27% and 20%, respectively); and average (15% and 20%, respectively). Division I ADs also thought the task to be of greater difficulty than those in Divisions II and III (significance = .0344), although the Scheffe Procedure did not identify a difference between groups. Division I ADs rated the task as being average (38%), hard (35%), or very hard (23%) in difficulty. Division II ADs perceived the difficulty as average (58%) or hard (38%). Fifty-five percent of Division III ADs thought the difficulty was average, with 15% each for the categories of easy, hard, and very hard.

Provide plan for enforcement. There was no significant difference among divisions for any item concerning the duty of providing a plan for enforcement (see Appendix A, Table 5.6). Nearly all ADs (Division I = 98%, Division II = 93%, and Division III = 100%) performed this job. This was usually accomplished either independently (Division I = 53%, Division II = 71%, and Division III = 53%) or cooperatively

Table 39

Responses to Item 5.5 (Parts A, B, C, D, and E) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Compliance									
Duty: Inform and interpret NCAA and conference legislation to staff									
A. Perform?				12.153	4	.0162	1.082	6 of 9 (66.7%)	5
Yes	38 (86%)	27 (100%)	21 (100%)						
No	6 (14%)	0 (0%)	0 (0%)						
B. How?				38.158	6	.0000	1.732	5 of 12 (41.7%)	8
Individual	6 (14%)	14 (52%)	15 (75%)						
Cooperation	21 (50%)	13 (48%)	5 (25%)						
Delegate	15 (36%)	0 (0%)	0 (0%)						
C. Frequency?				15.286	8	.0538	1.647	7 of 15 (46.7%)	12
Annually	2 (5%)	2 (8%)	3 (15%)						
Occasionally	7 (18%)	7 (27%)	11 (55%)						
Monthly	11 (28%)	6 (23%)	1 (5%)						
Weekly	7 (18%)	7 (27%)	2 (10%)						
Daily	12 (31%)	4 (15%)	3 (15%)						
D. Importance?				15.111	6	.0194	.465	7 of 12 (58.3%)	11
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	2 (10%)						
Average	1 (2%)	4 (15%)	4 (20%)						
Great	6 (15%)	7 (27%)	4 (20%)						
Extreme	33 (83%)	15 (58%)	10 (50%)						
E. Difficulty?				16.611	8	.0344	.465	8 of 15 (53.3%)	11
Very easy	1 (2%)	1 (4%)	0 (0%)						
Easy	1 (2%)	0 (0%)	3 (15%)						
Average	15 (38%)	15 (58%)	11 (55%)						
Hard	14 (35%)	10 (38%)	3 (15%)						
Very hard	9 (23%)	0 (0%)	3 (15%)						

(Division I = 42%, Division II = 25%, and Division III = 47%). The frequency of performance was most often monthly, with some indicating occasionally. Most ADs rated this task to be of average importance and average difficulty.

Conduct ongoing review and evaluation of compliance systems. Table 40 shows that 91% of Division I, 89% of Division II, and 62% of Division III ADs performed the duty of conducting ongoing review and evaluation of compliance systems (significance = .0070). The Scheffe Procedure confirmed differences between Division I and Division III and between Division II and Division III. Most Division I ADs had undertaken the task cooperatively (79%), while Division II ADs performed the job both cooperatively (56%) and independently (28%). Division III ADs completed the work independently (62%) or cooperatively (30%). These scores produced a significance of .0012, and the Scheffe Procedure indicated a difference between Division I and Division III. All categories for frequency received a number of responses from ADs in all classifications, but there was no significance among groups. Most ADs favored the occasional or annual categories. The importance item for this duty was perceived differently (significance = .0023) among the groups, as Division I ADs favored the extreme (78%) and great (15%) categories. In Division II, 46% rated this duty as being of extreme importance, while 33% checked great, and 21% checked average. Division III

Table 40
 Responses to Item 5.7 (Parts A, B, D, and E) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Compliance									
Duty: Conduct ongoing review and evaluation of compliance systems									
A. Perform?				14.094	4	.0070	.866	5 of 9 (55.6%)	4
Yes	41 (91%)	24 (89%)	13 (62%)						
No	4 (9%)	3 (11%)	8 (38%)						
B. How?				22.115	6	.0012	2.165	5 of 12 (41.7%)	17
Individual	4 (9%)	7 (28%)	8 (62%)						
Cooperation	33 (79%)	14 (56%)	4 (30%)						
Delegate	5 (12%)	4 (16%)	1 (8%)						
D. Importance?				20.481	6	.0023	.169	7 of 12 (58.3%)	20
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	1 (8%)						
Average	3 (7%)	5 (21%)	6 (46%)						
Great	6 (15%)	8 (33%)	2 (15%)						
Extreme	31 (78%)	11 (46%)	4 (31%)						
E. Difficulty?				19.154	8	.0141	.169	9 of 15 (60.0%)	20
Very easy	0 (0%)	1 (4%)	0 (0%)						
Easy	1 (2%)	0 (0%)	3 (23%)						
Average	14 (35%)	14 (58%)	6 (46%)						
Hard	13 (33%)	5 (21%)	4 (31%)						
Very hard	12 (30%)	4 (17%)	0 (0%)						

ADs rated the importance less overall than those in Division I and Division II, checking average (46%), extreme (31%), great (15%), and little (8%). The Scheffe Procedure identified a difference between Division I and Division III for the importance item. A significant difference (.0141) was also present on the difficulty item, with the Scheffe Procedure indicating a difference between Division I and Division III. Division I ADs rated the difficulty as average (35%), hard (33%), or very hard (30%), while the scores of Division II ADs were more toward average (58%), with hard at 21% and very hard at 17%. Division III ADs thought the job was average (46%), hard (31%), or easy (23%) in difficulty.

Area 6: Responsibilities to Student Athletes

Arrange insurance plan for all athletes. The question of performance for the duty of arranging an insurance plan for athletes was close to significance (.0634), as 51% of Division I, 81% of Division II, and 57% of Division III ADs responded yes (see Table 41). A great majority (78%) of Division I ADs delegated the task, while fewer did so in Division II (32%) and Division III (50%). Division II and Division III ADs indicated the job was usually performed cooperatively at these levels (41% and 50%, respectively), although 27% of Division II ADs also executed this function independently (significance = .0003). The Scheffe Procedure identified a difference between Division I and Division II

Table 41
Responses to Item 6.1 (Part B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Arrange for an insurance plan for all athletes									
B. How?				25.309	6	.0003	1.515	5 of 12 (41.7%)	23
Individual	1 (2%)	6 (27%)	0 (0%)						
Cooperation	8 (20%)	9 (41%)	6 (50%)						
Delegate	31 (78%)	7 (32%)	6 (50%)						

for this item. The consensus among all ADs was that this job was done annually (Division I = 84%, Division II = 86%, and Division III = 83%). ADs in all divisions were also in accord concerning the importance of this duty, as most thought it was extremely important (Division I = 66%, Division II = 52%, and Division III = 75%). The difficulty item was also not significant, as the greatest number of responses fell into the average category (Division I = 61%, Division II = 62%, and Division III = 33%). In Division III, each of the remaining categories (very easy, easy, hard, and very hard) received 17% of the responses.

Ensure that all athletes have physical examinations.

Table 42 shows that 57% of Division I, 85% of Division II, and 95% of Division III ADs assumed the duty of ensuring that all athletes have physical examinations. This was the only significant (.0077) item for this duty. The Scheffe Procedure confirmed a difference between Division I and Division III. The majority of all ADs delegated the task (Division I = 82%, Division II = 56%, and Division III = 53%), although Division II and Division III ADs (40% and 42%, respectively) performed the job cooperatively more than those in Division I (18%). The consensus among ADs in all divisions was that this duty was performed annually (Division I = 80%, Division II = 96%, and Division III = 79%). Similarly, most ADs thought the duty was of extreme importance (Division I = 69%, Division II = 65%, and

Table 42

Responses to Item 6.2 (Part A) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Ensure that all athletes have physical examinations									
A. Perform?				13.886	4	.0077	.649	3 of 9 (33.3%)	3
Yes	27 (57%)	22 (85%)	20 (95%)						
No	20 (43%)	4 (15%)	1 (5%)						

Division III = 74%) and of average difficulty (Division I = 67%, Division II = 73%, and Division III = 32%).

Arrange meals, lodging, et cetera, when team travels.

There was a significant difference (.0175) among the NCAA divisional groups concerning the duty of arranging transportation, meals, lodging, et cetera, when teams travel (see Table 43). The Scheffe Procedure identified a difference between Division I and Division III. Sixty percent of Division I ADs assumed this task, while a greater percentage did so in Division II (59%) and Division III (81%). ADs in Division I (97%) almost exclusively delegated the job, while most Division II (57%) and Division III (68%) ADs delegated as well, but to a lesser extent. Division II and Division III ADs were more likely to perform the duty cooperatively than those in Division I (Division I = 3%, Division II = 43%, and Division III = 26%). The significance for this item was .0027, with the Scheffe Procedure indicating a difference between Division I and Division II and between Division I and Division III. Most ADs worked at this task on either a daily (Division I = 39%, Division II = 32%, and Division III = 50%) or weekly (Division I = 32%, Division II = 21%, and Division III = 33%) basis. The importance factor was considered great, extreme, or average, and the difficulty was generally thought to be average.

Table 43

Responses to Item 6.3 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Arrange transportation, meals, lodging, etcetera, when teams travel									
A. Perform?				11.981	4	.0175	.433	3 of 9 (33.3%)	2
Yes	19 (40%)	16 (59%)	17 (81%)						
No	28 (60%)	11 (41%)	4 (19%)						
B. How?				20.034	6	.0027	.216	6 of 12 (50.0%)	18
Individual	0 (0%)	0 (0%)	1 (5%)						
Cooperation	1 (3%)	9 (43%)	5 (26%)						
Delegate	38 (97%)	12 (57%)	13 (68%)						

Enforce code of ethics and conduct for athletes. None of the items related to the duty of enforcing codes of ethics and conduct for athletes produced significant differences among the divisions (See Appendix A, Table 6.4). Most ADs performed the duty (Division I = 87%, Division II = 96%, and Division III = 90%) and did so cooperatively (Division I = 57%, Division II = 58%, and Division III = 83%). The frequency item was close to significance (.0640), as Division I ADs leaned toward the daily (38%), occasionally (21%), and monthly (19%) answers, while Division II ADs checked daily (52%) and annually (28%). Division III ADs marked occasionally (44%) and daily (39%) most often. The task was considered to be of extreme (Division I = 60%, Division II = 40%, and Division III = 61%) importance and of average (Division I = 60%, Division II = 56%, and Division III = 44%) difficulty overall by most ADs.

Assign athletes to athletics department or campus jobs. Eighty-seven percent of ADs in Division I institutions assigned athletes to athletics department or campus jobs, as compared to only 37% in Division II and 48% in Division III (see Table 44). This item was significant at .0131; the Scheffe Procedure indicated a difference between Division I and Division III. All Division I ADs (100%) who performed this duty did so by delegating it, while 40% of Division II and 60% of Division III ADs delegated (significance =

Table 44
 Responses to Item 6.5 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Assign athletes to athletics department or campus jobs									
A. Perform?				12.658	4	.0131	.433	3 of 9 (33.3%)	2
Yes	6 (87%)	10 (37%)	10 (48%)						
No	41 (13%)	17 (63%)	11 (52%)						
B. How?				17.222	6	.0085	.216	6 of 12 (50.0%)	58
Individual	0 (0%)	0 (0%)	1 (10%)						
Cooperation	0 (0%)	6 (60%)	3 (30%)						
Delegate	19 (100%)	4 (40%)	6 (60%)						

.0085). The Scheffe Procedure identified a difference between Division I and Division II and between Division I and Division III. Division II ADs (60%) usually fulfilled this requirement cooperatively. This function was performed annually or occasionally by most ADs, who also considered it to be of average importance and average to easy in difficulty.

Develop system of record-keeping for all sports. While most Division I ADs (57%) performed the task of developing a system of record-keeping for all sports, a greater number did this in Division II (85%) and Division III (90%) programs (significance = .0115). The Scheffe Procedure confirmed a difference between Division I and Division III. Table 45 also shows the differences (significance = .0012) among the groups as to how the duty was executed. The Scheffe Procedure identified a difference between Division I and Division III. Seventy-six percent of Division I ADs delegated the job, whereas only 38% in Division II and 33% in Division III did likewise. Division II (62%) and Division III (50%) performed the duty cooperatively. The frequency of performance was designed as annually (Division I = 33%, Division II = 33%, and Division III = 11%) or daily (Division I = 36%, Division II = 33%, and Division III = 33%) by most respondents, although 28% of Division III ADs marked occasionally. The importance rating was identified as extreme or great by the majority of ADs, although a

Table 45

Responses to Item 6.6 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Develop a system of keeping records for all sports									
A. Perform?				12.960	4	.0115	.433	3 of 9 (33.3%)	2
Yes	27 (57%)	23 (85%)	19 (90%)						
No	20 (43%)	4 (15%)	2 (10%)						
B. How?				22.048	6	.0012	1.082	5 of 12 (41.7%)	11
Individual	2 (5%)	0 (0%)	3 (17%)						
Cooperation	8 (19%)	16 (62%)	9 (50%)						
Delegate	32 (76%)	10 (38%)	6 (33%)						

number also perceived the importance as average. The difficulty factor was considered average by most ADs in all classifications.

Establish standards/qualifications for sports awards.

The percentage of affirmative responses to the question of duty 7, "establish standards for qualifications for sports awards," increased progressively from Division I (68%) to Division II (85%) to Division III (95%). The significance of the performance item was .0532 (see Table 46). Ninety-two percent of Division II, 78% of Division III, and 45% of Division I ADs achieved this task cooperatively, although 43% of Division I ADs also delegated the job (significance = .0027). The Scheffe Procedure confirmed a difference between Division I and Division III. The duty was most frequently performed on an annual basis by all groups (Division I = 66%, Division II = 73%, and Division III = 95%). It was also mostly designated as being of average importance (Division I = 37%, Division II = 64%, and Division III = 58%) and was thought to be of average difficulty (Division I = 60%, Division II = 82%, and Division III = 47%).

Provide plan for laundry services. Seventy-one percent of Division III ADs and 59% of Division II ADs performed the duty of providing a plan for laundry services, whereas only 30% of Division I ADs did the same (significance = .0065). The Scheffe Procedure identified a difference between

Table 46

Responses to Item 6.7 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Establish standards for qualifications for sports awards									
A. Perform?				9.337	4	.0532	.433	4 of 9 (44.4%)	2
Yes	32 (68%)	23 (85%)	20 (95%)						
No	15 (32%)	4 (15%)	1 (5%)						
B. How?				20.044	6	.0027	1.732	6 of 12 (50.0%)	13
Individual	5 (12%)	0 (0%)	3 (17%)						
Cooperation	19 (45%)	22 (92%)	14 (78%)						
Delegate	18 (43%)	2 (8%)	1 (5%)						

Division I and Division III. Also very significant (.0012) was how the task was handled (see Table 47); differences were between Division I and Division II and between Division I and Division III as identified by the Scheffe Procedure. Nearly all Division I ADs (96%) delegated the job, while about one-half of the ADs did likewise in Division II (56%) and Division III (50%). ADs in Divisions II and III performed the duty cooperatively at 33% and 50%, respectively. The scores for frequency of performing the task were dispersed among the categories, but the most prevalent responses fell into the annual and daily groupings. The duty was generally considered to be of average importance and average to easy in difficulty by all division ADs. None of these last three items were significant.

Arrange athletics banquet(s). The duty of arranging a yearly athletics banquet(s) was performed by more of the Division II (96%) and Division III (90%) ADs than by those in Division I (57%). This item was significant at .0007 (see Table 48), with the Scheffe Procedure indicating a difference between Division I and Division II and between Division I and Division III. Most Division I ADs (67%) delegated this job to someone else, while Division II (76%) and Division III (65) ADs performed the work cooperatively (significance = .0003). The Scheffe Procedure confirmed a difference between Division I and Division II and between

Table 47

Responses to Item 6.8 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Provide a plan for laundry services									
A. Perform?									
Yes	14 (30%)	16 (59%)	15 (71%)	14.249	4	.0065	.433	3 of 9 (33.3%)	2
No	33 (70%)	11 (41%)	6 (29%)						
B. How?				21.938	6	.0012	.433	5 of 12 (41.7%)	37
Individual	0 (0%)	2 (11%)	0 (0%)						
Cooperation	1 (4%)	6 (33%)	8 (50%)						
Delegate	25 (96%)	10 (56%)	8 (50%)						

Table 48
Responses to Item 6.9 (Parts A, B, and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Arrange yearly athletics banquet(s)									
A. Perform?									
Yea	27 (57%)	26 (96%)	19 (90%)	19.279	4	.0007	.433	4 of 9 (44.4%)	2
NO	20 (43%)	1 (4%)	2 (10%)						
B. How?									
Individual	3 (7%)	2 (8%)	3 (18%)	25.007	6	.0003	1.732	5 of 12 (41.7%)	16
Cooperation	10 (26%)	19 (76%)	11 (65%)						
Delegate	26 (67%)	4 (16%)	3 (18%)						
D. Importance?									
None	1 (4%)	0 (0%)	0 (0%)	16.912	8	.0310	.235	11 of 15 (73.3%)	29
Little	4 (14%)	0 (0%)	0 (0%)						
Average	12 (43%)	18 (75%)	8 (50%)						
Great	3 (11%)	4 (17%)	6 (38%)						
Extreme	8 (28%)	2 (8%)	2 (12%)						

Division I and Division III. This activity was usually done annually (Division I = 71%, Division II = 88%, and Division III = 56%). Division I ADs thought the task was of average (43%), extreme (28%), little (14%), great (11%), or no (4%) importance. This differed (significance = .0310) from the Division II and Division III groups, as 75% of Division II ADs rated the duty as average, 17% great, or 8% extreme; and 50% of Division III ADs checked average, 38% great, and 12% extreme. The Scheffe Procedure failed to identify a difference between groups. This task was considered average in difficulty (Division I = 55%, Division II = 75%, and Division III = 75%) by most ADs.

Provide counseling services for athletes who aspire to play professionally. The performance of the duty to provide a counseling program for athletes who aspire to become professionals was more common to Division I ADs (55%) than to Division II (33%) or Division III (10%) ADs (significance = .0040). The Scheffe Procedure confirmed a difference between Division I and Division III. While many ADs in all groups performed the duty cooperatively (Division I = 35% Division II = 50%, and Division III = 67%), those in Division I (62%) usually delegated the task (50% delegated it in Division II, and 33% delegated it in Division III). Significance for this item was .0040 (see Table 49), but the between-groups analysis did not identify a difference between groups. The frequency for this task was identified

by all groups as occurring occasionally (Division I = 45%, Division II = 60%, and Division III = 33%) or annually (Division I = 23%, Division II = 30%, and Division III = 67%). There was a significant difference (.0247) in the importance question, although there were only 3 responses in Division III and 10 in Division II; the Scheffe Procedure failed to identify a difference between groups. Most respondents in Division I rated the importance as average (33%), great (33%), or extreme (23%), while those in Division II favored the average (60%), but also checked great (20%) and extreme (20%). The three Division III responses were spread one each into the none, average, and extreme categories. The difficulty item was also significant (.0049) as Division III ADs (three responses) checked very easy (67%) and easy (33%). Seventy percent of Division II ADs rated it average in difficulty, with 10% each in the categories of very easy, easy, and hard. ADs in Division I perceived the duty to be average (61%), easy (23%), hard (10%), or very hard (6%) to perform. The Scheffe Procedure indicated a difference between Division I and Division III and between Division II and Division III for this item.

Area 7: Public Relations/Promotions

Interpret program to faculty, students, community and alumni. The great majority of ADs in all NCAA divisions (Division I = 100%, Division II = 96%, and Division III =

Table 49
 Responses to Item 6.10 (Parts A, B, D, and E) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Provide a counseling program for athletes who aspire to become professionals									
A. Perform?				15.361	4	.0040	.433	3 of 9 (33.3%)	2
Yes	26 (55%)	9 (33%)	2 (10%)						
No	21 (45%)	18 (67%)	19 (90%)						
B. How?				24.875	6	.0004	.216	4 of 12 (33.3%)	45
Individual	1 (3%)	0 (0%)	0 (0%)						
Cooperation	13 (35%)	6 (50%)	2 (67%)						
Delegate	23 (62%)	6 (50%)	1 (33%)						
D. Importance?				17.568	8	.0247	.070	12 of 15 (80.0%)	54
None	0 (0%)	0 (0%)	1 (33%)						
Little	3 (10%)	0 (0%)	0 (0%)						
Average	10 (33%)	6 (60%)	1 (33%)						
Great	10 (33%)	2 (20%)	0 (0%)						
Extreme	7 (23%)	2 (20%)	1 (33%)						
E. Difficulty?				22.000	8	.0049	.136	12 of 15 (80.0%)	53
Very easy	0 (0%)	1 (10%)	2 (67%)						
Easy	7 (23%)	1 (10%)	1 (33%)						
Average	19 (61%)	7 (70%)	0 (0%)						
Hard	3 (10%)	1 (10%)	0 (0%)						
Very hard	2 (6%)	0 (0%)	0 (0%)						

95%) assumed the duty of interpreting phases of the athletics program to faculty, students, community, and alumni (see Appendix A, Table 7.1). Most of these ADs also completed the task cooperatively (Division I = 68%, Division II = 60%, and Division III = 53%) or independently (Division I = 32%, Division II = 32%, and Division III = 47%). The frequency of performance was distributed among the categories, with Divisions I and II very similar in responses. The two groups performed the duty most on an occasional (Division I = 24% and Division II = 29%); monthly (Division I = 28% and Division II = 21%); or weekly (Division I = 28% and Division II = 29%) basis. Although this item was not significant, Division III ADs seemed to favor the occasional (53%), daily (16%), and annual (16%) categories. The importance item was also not significant, as nearly all ADs thought the job was of extreme (Division I = 48%, Division II = 17%, and Division III = 37%); great (Division I = 39%, Division II = 50%, and Division III = 32%); or average (Division I = 11%, Division II = 33%, and Division III = 32%) importance. The difficulty factor was considered average or hard by most ADs.

Address alumni and other groups. Ninety-eight percent of Division I, 96% of Division II, and 86% of Division III ADs all made special addresses to alumni or other groups (see Table 50). However, 94% of Division III ADs performed the task independently, whereas Division I and Division II

Table 50
 Responses to Item 7.2 (Part B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Make special addresses to alumni or other groups									
B. How?				15.327	6	.0179	.649	6 of 12 (50.0%)	7
Individual	27 (57%)	14 (54%)	16 (94%)						
Cooperation	19 (40%)	11 (42%)	0 (0%)						
Delegate	1 (2%)	1 (4%)	1 (6%)						

ADs performed this function independently at 57% and 54%, respectively (significance = .0179). The Scheffe Procedure indicated a difference between Division I and Division III and between Division II and Division III. The frequency item was not significant, but close at .0673, as Division III respondents (82%) indicated the task was done occasionally. Division I and Division II ADs checked "occasionally" at 34% and 56%, monthly at 30% and 24%, and weekly at 26% and 20%, respectively. Division I ADs considered the task to be of great (45%), extreme (36%), or average (17%) importance, while Division II ADs marked average (48%), great (40%), or extreme (12%), and Division III ADs checked extreme (35%), great (35%), or average (29%). The consensus among all ADs was that the duty was average in difficulty (Division I = 57%, Division II = 88%, and Division III = 47%).

Arrange preferential seating for ardent supporters.

Four of the five items were significant concerning the duty of arranging preferential seating for ardent supporters of the athletics program (see Table 51). Fifty-five percent of Division I and 52% of Division II ADs performed the duty, but only 14% of Division III ADs did so (significance = .0131). The Scheffe Procedure identified a difference between Division I and Division III and between Division II and Division III. This task was done cooperatively by 80% of Division II and 67% of Division III ADs, whereas Division

Table 51

Responses to Item 7.3 (Parts A, B, D, and E) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Arrange preferential seating for ardent supporters of the athletics program									
A. Perform?				12.667	4	.0130	.433	3 of 9 (33.3%)	2
Yes	26 (55%)	14 (52%)	3 (14%)						
No	21 (45%)	13 (48%)	18 (86%)						
B. How?				29.443	6	.0001	1.082	4 of 12 (33.3%)	43
Individual	3 (8%)	1 (7%)	1 (3%)						
Cooperation	15 (42%)	12 (80%)	2 (8%)						
Delegate	18 (50%)	2 (13%)	0 (0%)						
D. Importance?				28.601	6	.0001	.044	8 of 12 (66.7%)	52
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	1 (50%)						
Average	3 (10%)	5 (36%)	1 (50%)						
Great	16 (55%)	7 (50%)	0 (0%)						
Extreme	10 (34%)	2 (14%)	0 (0%)						
E. Difficulty?				30.732	8	.0002	.089	12 of 15 (80.0%)	52
Very easy	0 (0%)	2 (14%)	0 (0%)						
Easy	2 (7%)	0 (0%)	2 (100%)						
Average	14 (48%)	10 (71%)	0 (0%)						
Hard	7 (24%)	2 (14%)	0 (0%)						
Very hard	6 (21%)	0 (0%)	0 (0%)						

I ADs worked at the task cooperatively (42%), or delegated it (50%). Significance for this item was .0001, but the Scheffe Procedure did not identify a difference between groups. This duty was usually performed on an annual or occasional basis by ADs of all groups. Fifty-five percent of Division I and 50% of Division II ADs rated the task of great importance, whereas the two respondents in Division III were split into the little (50%) and average (50%) categories (significance = .0001). In Division I, 34% also checked extreme, while 36% in Division II checked average. According to the Scheffe Procedure, differences occurred between Division I and Division III and between Division II and Division III. The two responses by Division III ADs (100%) fell into the easy category for difficulty, while 48% of Division I and 71% of Division II ADs thought the difficulty was average (significance = .0002). In Division I, 24% also marked hard, and 21% marked very hard. The Scheffe Procedure did not produce any difference between groups for this item.

Cooperate with boosters and support groups. All items except that of difficulty were significant for the three divisional groups concerning the duty of cooperating with boosters and athletics benefit groups (see Table 52). In Divisions I and II, 98% and 96% of the ADs performed the duty, while in Division III 57% did so (significance = .0000). The Scheffe Procedure identified a difference

between Division I and Division III and between Division II and Division III. Most ADs (Division I = 64%, Division II = 65%, and Division III = 50%) performed the duty cooperatively, although 33% in Division I, 27% in Division II, and 50% in Division III did the job independently (significance = .0001, but the Scheffe Procedure did not indicate a difference between groups). Concerning frequency, Division I ADs worked at the task monthly (25%), weekly (25%), daily (20%), occasionally (18%), or annually (11%). Division II ADs did this occasionally (33%), monthly (29%), weekly (29%), or daily (8%). Division III ADs worked at this job on either an occasional (89%) or monthly (11%) basis (significance = .0045). The Scheffe Procedure identified a difference between Division I and Division III. The importance of the duty was considered extreme (48%), great (27%), or average (23%) by Division I ADs; average (46%), great (29%), or extreme (25%) by Division II ADs; and great (44%), average (22%), little (22%), or extreme (11%) by Division III ADs (significance = .0104). The Scheffe Procedure did not identify a difference between divisions. Difficulty was generally considered average by all groups.

Visit schools for speaking engagements. Nearly all ADs (Division I = 96%, Division II = 100%, and Division III = 86%) visited schools for speaking engagements when requested and did so either independently (Division I = 68%, Division II = 65%, and Division III = 100%) or cooperatively

Table 52

Responses to Item 7.4 (Parts C and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Misling
Responsibility area: Public relations/Promotions									
Duty: Cooperate with boosters and athletics benefit groups									
C. Frequency?				22.206	8	.0045	.584	8 of 15 (53.3%)	20
Annually	5 (11%)	0 (0%)	0 (0%)						
Occasionally	8 (18%)	8 (33%)	8 (89%)						
Monthly	11 (25%)	7 (29%)	1 (11%)						
Weekly	11 (25%)	7 (29%)	0 (0%)						
Daily	9 (20%)	2 (8%)	0 (0%)						
D. Importance?				16.702	6	.0104	.351	6 of 12 (50.0%)	20
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (2%)	0 (0%)	2 (22%)						
Average	10 (23%)	11 (46%)	2 (22%)						
Great	12 (27%)	7 (29%)	4 (44%)						
Extreme	21 (48%)	5 (25%)	1 (11%)						

(Division I = 30% and Division II = 31%). Table 53 also shows that this duty was completed on an occasional basis (Division I = 55%, Division II = 76%, and Division III = 94%). In Division I, ADs thought the task was of average (48%), extreme (30%), or great (22%) importance, while Division II ADs checked average (68%), great (20%), or extreme (12%); and Division III ADs marked great (35%), extreme (29%), average (18%), or little (18%). This item of importance was the only one of significance (.0025) for this duty, although the Scheffe Procedure failed to identify a difference between groups. The difficulty was perceived as average by most ADs.

Serve as consultant to various groups and organizations. No items produced significant differences among the NCAA divisional levels for the duty of serving as a consultant to programs of youth organizations and commercial, civic, and industrial groups (see Appendix A, Table 7.6). Most ADs performed this duty (Division I = 72%, Division II = 56%, and Division III = 62%) and did so independently (Division I = 69%, Division II = 53%, and Division III = 75%) and occasionally (Division I = 53%, Division II = 79%, and Division III = 75%). This duty was considered to be of average importance (Division I = 47%, Division II = 64%, and Division III = 58%) and average difficulty (Division I = 61%, Division II = 79%, and Division III = 58%).

Table 53

Responses to Item 7.5 (Part D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Visit schools for speaking engagements when requested									
D. Importance?				20.215	6	.0025	.622	5 of 12 (41.7%)	15
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	3 (18%)						
Average	19 (48%)	17 (68%)	3 (18%)						
Great	9 (22%)	5 (20%)	6 (35%)						
Extreme	12 (30%)	3 (12%)	5 (29%)						

Plan marketing campaigns. Seventy-seven percent of Division I and 63% of Division II ADs in the study planned marketing campaigns, while 33% performed this duty in Division III (significance = .0081). The Scheffe Procedure identified a difference between Division I and Division III. Table 54 shows that 60% of Division I, 63% of Division II, and 71% of Division III ADs executed this function cooperatively. A number of ADs in Division I (35%) and Division II (37%) also delegated the task, while Division III ADs (29%) were more likely to complete the job independently (significance = .0002). Differences were identified between Division I and Division III and between Division II and Division III (Scheffe Procedure). The performance of the duty was usually done on an annual, occasional, or monthly schedule by all groups. Division I ADs considered the job to be of extreme (44%), great (44%), or average (12%) importance. Division II ADs thought the importance was great (38%), extreme (31%), or average (31%), and Division III ADs perceived the importance to be average (57%) or great (43%). The difficulty factor was scored as average or hard by the majority of respondents.

Arrange media coverage. Most Division III (62%) ADs assumed the task of arranging media coverage for athletics events, while the majority in Division I (51%) and Division II (56%) did not (see Table 55). These differences were not significant, however. ADs in all divisions delegated this

Table 54
Responses to Item 7.7 (Parts A, B, and D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Plan marketing campaign									
A. Perform?				13.769	4	.0081	.433	3 of 9 (33.3%)	2
Yes	36 (77%)	17 (63%)	7 (33%)						
No	11 (23%)	10 (37%)	14 (67%)						
B. How?				26.773	6	.0002	.866	4 of 12 (33.3%)	28
Individual	2 (5%)	0 (0%)	2 (29%)						
Cooperation	26 (60%)	12 (63%)	5 (71%)						
Delegate	15 (35%)	7 (37%)	0 (0%)						
D. Importance?				9.269	4	.0547	1.581	4 of 9 (44.4%)	35
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	5 (12%)	5 (31%)	4 (57%)						
Great	17 (44%)	6 (38%)	3 (43%)						
Extreme	17 (44%)	5 (31%)	0 (0%)						

Table 55

Responses to Item 7.8 (Part B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Arrange media coverage for athletics contests									
B. How?				12.152	6	.0587	.649	5 of 12 (41.7%)	24
Individual	1 (2%)	0 (0%)	2 (15%)						
Cooperation	5 (12%)	4 (22%)	3 (23%)						
Delegate	36 (86%)	14 (78%)	8 (62%)						

duty (Division I = 86%, Division II = 78%, and Division III = 62%), although Division II ADs also performed the task cooperatively (22%), and Division III ADs did the work cooperatively (23%) and independently (15%). This item was very close to significance (.0587). The duty was usually performed on a weekly or daily basis, was of great or extreme importance, and was average or hard in difficulty. No items for this duty were significant.

Prepare press, radio, and television releases. The majority of ADs in all divisions (Division I = 66%, Division II = 59%, and Division III = 52%) responded no when asked if they performed the duty of preparing press, radio, or television releases (see Table 56). The duty was usually delegated (Division I = 94%, Division II = 94%, and Division III = 78%) and was performed either weekly (Division I = 28%, Division II = 58%, and Division III = 44%) or daily (Division I = 56%, Division II = 25%, and Division III = 22%). Division I ADs thought the duty of more importance (54% extreme, 27% great, and 19% average) than did ADs of Division II (50% great, 42% average, and 8% extreme), and Division III (67% great, 22% extreme, and 11% average). This item was significant (.0294), with the Scheffe Procedure indicating a difference between Division I and Division II. Sixty-four percent of Division I, 58% of Division II, and 67% of Division III ADs considered the difficulty average.

Table 56
 Responses to Item 7.9 (Part D) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Prepare press, radio, or television releases									
D. Importance?				10.763	4	.0294	2.106	6 of 9 (66.7%)	50
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	5 (19%)	5 (42%)	1 (11%)						
Great	7 (27%)	6 (50%)	6 (67%)						
Extreme	14 (54%)	1 (8%)	2 (22%)						

Area 8: Facility/Contest Management

Coordinate people and services for games, operations, and cleanup. The duty to coordinate all activities and personnel involved in game preparation, operation, and cleanup was performed by progressively more ADs as results were reported from Division I (53%), Division II (74%), and Division III (95%) ADs (significance = .0059). The Scheffe Procedure confirmed a difference between Division I and Division III. Table 57 shows that 79% of Division I ADs delegated the job, while 45% of Division II and 42% of Division III ADs delegated it (significance = .0446). Fifty percent of Division II and 58% of Division III ADs performed this task cooperatively. The Scheffe Procedure indicated a difference between Division I and Division II. Most ADs in all divisions (Division I = 56%, Division II = 55%, and Division III = 56%) worked at this duty weekly. The task was considered to be of extreme (Division I = 52%, Division II = 40%, and Division III = 37%) or great (Division I = 21%, Division II = 45%, and Division III = 53%) importance by the majority of ADs. The difficulty factor was marked average by more than one-half (Division I = 53%, Division II = 50%, and Division III = 63%) of all respondents.

Oversee physical plant employees for athletics facilities. Seventy-one percent of Division III ADs supervised the work of physical plant employees in athletics facilities, while only 26% of Division I and 33% of Division

Table 57

Responses to Item 8.1 (Part A) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Coordinate all activities and personnel involved in game preparation, operation, and cleanup									
A. Perform?				14.486	4	.0059	.433	3 of 9 (33.3%)	2
Yes	25 (53%)	20 (74%)	20 (95%)						
No	22 (47%)	7 (26%)	1 (5%)						

II ADs performed this duty (significance = .0038). The Scheffe Procedure identified a difference between Division I and Division III and between Division II and Division III. Also significant (.0002) was the manner in which the work was completed (see Table 58), although the between-groups analysis (Scheffe Procedure) did not identify a difference. Ninety-one percent of Division I ADs delegated this task. In Division II, 62% delegated, and 31% performed the work cooperatively. Division III ADs did the job cooperatively (53%), independently (20%), or delegated it (27%). This task was usually completed on a daily or weekly schedule, was of average, great, or extreme importance, and was of average difficulty.

Arrange security for athletics contests. Less than one-half (47%) of Division I ADs arranged security for athletics contests, a duty which most Division II (74%) and Division III (76%) ADs were required to perform (significance = .0411). The Scheffe Procedure was unable to identify a difference between groups. The duty was delegated by 83% of Division I ADs, but by only 41% of those in Division II and 27% of those in Division III (see Table 59). The greatest number of respondents from the Division II level performed the duty cooperatively (45%). Division III ADs also fulfilled this obligation independently (40%) and cooperatively (33%). The significance for this item was .0004, with the Scheffe Procedure identifying a difference

Table 5B
 Responses to Item 8.2 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.P.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Facility/contest management									
Duty: Oversee the work of physical plant employees in athletics facilities									
A. Perform?									
Yes	12 (26%)	9 (33%)	15 (71%)	15.478	4	.0038	.433	3 of 9 (33.3%)	2
No	35 (74%)	18 (67%)	6 (29%)						
B. How?				26.125	6	.0002	1.082	5 of 12 (41.7%)	36
Individual	1 (3%)	1 (7%)	3 (20%)						
Cooperation	2 (6%)	4 (31%)	8 (53%)						
Delegate	30 (91%)	8 (62%)	4 (27%)						

Table 59

Responses to Item 8.3 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Arrange security for athletics contests									
A. Perform?				9.960	4	.0411	.433	3 of 9 (33.3%)	2
Yes	22 (47%)	20 (74%)	16 (76%)						
No	25 (53%)	7 (26%)	5 (24%)						
B. How?				24.679	6	.0004	2.814	4 of 12 (33.3%)	19
Individual	4 (10%)	3 (14%)	6 (40%)						
Cooperation	3 (7%)	10 (45%)	5 (33%)						
Delegate	34 (83%)	9 (41%)	4 (27%)						

between Division I and Division II and between Division I and Division III. The frequency categories receiving the majority of responses from all groups were weekly and occasionally. The importance was thought to be extreme, great, or average overall by the ADs, who also considered the task to be of average difficulty.

Arrange payment for officials and issue guarantees to visiting teams. The majority of NCAA Division II (89%) and Division III (86%) ADs assumed the tasks of paying officials and/or presenting guarantee checks to visiting teams, whereas fewer Division I (47%) ADs performed this duty (significance = .0005). The Scheffe Procedure confirmed a difference between Division I and Division II and between Division I and Division III. Ninety-three percent of Division I ADs delegated this job, but only 31% in Division II and 35% in Division III did so (see Table 60). Division II ADs completed the work cooperatively (42%) and independently (27%) as well, as did Division III ADs (35% independently and 30% cooperatively). This item was also significant (.0000), and the Scheffe Procedure indicated a difference between Division I and Division II and also between Division I and Division III. This duty was performed most often on a weekly basis and was rated as being of average importance and average difficulty by the greatest number of respondents.

Table 60

Responses to Item 8.4 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Pay officials and/or present guarantee checks to visiting teams									
A. Perform?				19.942	4	.0005	.433	3 of 9 (33.3%)	2
Yes	22 (47%)	24 (89%)	18 (86%)						
No	25 (53%)	3 (11%)	3 (14%)						
B. How?				37.657	6	.0000	2.598	6 of 12 (50.0%)	12
Individual	2 (5%)	7 (27%)	6 (35%)						
Cooperation	1 (2%)	11 (42%)	5 (30%)						
Delegate	39 (93%)	8 (31%)	6 (35%)						

Arrange complimentary tickets and/or pass lists for contests. The obligation to arrange for complimentary tickets and/or pass lists for athletics events was personally fulfilled by 53% of Division I, 81% of Division II, and 71% of Division III ADs (see Table 61). This item was nearly significant (.0744). Seventy-three percent of Division I ADs delegated this job, whereas 44% in Division II and 21% in Division III delegated it. Forty-eight percent of Division II ADs performed the task cooperatively, as did 43% of those in Division III. In Division III, 36% performed the duty independently (significance = .0005). The Scheffe Procedure identified a difference between Division I and Division III. This task was performed most often weekly or occasionally, although all categories received a number of responses. The consensus among groups was that the importance of the duty was average and the difficulty was also average.

Prioritize and schedule athletics facilities usage. Table 62 shows that while 90% of Division III ADs prioritized and scheduled athletics facilities usage, only 49% in Division I and 78% in Division II performed this duty (significance = .0039). The Scheffe Procedure identified a difference between Division I and Division II and between Division I and Division III. Seventy percent of Division I ADs delegated this job, as 25% performed it cooperatively, and 5% performed it independently. In Division II, 44% of

Table 61

Responses to Item 8.5 (Part B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Arrange for complimentary tickets and/or pass lists for athletics events									
B. How?				23.998	6	.0005	2.381	4 of 12 (33.3%)	14
Individual	4 (9%)	2 (8%)	5 (36%)						
Cooperation	8 (18%)	12 (48%)	6 (43%)						
Delegate	32 (73%)	11 (44%)	3 (21%)						

Table 62

Responses to Item 6.6 (Parts A and B) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. S.F.	Cells with E.P. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Prioritize and schedule athletics facilities usage									
A. Perform?				15.449	4	.0039	.433	3 of 9 (33.3%)	2
Yes	23 (49%)	21 (78%)	19 (90%)						
No	24 (51%)	6 (22%)	2 (10%)						
B. How?				15.836	6	.0147	2.814	4 of 12 (33.3%)	13
Individual	2 (5%)	6 (24%)	6 (31%)						
Cooperation	10 (25%)	11 (44%)	6 (31%)						
Delegate	28 (70%)	8 (32%)	7 (37%)						

the ADs completed the task cooperatively; 32% delegated it; and 24% did it independently. Thirty-seven percent of Division III ADs delegated this task; 31% performed it cooperatively; and 31% completed it independently (significance = .0147, but the Scheffe Procedure did not indicate a difference between groups). The duty was usually completed weekly (Division I = 40%, Division II = 27%, and Division III = 42%) or daily (Division I = 27%, Division II = 41%, and Division III = 47%) and was considered to be of average (Division I = 31%, Division II = 50%, and Division III = 21%); great (Division I = 28%, Division II = 23%, and Division III = 42%); or extreme (Division I = 34%, Division II = 27%, and Division III = 37%) importance. Forty-eight percent of Division I, 73% of Division II, and 58% of Division III ADs thought the duty was of average difficulty.

Inspect regularly for safety hazards and sanitary conditions. ADs in all divisions performed the job of inspecting facilities, equipment, and supplies for safety hazards and sanitary conditions, although more Division II (78%) and Division III (100%) ADs directly handled the task than did those in Division I (55%). This item was the only one of significance (.0019) for this duty (see Table 63). The Scheffe Procedure indicated a difference between Division I and Division III. The fulfillment of the duty was accomplished independently (Division I = 10%, Division II = 21%, and Division III = 16%); cooperatively (Division I

= 31%, Division II = 50%, and Division III = 58%); or by delegating it (Division I = 59%, Division II = 29%, and Division III = 26%). The task was performed frequently, as daily, weekly, and monthly received the greatest number of responses. The inspection of facilities and equipment was considered to be of extreme (Division I = 58%, Division II = 23%, and Division III = 47%); great (Division I = 16%, Division II = 32%, and Division III = 21%); or average (Division I = 23%, Division II = 45%, and Division III = 32%) importance. The duty was scored average in difficulty by most ADs (Division I = 62%, Division II = 82%, and Division III = 42%).

Area 9: Personal/Professional Growth

Serve on institutional committees outside athletics department. Of the seven duties in the responsibility area of personal/professional growth, only one frequency item (in duty 5) produced a significant difference among groups (see Appendix A, Tables 9.1-9.7). For item B (how duty was performed), there were virtually no responses to the delegated category for each duty due to the nature of the responsibility area.

Eighty-seven percent of Division I, 93% of Division II, and 95% of Division III ADs served on institutional committees outside of the athletics department. Most performed the duty independently and on a monthly or weekly

Table 63

Responses to Item 8.7 (Part A) of the Questionnaire by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Inspect facilities, equipment, and supplies for safety hazards and sanitary conditions									
A. Perform?				17.017	4	.0019	.433	3 of 9 (33.3%)	2
Yes	26 (55%)	21 (78%)	21 (100%)						
No	21 (45%)	6 (22%)	0 (0%)						

schedule. The duty was rated average or great in importance and average in difficulty by most ADs.

Conduct independent research. Only 35% of Division I, 33% of Division II, and 19% of Division III ADs conducted independent research. Those who conducted research did so independently and occasionally. The activity was thought to be of average importance and average difficulty by most ADs.

Represent institutions at meetings. One hundred percent of ADs from all three NCAA divisional levels fulfilled the duty of representing the institution at NCAA and conference meetings. The job was usually done independently, with a frequency of occasionally or annually. Most ADs considered the importance item for this duty extreme or great and the difficulty item average.

Serve on national and/or conference level committees. The majority of all ADs (Division I = 87%, Division II = 77%, and Division III = 76%) served on professional committees at the national and/or conference level. The duty was usually performed independently and occasionally. It was rated average, great, or extreme in importance and average in difficulty.

Write or edit materials for publication. Few ADs (Division I = 36%, Division II = 23%, and Division III = 24%) either wrote or edited materials for professional publications. Those who did, however, did so independently. A significant difference (.0179) appeared in the frequency

item, as 69% of Division I and 75% of Division III ADs performed this activity occasionally, while 75% of Division II ADs worked at this annually. However, the Scheffe Procedure failed to identify a difference between groups. The highest percentage of Division I, Division II, and Division III ADs rated the duty average in importance, although all categories, except none, received scores. The difficulty was considered average or easy.

Take graduate courses for professional development.

Thirteen percent of Division I, 15% of Division II, and 29% of Division III ADs reported taking graduate courses for professional development. The ADs who pursued further education did it independently and either occasionally or annually. This duty was considered average or great in importance and average or hard in difficulty.

Develop computer skills. Although there was no significant difference (.1953) among the groups, only 35% of Division I and 41% of Division II ADs indicated developing computer skills, while 57% of Division III ADs developed such skills. Most ADs worked at improving the skills occasionally. The importance and difficulty of the item were thought to be average by the largest number of ADs in each group.

Administrative Time Spent on Areas of Responsibility

Significant differences were found in administrative time spent performing duties to fulfill responsibilities in four

of the nine areas. These differences were present in the following areas: (1) generation of revenues, (2) compliance, (3) public relations/promotions, and (4) facility/contest management.

Financial operations. In the area of financial operations, most Division I ADs indicated spending between 15% of 25% of the administrative time in this area, while Division II ADs usually spent from 10% to 30% and Division III ADs from 10% to 20%. Divisions I and II averaged 27%, while Division III averaged 18%. The ANOVA produced a probability of .0332 (see Table 64), but the Scheffe Procedure indicated no two groups were significantly different at the .05 level.

Revenue operations. Tables 65 and 66 show that Division I ADs spent significantly more administrative time in the area of revenue generation than either Division II or Division III ADs. Division II ADs also spent more time in this area than did Division III ADs. The probability for these differences among groups was .0000, and the Scheffe Procedure confirmed the differences occurred between Division I and Division II, between Division I and Division III, and between Division II and Division III. Sixty-six percent of Division I ADs indicated spending between 15% and 25% of their time in this area, whereas 62% of Division III ADs spent only 5% of the time on revenue generation.

Table 64
Administrative Time Spent on Financial Operations by NCAA Divisional Classification

Percent of Time	No. of Responses	0	5	10	15	20	25	30	35	40	45	50
Division I	45	0 (0%)	1 (2%)	4 (9%)	6 (13%)	11 (24%)	8 (18%)	2 (4%)	2 (4%)	5 (11%)	0 (0%)	6 (13%)
Division II	25	0 (0%)	0 (0%)	3 (12%)	3 (12%)	5 (20%)	4 (16%)	3 (12%)	2 (8%)	1 (4%)	1 (4%)	3 (12%)
Division III	21	0 (0%)	0 (0%)	8 (38%)	5 (24%)	4 (19%)	1 (5%)	0 (0%)	1 (5%)	1 (5%)	0 (0%)	1 (5%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	1,080.8718	540.4359	3.5410	.0332
Within groups	88	13,430.6667	152.6212		
Total	90	14,511.5385			

Table 65
Administrative Time Spent on Generation of Revenues by NCAA Divisional Classification

Percent of Time	No. of Responses	0	5	10	15	20	25	30	35	40	45	50
Division I	40	0 (0%)	1 (3%)	4 (10%)	7 (18%)	10 (25%)	9 (23%)	4 (10%)	0 (0%)	2 (5%)	0 (0%)	3 (8%)
Division II	21	0 (0%)	3 (14%)	7 (33%)	2 (10%)	3 (14%)	4 (19%)	1 (5%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)
Division III	21	2 (10%)	13 (62%)	5 (24%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	3,968.1366	1,984.0683	24.7818	.0000
Within groups	79	6,324.8512	80.0614		
Total	81	10,292.9878			

Fifty-seven percent of Division II ADs spent between 5% and 15% of their time in this area.

Table 66

Results of the Scheffe Procedure Between NCAA Divisions I, II, and III Concerning Administrative Time Spent on Generation of Revenues

Divisions	III	II	I
Mean	6.1905	16.1905	23.1250
III			
II	*		
I	*	*	

*Denotes pairs of groups significantly different at the .05 level.

Operational policies. The greatest number of ADs in each division allowed approximately 10% of their total administrative time for operational policies (Division I = 42%, Division II = 40%, and Division III = 35%). In Division I, 21% also indicated spending 5% of their time in this area, and in Division III 35% indicated spending 15% of the time in this area (see Appendix A, Table 12, for statistical values.)

Personnel. There were no significant differences among groups in time used for personnel (see Appendix A,

Table 13). Most Division I responses fell into the 5% time category (23%), 10% time category (30%), or 15% time category (20%). Fifty percent of Division II ADs spent 10% of their time in this responsibility area, with another 27% spending 15% of the time here. In Division III, 43% of the ADs indicated allowing 15% of their time for personnel.

Compliance. Tables 67 and 68 show that Division I and Division II ADs spent significantly more time in the area of compliance than Division III ADs. The probability for these differences between divisional groups was .0054. In Division III, 71% of the ADs spent only 5% of their total administrative time in the area of compliance. Forty-six percent of Division I ADs spent 10% of their time in this area, with 27% checking the 5% category and 12% checking the 15% category. Thirty-eight percent of Division II ADs spent 10% of the time on compliance, with 19% each marking the categories of 5%, 15%, and 20%.

Responsibilities to student athletes. Sixty percent of Division I ADs reported spending 5% of their time in the responsibilities to student athletes area, with another 26% spending 10% of the time doing this work. In Division II, 42% of the ADs marked the 10% category, 31% marked the 5% category, and 19% marked the 15% category. In Division III, 33% of the ADs checked the 5% category, 29% checked the 10% category, and 33% checked the 15% category. These figures

Table 67
Administrative Time Spent on Compliance by NCAA Divisional Classification

Percent of time	No. of responses	0	5	10	15	20	25	30	35	40	45	50
Division I	41	0 (0%)	11 (27%)	19 (46%)	5 (12%)	4 (10%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)
Division II	26	0 (0%)	5 (19%)	10 (38%)	5 (19%)	5 (19%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (4%)
Division III	21	0 (0%)	15 (71%)	6 (29%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	609.7171	304.8586	5.5517	.0054
Within groups	85	4,667.5556	54.9124		
Total	87	5,277.2727			

produced no significant difference among groups (see Appendix A, Table 15 for scores and statistical values).

Table 68

Results of the Scheffe Procedure Between NCAA Divisions I, II, and III Concerning Administrative Time Spent on Compliance

Divisions	III	I	II
Mean	6.4286	11.5854	13.4615
III			
I	*		
II	*		

*Denotes pairs of groups significantly different at the .05 level.

Public relations/Promotions. A significant difference was present between Division I and Division III (see Table 69) in the area of public relations/promotions. While 67% of ADs in Division I spent between 5% and 10% of their time in this area, 13% also spent 25% or more time in public relations/promotions. Seventy percent of Division III ADs spent 5% of the time in this area, with no responses above 15%. Most Division II ADs (81%) spent between 10% and 15% of their time in this area of responsibility. The probability for the difference between groups was .0096 (see

Table 70). A significant difference was noted between Divisions I and III.

Table 69

Results of the Scheffe Procedure Between NCAA Divisions I, II, and III Concerning Administrative Time Spent on Public Relations/Promotions

Divisions	III	II	I
Mean	6.5000	11.1538	13.1395
III			
II			
I	*		

*Denotes pairs of groups significantly different at the .05 level.

Facility/Contest management. Tables 71 and 72 reveal that Division III ADs spent more time in the facility/contest management area than did ADs in Division I. Forty-three percent of the ADs in Division III indicated spending 5% of the time in this area, but 14% checked the categories of 10% and 15%, respectively, and 24% checked the 20% category. Eighty-one percent of Division I ADs responded to the 5% category. In Division II, 38% marked the 5% category, 33% marked the 10% category, and 25% marked the 15% category. The probability for the difference between

Table 70
 Administrative Time Spent on Public Relations/Promotions by NCAA Divisional Classification

Percent of time	No. of responses	Percent of time										
		0	5	10	15	20	25	30	35	40	45	50
Division I	43	0 (0%)	13 (30%)	16 (37%)	6 (14%)	2 (5%)	3 (7%)	0 (0%)	0 (0%)	1 (2%)	1 (2%)	1 (2%)
Division II	26	0 (0%)	3 (12%)	16 (62%)	5 (19%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Division III	20	1 (5%)	14 (70%)	3 (15%)	2 (10%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	602.0481	301.0240	4.9109	.0096
Within groups	86	5,271.5474	61.2971		
Total	88	5,873.5955			

Table 71
Administrative Time Spent on Facility/Content Management by NCAA Divisional Classification

Percent of time	No. of responses	0	5	10	15	20	25	30	35	40	45	50
Division I	42	0 (0%)	34 (81%)	5 (12%)	2 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)
Division II	24	0 (0%)	9 (38%)	8 (33%)	6 (25%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Division III	21	0 (0%)	9 (43%)	3 (14%)	3 (14%)	5 (24%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	318.1445	159.0722	3.5883	.0320
Within groups	84	3,723.8095	44.3311		
Total	86	4,041.9540			

groups was .0320. Once again, significance was between Divisions I and III.

Table 72

Results of the Scheffe Procedure Between NCAA Divisions I, II, and III Concerning Administrative Time Spent on Facility/Contest Management

Divisions	I	II	III
Mean	7.1429	10.0000	11.6667
I			
II			
III	*		

*Denotes pairs of groups significantly different at the .05 level.

Personal/Professional growth. There was no significant difference among groups in the area of personal/professional growth, as 73% of Division I, 68% of Division II, and 57% of Division III ADs indicated spending 5% of their administrative time in this area. Very few ADs spent more than 10% of their administrative time in the area. (See Appendix A, Table 18, for scores and statistical values.)

CHAPTER 5

Summary

This investigator collected data on the qualifications, responsibilities, and duties of athletics directors at colleges and universities in the southeastern United States during the spring of 1991. A questionnaire, validated by a panel of experts, was mailed to all athletics directors whose institutions were members of both the National Collegiate Athletic Association (NCAA) and the Southern Association of Colleges and Schools (SACS). The study was undertaken for the following purposes: (1) to identify the responsibilities and duties of intercollegiate athletics directors; (2) to differentiate, among NCAA Division I, Division II, and Division III institutions, which qualifications and professional skills are considered necessary for respective occupational success; (3) to determine the most important responsibilities at each NCAA divisional level; (4) to identify the extent to which the athletics director is personally involved in the performance of duties to fulfill these responsibilities; and (5) to contribute to the body of knowledge for the preparation of professionals in the field of athletics administration.

The questions to be answered from this research were the following:

1. What qualifications are necessary for successful job performance at each NCAA divisional level of athletics administration?

2. What are the job responsibilities for athletics directors at each NCAA divisional level of athletics administration?

3. Are there significant differences in responses among athletics directors from Division I, Division II, and Division III institutions?

4. To what degree is the athletics director involved in the performance of specific duties related to each responsibility at each NCAA divisional level?

5. Which responsibilities require the greatest amount of administrative time at each NCAA divisional level?

6. To what degree has athletics fund-raising become a responsibility of the athletics director at each NCAA divisional level?

7. What are the commonalities and differences in the backgrounds of athletics directors at each NCAA divisional level concerning preparation, training, and experience?

Findings

Of the 11 items which constituted the background data, several were statistically significant as determined by chi-square analysis. Division I athletics programs generally offered more sports (15.4) than Division II (10.2) or Division III (12.0) programs. This may be a result of the

size of the schools and monies available in Division I, along with requirements by the NCAA for Division I membership. The philosophy of Division III, promoting a broad-based program with an emphasis on participation, might explain why more athletics teams are sponsored in Division III than in Division II.

The chain-of-command question produced significant responses among groups, as 61% of Division I athletics directors reported to the president of the institution, 16% to the vice president, 12% to the chancellor, and 2% to the vice chancellor. This is in keeping with an emphasis by the NCAA, as evidenced by the recent report of the Knight Commission recommending that institutions and college presidents take control of their respective athletics programs. Division II athletics directors reported to the president (37%), vice president (33%), and chancellor (11%) most often, also reflecting the emphasis on institutional control by the chief executive officers. In Division III, 33% of the athletics directors reported to the president, while 43% reported to the dean. This seems to agree with the Division III tenet that athletics are part of the educational experiences of students, as Williams and Miller (1983) implied in comparing the philosophic orientation of Division I and Division III programs.

There were no significant differences in the highest academic degree attained by the athletics director across

divisions, as most held a master's degree. There were also no significant differences as to the field in which the degree was held, with the most frequent response being physical education. This study supports the findings of Nardone (1987), who characterized athletics directors in all divisions as having an undergraduate major in physical education, and Toms (1979), who reported no differences among athletics directors as to the highest degree obtained. The findings do not support the contentions of Lopiano (1984), who suggested that a doctorate may be required for athletics directors in higher education or that the master's degree in business is more acceptable in Division I, or Parkhouse (1991), who indicated that there is a trend toward hiring athletics directors with Ph.D.'s (with a business and sport management orientation) at major universities. If such a trend exists, it was not apparent in this research. A focus on athletics directors' hiring patterns during the past five to seven years might reveal the beginning of such a trend. That was not a focus of this study.

No differences were present among the divisional groups concerning the number of years of experience as athletics director. The means for the groups ranged from 8.5 to 9.3 years of experience. Toms (1979) also found no difference in years of experience among groups.

Many Division I athletics directors (45%) in the study reported previous experience as an associate or assistant

athletics director, and many from all divisions (Division I = 35%, Division II = 44%, and Division III = 62%) reported having a coaching background. These findings support, to some degree, the findings of Hatfield et al. (1987), who discovered that over 70% of athletics directors had coaching experience and that 48% had administrative experience as an assistant athletics director, and Youngberg (1971), who proposed that coaching experience at the college level was a prerequisite for the job of athletics administrator. The findings are in agreement with those of Nardone (1987), who reported that Division I athletics directors had developmental experience as an assistant athletics director at the collegiate level, but that no significant differences were found in experience qualifications between Division I, Division II, and Division III athletics administrators.

Most Division III (71%) athletics directors also coached, while few Division I athletics directors did (15%). About one-half (44%) of Division II athletics directors coached. Sixty-two percent of all athletics directors who coached did so in the sports of football or basketball. Herron (1969) also reported similar results in the sports coached by athletics directors, as did Rochelle (1971) and Toms (1979). The size and complexity of sports programs at large schools usually preclude the athletics director from coaching, while smaller schools continue to require the

athletics administrators to assume a variety of responsibilities, including coaching.

Likewise, athletics directors in Division II (56%) and Division III (67%) had teaching responsibilities, while few (19%) in Division I did. Responsibilities in the teaching requirements have apparently changed, at least at the Division I level, since Richey (1963) and Dennis (1971) identified teaching as a primary responsibility of the athletics administrator. The results of this investigation are more in line with those of Karch (1979), who reported that athletics directors in Division II and Division III institutions tended to emphasize the importance of teaching and faculty responsibilities.

Significant differences were present among divisions concerning the availability of associate/assistant athletics directors. Nearly all (94%) Division I athletics directors had assistants, while about one-half (52%) of Division II and one-third (33%) of Division III had assistants. Toms (1979) also found significant differences among divisions as to the number of assistants the athletics directors had. It is clear that many responsibilities are assigned to these assistants at the Division I level and that athletics directors delegate many duties to these support personnel.

An area of marked difference between divisions was in the position of fund-raiser. Eighty-nine percent of Division I schools had fund-raisers, while 26% of Division

II and 5% of Division III schools had this position on staff. This re-emphasizes the relationship of Division I athletics to business as reported by Broyles et al. (1979) and Thelin and Wiseman (1990), who suggested that a primary function of these programs is to generate revenues to offset expenses. This study tends to agree with Nardone (1987) and Roach (1984) that Division II and Division III athletics directors themselves usually perform the fund-raising duties that the particular institution allows.

Athletics directors at Division I and Division II institutions employed sports information directors more often (98% and 96%, respectively) than did Division III (67%). This position was usually full-time at the Division I level (98%), but less so at either the Division II (60%) or the Division III (29%) levels. At the Division III and, to some extent, at the Division II level, sports information may not be distributed in amounts comparable to Division I programs, and/or other personnel probably assume duties related to this area.

It is not surprising that Division I programs have much larger athletics budgets than Division II programs, who in turn have larger budgets than Division III programs. Among other factors, the number of sports sponsored, travel costs, and the number of athletics grants-in-aid awarded make this necessary. Nearly all Division I programs spent over 1 million dollars per year, with 40% of the institutions

spending over 5 million dollars. Most Division II schools spent between 100,000 dollars and 2.5 million dollars, while most Division III budgets were between 100,000 dollars and 500,000 dollars or less. This alone seems to support the contention that a business acumen is needed in Division I, as reported by Karch (1979), who found that athletics director in Division I emphasized the need for business preparation. Broyles (1976), P. M. Scott (1979), Berg (1990), and Parkhouse (1991) also indicated this need.

Financial Operations

In the area of financial operations, all five duties listed were performed by the great majority of athletics directors in all NCAA divisions, indicating each duty is a function of the position of athletics director. However, a difference (significance = .0214) was noted in duty 1.3, "approve requisitions and authorize departmental purchases," as 75% of Division I athletics directors indicated performing the task, while 100% and 95% of Division II and Division III athletics directors, respectively, performed the task. Significant differences were also discovered in item B (how performed) for duty 1.3, "approve requisitions and authorize departmental purchases" (significance = .0020); duty 1.4, "endorse or approve checks" (significance = .0201); and duty 1.5, "maintain an accounting system" (significance = .0000). With the complexity of Division I athletics programs and the availability of support staff,

most athletics directors at this level delegate many of the routine functions of endorsing checks, et cetera, to others, while Division II and Division III athletics directors are required to do the work independently or cooperatively. Assistant athletics directors with expertise in a particular area may be employed to handle such things as everyday business affairs, whereas Division II and Division III institutions may not have this capability or need.

Significant differences were also present in three duties concerning the item D (importance). In duty 1.2, "prepare a capital improvement program and budget" (significance = .0425), Division I and Division III athletics directors perceived the importance to be extreme or great, while Division II athletics directors thought it average. This was a surprise to this investigator since most financial matters, especially of this magnitude, seem to be a priority for athletics directors of all divisions. For duty 1.4, "endorse or approve checks" (significance = .0339), Division II athletics directors rated the task as less important than athletics directors of Division I or Division III. For duty 1.5, "maintain an accounting system" (significance = .0264), Division I and Division II athletics directors considered the importance extreme, while Division III athletics directors considered it great. Division I and Division II schools seem to place an emphasis on accounting for all funds, as do Division III schools; the difference

between great and extreme may have been hard to distinguish for some athletics directors as well. No significant differences among divisions were present in the "frequency" or "difficulty" items for any duty.

Athletics directors from all NCAA divisions indicated spending most of the total administrative time in the area of financial operations (see Table 73). There was no significant difference among divisional groups as determined by analysis of variance and the Scheffe Procedure. Division I athletics directors reported spending 26% of the time in this area; Division II athletics directors reported spending 27%; and Division III athletics directors reported spending 18% of the time in this area. Except for the percentages in Division III, these findings tend to agree with those of Cundiff (1985), who found that athletics directors in each of the three divisions spent the greatest amount of time in the role of financial operations (Division I = 28%, Division II = 33% and Division III = 42%). Cash (1983) also identified the administrative area of business and finance as the most important responsibility of athletics administrators, as did Williams and Miller (1983).

Generation of Revenues

Many significant differences appeared among divisional groups within the area of generation of revenues, primarily in item A, (whether performed); item B (how performed-- independently, cooperatively, or delegated); and item D

(importance). There were no significant differences among groups concerning difficulty (item E) for any of the duties.

Table 73

Percentage of Total Administrative Time Spent in Each
of the Nine Areas of Responsibility by
NCAA Divisional Classification

	Division I	Division II	Division III
Financial operations	26%	27%	18%
Generation of revenues	23%	16%	6%
Operational policies	13%	14%	15%
Personnel	14%	13%	17%
Compliance	12%	13%	6%
Responsibilities to student athletes	10%	10%	10%
Public Relations/promotions	13%	11%	7%
Facility/Contest management	7%	10%	12%
Personal/Professional growth	8%	7%	8%

Division I and Division II athletics directors performed duty 2.1, "solicit contributions" (significance = .0304); duty 2.2, "secure donations from corporations" (significance = .0001); duty 2.3, "establish . . . ticket prices" (significance = .0003); duty 2.4, "direct . . . sales drive" (significance = .0000); duty 2.5, "negotiate television . . . contracts" (significance = .0000);

duty 2.6, "secure revenue . . . guarantees" (significance = .0016); duty 2.9, "propose increases in students' fees" (significance = .0005); and duty 2.10, "supervise . . . unit . . . to fund-raise" (significance = .0144) to a much greater extent than did Division III athletics directors. Division I athletics directors also performed duties 2.2, 2.4, 2.5, 2.9, and 2.10 (above) more than Division II athletics directors. These responses were expected due to the big-time nature of Division I athletics programs and their relationship to the business and entertainment worlds, while Division III programs are participation-based and conducted on a much smaller scale and budget. Division II programs are somewhat of a combination of the two.

While most duties in this area of responsibility were performed cooperatively, Division I athletics directors were more inclined to delegate duties, while Division II and Division III athletics directors were more likely to fulfill these duties independently, if performed at all. The exceptions were duty 2.5, "negotiate television . . . contracts"; duty 2.9, "propose increases"; and duty 2.10, "supervise . . . unit . . . to fund-raise," where larger percentages of Division I athletics directors performed the duty independently. There was a significant difference in each of the duties, 2.1-2.11, for item B (see Appendix A, Tables 2.1-2.11). Since most Division I athletics programs

have an athletics fund-raiser on staff, it is understandable why many of these duties are delegated at this level.

Since the duties associated with generating revenues were performed to a greater extent by Division I and Division II athletics directors than by Division III athletics directors, it is not surprising that Division I and Division II athletics directors rated these duties higher in importance. Duty 2.1, "solicit contributions" (significance = .0036); duty 2.3, "establish . . . ticket prices" (significance = .0014); duty 2.4, "direct . . . sales drive" (significance = .0041); duty 2.5, "negotiate television . . . contracts" (significance = .0531); duty 2.6, "secure . . . guarantees" (significance = .0226); and duty 2.10, "supervise . . . unit . . . to fund-raise" (significance = .0511), were significantly different in importance, as Division I athletics directors rated these duties higher than did Division II and Division III athletics directors, except that Division II athletics directors rated duties 2.1 and 2.4 nearly the same as those in Division I.

Significant differences were present in item C (frequency) for duty 2.7, "secure contracts for the rental of athletics facilities" (significance = .0253), and duty 2.10, "supervise . . . unit . . . to fund-raise" (significance = .0394). Since Division II athletics directors worked at renting facilities more frequently than

either Division I or Division III athletics directors, this may be a more important income source for athletics programs in this classification. For duty 2.10, it appears clear that because fund-raising organizations are of critical importance to Division I programs, athletics directors work at this task on a more frequent basis, usually daily.

Significant differences were present in the amount of administrative time spent in the area of revenue generation (see Appendix A, Tables 11.1, 11.2, and 19). Division I athletics directors reported spending 23% of the total administrative time in this area, while Division II reported spending 16%, and Division III reported spending 6%. These findings lend support to Broyles et al. (1979), who suggested that generating revenues was a primary function of major intercollegiate athletics programs. This study cannot support, at the Division I level, the proposal by Williams and Miller (1983) that the responsibility area of fund-raising is thirteenth in importance. The findings do concur with those of Marciani (1991), who indicated that fund-raising is becoming much more prevalent at the Division II level.

Operational Policies

For the responsibility area of operational policies, most athletics directors from all divisions performed these duties. The only significant difference (.0026) in item A appeared in duty 3.6, "develop a handbook for student

athletes." Division I athletics directors performed this duty more than either Division II or Division III athletics directors. Division II athletics directors also performed the duty much more than Division III athletics directors. This seems to be indicative of the more complex recruiting and eligibility regulations for Division I and Division II programs, along with a greater probability that some of these athletes will become professionals.

Division I athletics directors, usually with much larger support staffs, tended to delegate duty 3.2, "direct the preparation . . . of the departmental handbook" (significance = .0020); duty 3.3, "develop procedures . . . for scheduling, travel, and . . . contests" (significance = .0280); duty 3.4, "develop . . . a system for purchasing, receiving, storing and inventory" (significance = .0000); and duty 3.6, "develop a handbook for student athletes" (significance = .0007), more than athletics directors in Division II or Division III. Athletics directors in Division III seldom delegated these duties.

Duty 3.1, "plan athletics department policies and procedures," generated a significant difference (.0434) among groups, as Division III athletics directors considered it more important than those in Division I or Division II. Division I athletics directors also rated the duty more important than those in Division II. These differences were surprising to this investigator, as high ratings for

importance were anticipated from all divisions for this duty. There was also a significant difference among groups for duty 3.4 (item D), although the difference was only between the great and extreme categories.

A significant difference (.0443) was present in item E (difficulty) for duty 3.2, "direct the preparation . . . of the departmental handbook." While most athletics directors from all divisions rated the task average in difficulty, greater percentages of Division II and Division III athletics directors rated the duty hard to perform. This difference might exist because one-half of Division I athletics directors delegate this duty.

The area of operational policies proved to be a relatively important one for all groups, as determined by the amount of administrative time spent in the area. Division I athletics directors reported spending 13%; Division II reported spending 14%; and Division III reported spending 15% of the time in this area. There was no significant difference among groups (see Appendix A, Tables 12 and 19). The findings tend to agree with those of Williams and Miller (1983), who found that athletics directors rated the responsibility of policy development third out of 14 categories.

Personnel

The fourth area of responsibility, personnel, generated no significant differences for any duty in item A (whether

performed) or item C (frequency). Nearly all athletics directors reported performing these duties, indicating that the personnel responsibilities and respective duties of athletics directors are essentially the same in all NCAA divisions.

Responses from the groups for item B (how performed-- independently, cooperatively, or delegated) were significantly different for duty 4.3, "prepare a job . . . description for all positions" (significance = .0072); duty 4.6, "determine . . . coaching assignments" (significance = .0499); and duty 4.8, "direct activities of office personnel" (significance = .0005). Over one-half of Division III athletics directors prepared job descriptions independently, while Division I and Division II athletics directors did this cooperatively. A high percentage of Division I athletics directors also delegated this duty. It is no surprise that most Division III athletics directors must perform this duty independently, while many in Division I are able to delegate it. Few athletics directors in any group delegated duty 4.6, but more Division I athletics directors did this job independently, while others in Division II or Division III performed the task cooperatively. This may be due to the necessity, at the Division II and Division III levels, of institutions having to assign coaches responsibilities in a faculty position, as well as a staff position in athletics. Many Division I

athletics directors also delegated to subordinates the duty of directing the office staff.

Significant differences were present in item D (importance) for duty 4.1, "plan and conduct . . . staff meetings" (significance = .0158); duty 4.4, "interview and select . . . personnel" (significance = .0015); duty 4.6, "determine . . . coaching assignments" (significance = .0540); and duty 4.7, "conduct formal evaluations of all staff" (significance = .0034). For duty 4.1, Division I athletics directors rated the importance higher than those in Divisions II and III. Division III athletics directors also rated the duty higher in importance than those in Division II, which had more responses in the average category. For duty 4.4, Division I and Division III athletics directors rated the duty much more important than athletics directors in Division II. This finding was unexpected since the selection of personnel seems to be a critical duty at any level. For duty 4.6, Division III athletics directors considered making assignments more important than Division I or Division II athletics directors did, perhaps because of the complexity of these coaching/faculty roles in small colleges. For duty 4.7, Division III athletics directors thought that conducting formal evaluations was extremely important, while athletics directors in Divisions I and II marked this duty of somewhat

lesser importance. This investigator thought this duty would be considered very important at all levels.

A significant difference appeared in item E (difficulty) only for duty 4.8, "direct activities of office personnel" (.0443). Most athletics directors across divisions considered it of average difficulty, although a greater percentage of those in Divisions II and III rated it hard. There could be a relationship between this finding and the finding that most Division I athletics directors delegate this job.

In Appendix A, Table 13 shows that there were no significant differences among divisions as to the amount of administrative time spent on personnel, while Table 73 shows that Division I athletics directors spent 14%, Division II athletics directors spent 13%, and Division III athletics directors spent 17% of their time on this responsibility. According to comparisons made to other areas of responsibility in this study concerning amounts of administrative time, personnel appears to be moderately to very important. Many researchers, including Berg (1978), Ulrich and Parkhouse (1982), Parker (1986), Zwald (1986), Bucher (1987), Kinder (1990), and Horine (1991), emphasize the need for athletics directors to develop human relations skills to deal with personnel. Williams and Miller (1983) determined the area of personnel to be 6th out of 14 responsibilities of the athletics director, while Cash

(1983) identified the administrative area of personnel as the second most important one from a list of seven.

Compliance

For item A (whether performed) in the area of compliance, significant differences appeared in duties 5.1, 5.3, 5.4, and 5.5. In duty 5.1, "certify the eligibility" (significance = .0508), higher percentages of Division II and Division III athletics directors performed this job than did those of Division I. This is related to item B, where 76% of all Division I athletics directors delegated the duty. Since most Division I programs have compliance officers, this result was expected. Duty 5.3, "oversee the awarding of . . . aid" (significance = .0000), revealed that Division I and Division II athletics directors perform this task to a much greater extent than Division III athletics directors. Since Division III programs offer no athletics scholarships, and since athletics personnel cannot be involved in the awarding of financial aid to athletes, these findings were predictable. Division III athletics directors performed duty 5.4, "provide a program for drug education" (significance = .0002), much less than those in Divisions I and II. Since Division I and Division II programs are conducted on a much larger basis than those in Division III, this also was expected. The importance of football at the larger schools may be a factor as well. Since Division I programs usually have compliance coordinators, it appears

that Division I athletics directors performed duty 5.5, "inform and interpret . . . legislation to staff" (significance = .0162), slightly less than those in Divisions II and III, who responded at the 100% rate. Significantly fewer Division III athletics directors performed duty 5.7, "conduct ongoing review and evaluation of compliance systems" (significance = .0070), than their Division I and Division II counterparts, primarily because compliance requirements are not as great as those existent in Divisions I and II.

Duties 5.1, 5.3, 5.4, 5.5, and 5.7 were all significant as to how the duty is performed (item B). While many athletics directors indicated performing the majority of these duties cooperatively, Division I athletics directors were much more likely to delegate these duties. Division II and Division III athletics directors were more likely to perform these jobs independently, indicating that programs on these levels do not have the support staff as those of Division I.

One duty, 5.5, "inform and interpret . . . legislation," was significantly different (.0538) for item C (frequency). Division I schools tended to work at this task on a more frequent basis than those of Divisions II and III. Division II schools also performed this work more often than Division III schools. With the complexity of rules and regulations in Divisions I and II, this was not surprising.

Significant differences were found in importance (item D) for duties 5.3, 5.5, and 5.7. For duty 5.3, "oversee the awarding . . . aid" (significance = .0000), Division I and Division II athletics directors understandably rated this duty much more important than did Division III athletics directors, who are not involved with scholarships or other forms of financial aid. Division I athletics directors rated duty 5.5, "inform and interpret NCAA and conference legislation to staff" (significance = .0194), more important than Division II or Division III athletics directors did. While expectations were that this function would be extremely or greatly important at all divisional levels, the emphasis on improving the integrity of "big-time" intercollegiate sports may have accounted for this difference at the Division I level. Due to the scope and complexity of Division I athletics, it appears that Division I athletics directors considered duty 5.7, "conduct ongoing review and evaluation of compliance systems" (significance = .0023), more important than did athletics directors in Division II or Division III. Likewise, athletics directors in Division II thought the duty more important than those in Division III.

Duties 5.1, 5.2, 5.3, 5.5, and 5.7 were significantly different in difficulty (item E) among divisional groups. These differences were probably due to the magnitude of Division I programs and the volume of paperwork required to

satisfy rules and regulations. In the same manner, athletics directors from Division II programs usually rated these duties more difficult than those of Division III.

As expected, a significant difference (.0054) was present among groups concerning time spent on compliance (see Appendix A, Tables 14.1, 14.2, and 19). These differences occurred between Division I and Division III and also between Division II and Division III groups, indicating that Division I and Division II athletics directors spend much more time in this responsibility area than those of Division III. Division I athletics directors reported spending 12%; Division II reported spending 13%; and Division III reported spending 6%. What must be considered as well is that most Division I programs also have compliance officers.

Eligibility and rules interpretation has been a responsibility of concern for intercollegiate athletics directors as reported by Broyles (1976), Williams and Miller (1983), Kinder, (1990), Horine (1991), and Glazier and Jones (1991). Since the responsibility is relatively new as an area in and of itself, there is little research to which these findings can be compared.

Responsibilities to Student Athletes

Significant differences were present in 8 of 10 duties in response to item A (whether performed) and also in 8 of 10 duties in response to item B (how performed--

independently, cooperatively or delegated). For duty 6.2, "arrange for an insurance coverage plan" (significance = .0077); duty 6.3, "arrange transportation" (significance = .0175); duty 6.6, "develop a system of keeping records" (significance = .0115); duty 6.7, "establish standards . . . for sports awards" (significance = .0532); duty 6.8, "provide . . . laundry services" (significance = .0065); and duty 6.9, "arrange yearly athletics banquet(s)" (significance = .0077), fewer Division I athletics directors indicated performing these tasks than did athletics directors in Division II or Division III. These findings are clearly related to those of item B since Division I athletics director delegated all duties (except duties 6.2 and 6.4) much more than athletics directors in Divisions II and III. However for duty 6.5, "assign athletes to . . . jobs," and duty 6.10, "provide a counseling program," more Division I athletics directors indicated performing these tasks than did athletics directors in Division II and Division III. These findings were expected due to the scope and nature of the programs at the different levels.

Two duties were rated significantly different in importance (item D). Division I and Division II athletics directors rated duty 6.9, "arrange yearly athletics banquet(s)" (significance = .0310), more important overall than did athletics directors in Division II. Division I athletics directors also thought duty 6.10, "provide a

counseling program" (significance = .0247), more important than did athletics directors in the other two divisions. Division III athletics directors also rated duty 6.10 much less difficult (significance = .0049) than did athletics directors in Divisions I and II, probably because fewer athletes at this level become professionals and this service is unnecessary for many Division III programs. There were no significant differences for any of the 10 duties in relation to frequency of performance (item C).

Athletics directors from Divisions I, II, and III all averaged approximately 10% of administrative time for performance of responsibilities to student athletes. Most of the duties listed were important to fulfilling these responsibilities, with Division I athletics directors delegating these tasks most of the time. This area was also identified by Kelliher (1957), Steitz (1971), Williams and Miller (1983), Cash (1983), and Frost et al. (1988) as a moderately important aspect of athletics administration.

Public Relations/Promotions

In the area of public relations/promotions, three duties generated significant differences among the divisional groups for item A (whether performed). Division I and Division II athletics directors performed duty 7.3, "arrange preferential seating" (significance = .0130); duty 7.4, "cooperate with boosters" (significance = .0000); and duty 7.7, "plan marketing campaigns" (significance = .0081),

more than athletics directors in Division III. This seems indicative of the business orientations associated with the larger athletics programs and the emphasis on generating financial resources.

Concerning item B (how performed--independently, cooperatively, or delegated), duty 7.2, "make special addresses" (significance = .0179), was usually performed independently by all groups, but almost exclusively so by athletics directors in Division III. Duty 7.3, "arrange preferential seating" (significance = .0001), was delegated by most Division I athletics directors, but performed cooperatively by those in the other two groups. Duty 7.4, "cooperate with boosters" (significance = .0001), was done cooperatively by all groups, although more Division III athletics directors performed this duty independently. Duty 7.7, "plan marketing campaigns" (significance = .0002), was usually performed cooperatively by all athletics directors, although those in Divisions I and II were more likely to delegate, and those in Division III were more likely to work at this independently. The responses to duties in this area producing significant differences seem to be due to staffing implications as well as need.

Duty 7.4, "cooperate with boosters" (significance = .0045), generated a marked difference among groups for item C (frequency). Division I athletics directors performed this duty more often than those in Division II or

Division III, while athletics directors in Division II performed the duty more often than athletics directors in Division III. This seems consistent with the perceived importance of fund-raising for athletics at the larger institutions as noted below.

For item D, (importance), significant differences were present for duty 7.3, "arrange preferential seating" (significance = .0001); duty 7.4, "cooperate with boosters" (significance = .0104); duty 7.5, "visit schools" (significance = .0025); and duty 7.9, "prepare press . . . releases" (significance = .0294). Division I athletics directors rated these duties more important than did athletics directors from other divisions, with the exception of duty 7.5, where both Division I and Division III athletics directors rated the duty higher in importance than did athletics directors from Division II. Athletics directors from Division II also rated duty 7.4 higher in importance than did athletics directors from Division III.

Duty 7.3, "arrange preferential seating" was significant (.0002) for item E (difficulty), as Division I athletics directors rated it more difficult than did athletics directors from the other divisions. Division II athletics directors also rated it more difficult than those of Division III.

There was a significant difference among groups as to the amount of administrative time spent in the area of

public relations/promotions, with the difference occurring between Division I and Division III (see Appendix A, Tables 16.1, 16.2, and 19). Division I athletics directors averaged 13% of the total time in this area, while Division II averaged 11%, and Division III averaged 7%. This seems to again be indicative of the business nature of athletics at large universities and the necessary fund-raising efforts which must accompany these programs, as evidenced by the differences in duties 7.3, 7.4, and 7.7.

The importance of public relations/promotions has been documented by authorities, such as Forsythe (1962), Berg (1978), Frost et al. (1988), Williams and Miller (1983), Cundiff (1985), and Thelin and Wiseman (1990). Experts in professional preparation programs for athletics directors, such as P. M. Scott (1979), Ulrich and Parkhouse (1982), Zwald (1986), Kinder (1990), and Parkhouse (1991), have also emphasized the need for training in the areas of public relations and marketing.

Facility/Contest Management

Significant differences were found in six of the seven duties listed under this area for item A (whether performed) and also for six of the seven duties in response to item B (how duty is performed--independently, cooperatively or delegated). For duty 8.1, "coordinate . . . game preparation, operation, and cleanup" (significance = .0059); duty 8.2, "oversee the work of physical plant employees"

(significance = .0038); duty 8.3, "arrange security for athletics contests" (significance = .0411); duty 8.4, "pay officials" (significance = .0005); duty 8.6, "schedule athletics facilities usage" (significance = .0039); and duty 8.7, "inspect facilities, equipment, and supplies" (significance = .0019), fewer Division I athletics directors indicated performing these tasks than did athletics directors in Division II or Division III. These responses are obviously related to the significant responses to item B, where Division I athletics directors delegated duties, 8.1, 8.2, 8.3, 8.4, 8.5 ("arrange for complimentary tickets"), and 8.6 much more than athletics directors from Divisions II and III. These findings were anticipated since most Division I athletics directors have an assistant (47% indicated yes) or other support personnel who are responsible for facilities management.

There were no significant differences for item C (frequency), item D (importance), or item E (difficulty) for any of the seven duties. This seems to suggest that these managerial tasks are performed somewhat routinely at all divisional levels, with Division I athletics directors delegating these duties to subordinates.

A significant difference was identified between Division I and Division III groups concerning the amount of administrative time spent in the area of facility/contest management (see Appendix A, Tables 17.1, 17.2, and 19).

Division I athletics directors averaged 7% of their time in this area, while Division II athletics directors averaged 10%, and Division III averaged 12%. These findings tend to indicate that Division I athletics directors spend less time in this responsibility area because the corresponding duties are delegated to others to perform. The responsibility of facility/contest management was also identified as an area of significance by Havel and Seymour (1961), Broyles (1976), Cash (1983), Zwald (1986), Frost et al. (1988), Horine (1991), and Parkhouse (1991).

Personal/Professional Growth

Within the area of personal/professional growth, only one duty, 9.5, "write or edit materials," generated a significant difference (.0179) among groups for item C (frequency). The athletics directors favored less frequent categories overall, but more Division III athletics directors checked daily, while Division I and Division II athletics directors checked monthly. There were no other significant differences on any item for any duty.

Most athletics directors did perform duty 9.1, "serve on institutional committees"; duty 9.3, "represent the institution at NCAA"; and duty 9.4, "serve on professional committees." Most athletics directors, however, did not perform duty 9.2, "conduct independent research"; duty 9.5, "write or edit materials"; duty 9.6, "take graduate courses"; and duty 9.7, "develop computer skills."

There was also no difference in the amount of administrative time spent in this area, as Division I and Division III athletics directors average 8%, and Division II athletics directors averaged 7%. These findings indicate that there are no differences among NCAA divisional groups in this responsibility area and that this area is considered less important, or requires less time, than most other responsibility areas. Duties 9.1, 9.3, and 9.4 appear to be the most important ones for this responsibility.

Conclusions

NCAA Division I athletics programs operate on a much larger scale than many Division II and nearly all Division III programs, as observed by the number of athletes, the awarding of athletics grants-in-aid, the number of support personnel, and the size of the operating budget, for example. Many Division I programs may be categorized as: (1) supporting over 15 sports; (2) having positions, including a number of assistant athletics directors, a full-time fund-raiser, and a full-time sports information director; and (3) having a budget of over five million dollars. Division I athletics directors seldom have teaching or coaching responsibilities and also delegate many tasks and overall responsibilities for particular areas to assistants. This position reports to the president of the institution in most cases. These facts lead this investigator to agree with findings by Parker (1986) that

Division I athletics directors perform many tasks that are more managerial than educational and that a business background or business education is useful and highly recommended.

Division II athletics programs combine elements of both Division I and Division III. Programs in Division II may be categorized as: (1) sponsoring over 10 sports; (2) having assistant athletics directors in about one-half of the schools, having a sports information director, but having no athletics fund-raiser; and (3) having an operating budget of over one million dollars. Additionally, about one-half of Division II athletics directors must coach a sport, and most also have teaching responsibilities. The athletics director usually reports to the president of the institution.

Division III athletics programs emphasize the importance of being a part of the overall educational process. Programs at this level may be categorized as: (1) sponsoring an average of 12 sports; (2) seldom having assistant athletics directors, a fund-raiser, or a full-time sports information director; and (3) having an operating budget of less than 500,000 dollars. Athletics directors in Division III usually have coaching and teaching responsibilities. This position reports to the dean of the college in most cases.

There are, however, no differences in qualifications of athletics directors among NCAA divisions in relationship to

the following: (1) the highest degree obtained (most held a master's) or the field in which the degree was awarded (most were in physical education); (2) the number of years of experience as an athletics director; and (3) the position held prior to becoming an athletics director, although many have had coaching experience and many in Division I have had administrative experience as an assistant athletics director.

Athletics directors in all classifications spend most of their administrative time in the responsibility area of financial operations. This conclusion is supported by Cash (1983), Williams and Miller (1983), and Cundiff (1985). Other areas of responsibility which are equally important to all divisions and which require a significant amount of administrative time include, in rank order, the following: (1) personnel, (2) operational policies, and (3) responsibilities to student athletes. This is also in agreement with Cash (1983) concerning personnel and with Williams and Miller (1983) concerning policy.

Due to the "big-business" nature of athletics at this level, Division I athletics directors spend much more administrative time than do Division II and Division III athletics directors performing duties in the responsibility area of revenue generation. This is supported by Broyles and Hay (1979), Thelin and Wiseman (1990), and Cuneen (1992). Division II athletics directors also spend

significantly more time in this area than do athletics directors in Division III. Additionally, Division I and Division II athletics directors spend significantly more time fulfilling the responsibility of compliance than do those in Division III, while Division III athletics directors spend more time in the responsibility area of facility/contest management than those of Division I.

This study seems to support contentions by Parkhouse (1991) that (1) the work environment is important in an administrator candidate's self-appraisal process and (2) a greater variety of tasks is required in smaller colleges, while tasks are more specific at larger universities. Based upon the results of this investigation, potential athletics directors at the Division I and Division II levels would do well to gain additional experience or education in the areas of revenue generation, promotions, and compliance. Division III prospects should expect to handle more details (as in game management) as an administrator in combination with coaching and/or teaching. Therefore, candidates should obtain experience and education in these areas, as well as through internships, et cetera. This study cannot support Youngberg's (1971) contention that there is no need to offer different types of preparation for individuals seeking to become athletics directors at various kinds of institutions.

Suggestions

1. This study should be repeated to include all NCAA institutions in the United States.

2. Since the rate of return was just over 50%, probably due to the length of the questionnaire, steps should be taken to condense it wherever possible. The area of personal/professional growth might be eliminated, and particular items incorporated into other areas. Each area should also be examined to determine if some duties could be eliminated or combined with others. Consideration should also be given to eliminating the difficulty item and possibly the frequency item since few differences were found in difficulty, while frequency responses were similar or a reflection of the importance item.

3. The questionnaire should be evaluated to determine if there are duties of great importance which should be added without adding undue length to the instrument.

4. A section concerning administrative time spent on respective responsibility areas could be done on a separate sheet, with a request that the total from all areas equal 100%.

5. Demographic data concerning age and sex of athletics directors would be of interest to such a study.

APPENDICES

APPENDIX A
TABLES OF RESPONSIBILITY AREAS

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Table 1.1
Responses to Item 1.1 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. S.F.	Cells with E.F. < 5	Missing
Responsibility area: Financial operations									
Duty: Prepare and submit the budget for the athletics program									
A. Perform?				3.836	4	.4286	.433	6 of 9 (66.7%)	2
Yes	45 (94%)	26 (100%)	21 (100%)						
No	3 (6%)	0 (0%)	0 (0%)						
B. How?				11.953	6	.0630	.649	7 of 12 (58.3%)	5
Individual	5 (10%)	11 (42%)	6 (30%)						
Cooperation	38 (83%)	15 (58%)	14 (70%)						
Delegate	3 (7%)	0 (0%)	0 (0%)						
C. Frequency?				11.833	8	.1588	.430	11 of 15 (73.3%)	4
Annually	31 (65%)	21 (84%)	17 (85%)						
Occasionally	3 (6%)	0 (0%)	2 (10%)						
Monthly	9 (19%)	1 (4%)	1 (5%)						
Weekly	3 (6%)	3 (12%)	0 (0%)						
Daily	2 (4%)	0 (0%)	0 (0%)						
D. Importance?				3.165	4	.5305	.215	5 of 9 (55.6%)	4
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	0 (0%)	1 (4%)	0 (0%)						
Great	7 (15%)	4 (16%)	2 (10%)						
Extreme	41 (85%)	20 (80%)	18 (90%)						
E. Difficulty?				13.799	8	.0872	.217	8 of 15 (53.3%)	4
Very easy	0 (0%)	1 (4%)	0 (0%)						
Easy	3 (7%)	0 (0%)	0 (0%)						
Average	7 (15%)	9 (36%)	7 (35%)						
Hard	27 (57%)	9 (36%)	12 (60%)						
Very hard	10 (21%)	6 (24%)	1 (5%)						

Table 1.2
Responses to Item 1.2 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Financial operations									
Duty: Prepare a capital improvement program and budget									
A. Perform?				1.832	4	.7666	.649	5 of 9 (55.6%)	3
Yes	44 (88%)	20 (77%)	17 (85%)						
No	6 (12%)	6 (23%)	3 (15%)						
B. How?				7.440	6	.2820	.649	5 of 12 (41.7%)	18
Individual Cooperation Delegate	10 (23%) 30 (70%) 3 (7%)	8 (40%) 12 (60%) 0 (0%)	3 (19%) 13 (81%) 0 (0%)						
C. Frequency?				4.971	8	.7607	.203	11 of 15 (73.3%)	18
Annually	30 (68%)	11 (58%)	12 (75%)						
Occasionally	9 (20%)	7 (37%)	4 (25%)						
Monthly	2 (5%)	0 (0%)	0 (0%)						
Weekly	2 (5%)	1 (5%)	0 (0%)						
Daily	1 (2%)	0 (0%)	0 (0%)						
D. Importance?				13.033	6	.0425	.200	5 of 12 (41.7%)	17
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (2%)	0 (0%)	0 (0%)						
Average	4 (9%)	9 (45%)	3 (19%)						
Great	19 (43%)	5 (25%)	4 (25%)						
Extreme	20 (46%)	6 (30%)	9 (56%)						
E. Difficulty?				4.941	6	.5513	.608	5 of 12 (41.7%)	18
Very easy	0 (0%)	0 (0%)	0 (0%)						
Easy	3 (7%)	0 (0%)	0 (0%)						
Average	15 (35%)	10 (50%)	7 (44%)						
Hard	18 (42%)	5 (25%)	6 (38%)						
Very hard	7 (16%)	5 (25%)	3 (18%)						

Table 1.3

Responses to Item 1.3 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Cells with E.F. < 5	Missing
Responsibility area: Financial operations									
Duty: Approve requisitions and authorize departmental purchases									
A. Perform?				11.505	4	.0214	.433	5 of 9 (55.6%)	2
Yes	36 (75%)	26 (100%)	20 (95%)						
No	12 (25%)	0 (0%)	1 (5%)						
B. How?				20.781	6	.0020	.866	4 of 12 (33.3%)	4
Individual	13 (27%)	16 (62%)	13 (68%)						
Cooperation	11 (23%)	7 (27%)	4 (21%)						
Delegate	24 (50%)	3 (13%)	2 (11%)						
C. Frequency?				8.461	8	.3897	.216	10 of 15 (66.7%)	9
Annually	1 (2%)	0 (0%)	0 (0%)						
Occasionally	5 (11%)	1 (4%)	0 (0%)						
Monthly	1 (2%)	0 (0%)	0 (0%)						
Weekly	6 (15%)	6 (24%)	7 (37%)						
Daily	31 (70%)	18 (72%)	12 (63%)						
D. Importance?				3.921	6	.6873	.422	3 of 12 (25.0%)	7
None	0 (0%)	0 (0%)	0 (0%)						
Little	2 (4%)	0 (0%)	0 (0%)						
Average	11 (24%)	6 (24%)	7 (36%)						
Great	17 (37%)	12 (48%)	6 (32%)						
Extreme	16 (35%)	7 (28%)	6 (32%)						
E. Difficulty?				7.703	8	.4629	.854	9 of 15 (60.0%)	7
Very easy	3 (7%)	0 (0%)	3 (16%)						
Easy	17 (38%)	8 (32%)	5 (26%)						
Average	18 (40%)	14 (56%)	10 (53%)						
Hard	5 (11%)	2 (8%)	0 (0%)						
Very hard	2 (4%)	1 (4%)	1 (5%)						

Table 1.4
 Responses to Item 1.4 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responsibility area: Financial operations									
Duty: Endorse or approve checks or vouchers made on athletics department funds									
A. Perform?				2.645	4	.6188	.433	3 of 9 (33.3%)	2
Yes	33 (69%)	21 (81%)	17 (81%)						
No	15 (31%)	5 (19%)	4 (19%)						
B. How?				15.017	6	.0201	3.680	3 of 12 (25.0%)	17
Individual	13 (31%)	12 (54%)	11 (69%)						
Cooperation	9 (21%)	7 (32%)	4 (25%)						
Delegate	20 (48%)	3 (14%)	1 (6%)						
C. Frequency?				4.769	6	.5737	.436	7 of 12 (58.3%)	19
Annually	0 (0%)	0 (0%)	0 (0%)						
Occasionally	5 (13%)	1 (4%)	1 (6%)						
Monthly	2 (5%)	0 (0%)	0 (0%)						
Weekly	8 (20%)	5 (23%)	6 (35%)						
Daily	24 (62%)	16 (73%)	10 (59%)						
D. Importance?				16.656	8	.0339	.221	7 of 15 (46.7%)	20
None	0 (0%)	1 (4%)	0 (0%)						
Little	0 (0%)	0 (0%)	2 (12%)						
Average	9 (24%)	12 (55%)	6 (35%)						
Great	12 (31%)	4 (18%)	3 (18%)						
Extreme	17 (45%)	5 (23%)	6 (35%)						
E. Difficulty?				2.366	8	.9677	.671	9 of 15 (60.0%)	21
Very easy	5 (14%)	3 (14%)	3 (18%)						
Easy	9 (24%)	7 (31%)	5 (29%)						
Average	16 (43%)	9 (41%)	7 (41%)						
Hard	5 (14%)	3 (14%)	1 (6%)						
Very hard	2 (5%)	0 (0%)	1 (6%)						

Table 1.5
 Responses to Item 1.5 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Financial operations									
Duty: Maintain an accounting system for control, analysis, and audit for all monies									
A. Perform?				5.776	4	.2165	.433	4 of 9 (44.4%)	2
Yes	33 (69%)	22 (85%)	19 (90%)						
No	15 (31%)	4 (15%)	2 (10%)						
B. How?				33.468	6	.0000	1.732	5 of 12 (41.7%)	12
Individual	0 (0%)	4 (18%)	4 (21%)						
Cooperation	7 (16%)	12 (52%)	12 (63%)						
Delegate	36 (84%)	7 (30%)	3 (16%)						
C. Frequency?				14.995	8	.0592	.237	9 of 15 (60.0%)	21
Annually	1 (3%)	0 (0%)	0 (0%)						
Occasionally	1 (3%)	1 (5%)	2 (11%)						
Monthly	7 (19%)	5 (24%)	8 (44%)						
Weekly	5 (13%)	4 (19%)	6 (34%)						
Daily	23 (62%)	11 (52%)	2 (11%)						
D. Importance?				11.010	4	.0264	1.895	3 of 9 (33.3%)	21
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	1 (2%)	4 (19%)	3 (16%)						
Great	11 (30%)	5 (24%)	10 (56%)						
Extreme	25 (68%)	12 (57%)	5 (28%)						
E. Difficulty?				5.729	8	.6775	.480	9 of 15 (60.0%)	22
Very easy	1 (3%)	1 (5%)	1 (6%)						
Easy	1 (3%)	1 (5%)	0 (0%)						
Average	17 (47%)	10 (48%)	11 (61%)						
Hard	10 (28%)	7 (33%)	6 (33%)						
Very hard	7 (19%)	2 (9%)	0 (0%)						

Table 2.1
 Responses to Item 2.1 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Solicit contributions from individuals by phone, mail, or personal contact									
A. Perform?				10.680	4	.0304	.433	3 of 9 (33.3%)	2
Yes	38 (81%)	21 (78%)	10 (48%)						
No	9 (19%)	6 (22%)	11 (52%)						
B. How?				17.420	6	.0079	.866	5 of 12 (41.7%)	24
Individual	2 (5%)	2 (10%)	0 (0%)						
Cooperation	32 (74%)	16 (76%)	7 (78%)						
Delegate	9 (21%)	3 (14%)	2 (22%)						
C. Frequency?				13.893	8	.0846	.380	10 of 15 (66.7%)	26
Annually	0 (0%)	2 (10%)	1 (12%)						
Occasionally	6 (14%)	6 (30%)	4 (44%)						
Monthly	6 (14%)	4 (20%)	2 (22%)						
Weekly	16 (38%)	5 (25%)	2 (22%)						
Daily	14 (34%)	3 (15%)	0 (0%)						
D. Importance?				15.575	4	.0036	.887	5 of 9 (55.6%)	26
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	1 (2%)	5 (25%)	1 (11%)						
Great	11 (26%)	1 (5%)	5 (56%)						
Extreme	30 (72%)	14 (70%)	3 (33%)						
E. Difficulty?				7.821	6	.2515	.254	6 of 12 (50.0%)	26
Very easy	0 (0%)	0 (0%)	0 (0%)						
Easy	1 (2%)	0 (0%)	1 (12%)						
Average	10 (24%)	10 (50%)	2 (22%)						
Hard	20 (48%)	5 (25%)	4 (44%)						
Very hard	11 (26%)	5 (25%)	2 (22%)						

Table 2.2
 Responses to Item 2.2 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Secure donations from corporations									
A. Perform?				23.276	4	.0001	.433	3 of 9 (33.3%)	2
Yes	40 (85%)	18 (67%)	6 (29%)						
No	7 (15%)	9 (33%)	15 (71%)						
B. How?				22.303	6	.0011	1.515	5 of 12 (41.7%)	31
Individual	4 (10%)	2 (11%)	1 (17%)						
Cooperation	29 (69%)	12 (67%)	4 (66%)						
Delegate	9 (21%)	4 (22%)	1 (17%)						
C. Frequency?				7.768	8	.4564	.277	10 of 15 (66.7%)	32
Annually	1 (3%)	1 (6%)	1 (17%)						
Occasionally	11 (26%)	7 (41%)	2 (33%)						
Monthly	9 (21%)	5 (29%)	2 (33%)						
Weekly	11 (26%)	3 (18%)	0 (0%)						
Daily	10 (24%)	1 (6%)	1 (17%)						
D. Importance?				4.424	4	.3517	.923	5 of 9 (55.6%)	32
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	4 (10%)	4 (23%)	2 (33%)						
Great	13 (30%)	3 (18%)	2 (33%)						
Extreme	25 (60%)	10 (59%)	2 (33%)						
E. Difficulty?				9.223	6	.1614	.165	7 of 12 (58.3%)	32
Very easy	0 (0%)	0 (0%)	0 (0%)						
Easy	0 (0%)	1 (6%)	1 (17%)						
Average	11 (26%)	6 (35%)	0 (0%)						
Hard	19 (45%)	4 (24%)	3 (50%)						
Very hard	12 (29%)	6 (35%)	2 (33%)						

Table 2.3

Responses to Item 2.3 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Establish and/or increase ticket prices									
A. Perform?				20.807	4	.0003	.433	5 of 9 (55.6%)	2
Yes	45 (96%)	26 (96%)	13 (62%)						
No	2 (4%)	1 (4%)	8 (38%)						
B. How?				25.609	6	.0003	1.732	7 of 12 (58.3%)	14
Individual Cooperation	5 (11%)	8 (31%)	2 (17%)						
Delegate	33 (73%)	17 (65%)	10 (83%)						
Delegate	7 (16%)	1 (4%)	0 (0%)						
C. Frequency?				10.084	8	.2591	.134	12 of 15 (80.0%)	15
Annually	40 (87%)	20 (80%)	10 (91%)						
Occasionally	1 (2%)	5 (20%)	1 (9%)						
Monthly	3 (7%)	0 (0%)	0 (0%)						
Weekly	1 (2%)	0 (0%)	0 (0%)						
Daily	1 (2%)	0 (0%)	0 (0%)						
D. Importance?				21.646	6	.0014	1.446	6 of 12 (50.0%)	14
None	0 (0%)	0 (0%)	0 (0%)						
Little	4 (9%)	2 (8%)	4 (33%)						
Average	10 (22%)	14 (56%)	7 (58%)						
Great	19 (41%)	7 (28%)	1 (9%)						
Extreme	13 (28%)	2 (8%)	0 (0%)						
E. Difficulty?				10.770	8	.2151	.578	10 of 15 (66.7%)	14
Very easy	4 (9%)	2 (8%)	2 (16%)						
Easy	11 (24%)	8 (32%)	5 (42%)						
Average	21 (45%)	15 (60%)	5 (42%)						
Hard	6 (13%)	0 (0%)	0 (0%)						
Very hard	4 (9%)	0 (0%)	0 (0%)						

Table 2.4
Responses to Item 2.4 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Direct a pre-season ticket sales drive									
A. Perform?				27.121	4	.0000	.433	3 of 9 (33.3%)	2
Yes	33 (70%)	14 (52%)	1 (5%)						
No	14 (30%)	13 (48%)	20 (95%)						
B. How?				43.021	6	.0000	.433	3 of 12 (25.0%)	38
Individual	1 (2%)	1 (6%)	0 (0%)						
Cooperation	19 (45%)	10 (63%)	0 (0%)						
Delegate	22 (52%)	5 (31%)	1 (100%)						
C. Frequency?				5.964	8	.6512	.019	12 of 15 (80.0%)	43
Annually	27 (69%)	9 (64%)	0 (0%)						
Occasionally	5 (13%)	3 (22%)	1 (100%)						
Monthly	3 (8%)	1 (7%)	0 (0%)						
Weekly	1 (2%)	0 (0%)	0 (0%)						
Daily	3 (8%)	1 (7%)	0 (0%)						
D. Importance?				22.489	8	.0041	.019	11 of 15 (73.3%)	43
None	0 (0%)	1 (7%)	0 (0%)						
Little	1 (3%)	1 (7%)	1 (100%)						
Average	7 (18%)	4 (29%)	0 (0%)						
Great	13 (33%)	2 (14%)	0 (0%)						
Extreme	18 (46%)	6 (43%)	0 (0%)						
E. Difficulty?				13.919	8	.0839	.019	11 of 15 (73.3%)	43
Very easy	0 (0%)	1 (7%)	0 (0%)						
Easy	7 (18%)	2 (14%)	1 (100%)						
Average	12 (30%)	8 (58%)	0 (0%)						
Hard	17 (44%)	1 (7%)	0 (0%)						
Very hard	3 (8%)	2 (14%)	0 (0%)						

Table 2.5

Responses to Item 2.5 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Negotiate television and/or radio broadcast contracts									
A. Perform?				43.808	4	.0000	.433	3 of 9 (33.3%)	2
Yes	41 (87%)	14 (52%)	1 (5%)						
No	6 (13%)	13 (48%)	20 (95%)						
B. How?				49.516	6	.0000	3.031	3 of 12 (25.0%)	37
Individual	17 (40%)	1 (6%)	1 (100%)						
Cooperation	17 (40%)	10 (63%)	0 (0%)						
Delegate	9 (20%)	5 (31%)	0 (0%)						
C. Frequency?				5.690	8	.6818	.051	12 of 15 (80.0%)	38
Annually	25 (58%)	10 (67%)	0 (0%)						
Occasionally	9 (21%)	4 (27%)	1 (100%)						
Monthly	3 (7%)	1 (6%)	0 (0%)						
Weekly	3 (7%)	0 (0%)	0 (0%)						
Daily	3 (7%)	0 (0%)	0 (0%)						
D. Importance?				12.429	6	.0531	.034	7 of 12 (58.3%)	38
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (2%)	1 (6%)	0 (0%)						
Average	4 (10%)	6 (40%)	1 (100%)						
Great	19 (44%)	4 (27%)	0 (0%)						
Extreme	19 (44%)	4 (27%)	0 (0%)						
E. Difficulty?				11.454	8	.1773	.017	10 of 15 (66.7%)	38
Very easy	1 (2%)	0 (0%)	0 (0%)						
Easy	5 (12%)	2 (13%)	0 (0%)						
Average	9 (21%)	9 (60%)	1 (100%)						
Hard	21 (49%)	2 (13%)	0 (0%)						
Very hard	7 (16%)	2 (13%)	0 (0%)						

Table 2.6

Responses to Item 2.6 of the Questionnaires
by NCRA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Secure revenue through guarantees									
A. Perform?				17.484	4	.0016	.433	3 of 9 (33.3%)	2
Yes	41 (87%)	21 (78%)	9 (43%)						
No	6 (13%)	6 (22%)	12 (57%)						
B. How?				24.294	6	.0005	2.598	3 of 12 (25.0%)	23
Individual	19 (44%)	12 (52%)	3 (37%)						
Cooperation	15 (35%)	8 (35%)	5 (63%)						
Delegate	9 (21%)	3 (13%)	0 (0%)						
C. Frequency?				7.832	8	.4500	.225	10 of 15 (66.7%)	26
Annually	14 (33%)	10 (47%)	6 (75%)						
Occasionally	17 (40%)	4 (19%)	2 (25%)						
Monthly	7 (17%)	4 (19%)	0 (0%)						
Weekly	1 (3%)	1 (5%)	0 (0%)						
Daily	3 (7%)	2 (10%)	0 (0%)						
D. Importance?				17.817	8	.0226	.111	9 of 15 (60.0%)	25
None	0 (0%)	1 (5%)	0 (0%)						
Little	1 (2%)	3 (14%)	2 (25%)						
Average	7 (16%)	8 (38%)	4 (50%)						
Great	18 (42%)	4 (19%)	1 (13%)						
Extreme	17 (40%)	5 (24%)	1 (13%)						
E. Difficulty?				7.395	8	.4946	.333	11 of 15 (73.3%)	25
Very easy	3 (7%)	0 (0%)	0 (0%)						
Easy	7 (16%)	2 (10%)	0 (0%)						
Average	22 (51%)	14 (67%)	7 (88%)						
Hard	8 (19%)	4 (19%)	0 (0%)						
Very hard	3 (7%)	1 (4%)	1 (13%)						

Table 2.7
Responses to Item 2.7 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Secure contracts for the rental of athletics facilities									
A. Perform?									
Yes	24 (51%)	14 (52%)	12 (57%)	2.227	4	.6940	.433	3 of 9 (33.3%)	2
No	23 (49%)	13 (48%)	9 (43%)						
B. How?									
Individual	3 (8%)	4 (31%)	3 (25%)	24.307	6	.0005	2.165	2 of 12 (16.7%)	35
Cooperation	9 (24%)	8 (62%)	7 (58%)						
Delegate	25 (68%)	1 (7%)	2 (17%)						
C. Frequency?									
Annually	3 (10%)	4 (31%)	0 (0%)	17.496	8	.0253	1.500	11 of 15 (73.3%)	41
Occasionally	14 (45%)	4 (31%)	6 (50%)						
Monthly	3 (10%)	2 (16%)	5 (42%)						
Weekly	7 (23%)	0 (0%)	0 (0%)						
Daily	4 (12%)	3 (23%)	1 (8%)						
D. Importance?									
None	1 (3%)	0 (0%)	0 (0%)	8.278	8	.4058	.211	10 of 15 (66.7%)	40
Little	5 (15%)	2 (15%)	2 (17%)						
Average	18 (56%)	4 (31%)	9 (75%)						
Great	4 (13%)	4 (31%)	1 (8%)						
Extreme	4 (13%)	3 (23%)	0 (0%)						
E. Difficulty?									
Very easy	3 (9%)	2 (17%)	0 (0%)	8.018	8	.4317	.643	11 of 15 (73.3%)	41
Easy	10 (32%)	1 (8%)	5 (42%)						
Average	15 (47%)	8 (67%)	6 (50%)						
Hard	3 (9%)	0 (0%)	0 (0%)						
Very hard	1 (3%)	1 (8%)	1 (8%)						

Table 2.8
 Responses to Item 2.8 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Determine and/or increase concession prices									
A. Perform?				2.643	4	.6192	.433	3 of 9 (33.3%)	2
Yes	18 (38%)	12 (44%)	7 (33%)						
No	29 (62%)	15 (56%)	14 (67%)						
B. How?				21.470	6	.0015	2.381	5 of 12 (41.7%)	48
Individual	1 (4%)	5 (36%)	5 (83%)						
Cooperation	12 (41%)	4 (28%)	1 (17%)						
Delegate	16 (55%)	5 (36%)	0 (0%)						
C. Frequency?				6.527	8	.5884	.136	13 of 15 (86.7%)	53
Annually	20 (77%)	9 (75%)	4 (67%)						
Occasionally	4 (15%)	0 (0%)	1 (17%)						
Monthly	1 (4%)	1 (8%)	1 (17%)						
Weekly	0 (0%)	1 (8%)	0 (0%)						
Daily	1 (4%)	1 (8%)	0 (0%)						
D. Importance?				13.063	8	.1097	.133	13 of 15 (86.7%)	52
None	0 (0%)	0 (0%)	1 (17%)						
Little	3 (11%)	2 (17%)	2 (33%)						
Average	15 (56%)	9 (75%)	2 (33%)						
Great	6 (22%)	1 (8%)	0 (0%)						
Extreme	3 (11%)	0 (0%)	1 (17%)						
E. Difficulty?				6.553	8	.5855	.267	12 of 15 (80.0%)	52
Very easy	2 (7%)	0 (0%)	1 (17%)						
Easy	7 (26%)	3 (25%)	3 (50%)						
Average	16 (59%)	7 (59%)	1 (17%)						
Hard	1 (4%)	1 (8%)	0 (0%)						
Very hard	1 (4%)	1 (8%)	1 (17%)						

Table 2.9
Responses to Item 2.9 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Propose increases in student fees which support the athletics program									
A. Perform?				19.789	4	.0005	.433	3 of 9 (33.3%)	2
Yes	26 (55%)	7 (26%)	1 (5%)						
No	21 (45%)	20 (74%)	20 (95%)						
B. How?				22.308	6	.0011	.433	5 of 12 (41.7%)	60
Individual	9 (31%)	1 (14%)	0 (0%)						
Cooperation	18 (62%)	6 (86%)	1 (100%)						
Delegate	2 (7%)	0 (0%)	0 (0%)						
C. Frequency?				10.102	8	.2579	.028	13 of 15 (86.7%)	61
Annually	22 (79%)	5 (72%)	1 (100%)						
Occasionally	4 (14%)	0 (0%)	0 (0%)						
Monthly	0 (0%)	1 (14%)	0 (0%)						
Weekly	2 (7%)	0 (0%)	0 (0%)						
Daily	0 (0%)	1 (14%)	0 (0%)						
D. Importance?				4.044	6	.6706	.054	10 of 12 (83.3%)	60
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (3%)	1 (13%)	0 (0%)						
Average	4 (14%)	2 (29%)	0 (0%)						
Great	6 (21%)	2 (29%)	0 (0%)						
Extreme	18 (62%)	2 (29%)	1 (100%)						
E. Difficulty?				5.376	8	.7166	.027	12 of 15 (80.0%)	60
Very easy	1 (4%)	0 (0%)	0 (0%)						
Easy	3 (10%)	1 (14%)	0 (0%)						
Average	5 (17%)	3 (43%)	0 (0%)						
Hard	8 (28%)	0 (0%)	0 (0%)						
Very hard	12 (41%)	3 (43%)	1 (100%)						

Table 2.10

Responses to Item 2.10 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Supervise an organizational unit whose purpose is to fund-raise for the athletics program									
A. Perform?				12.430	4	.0144	.433	3 of 9 (33.3%)	2
Yes	31 (66%)	14 (52%)	5 (24%)						
No	16 (34%)	13 (48%)	16 (76%)						
B. How?				20.652	6	.0021	1.948	5 of 12 (41.7%)	41
Individual Cooperation	8 (22%)	1 (7%)	0 (0%)						
Cooperation	19 (51%)	11 (79%)	3 (60%)						
Delegate	10 (27%)	2 (14%)	2 (40%)						
C. Frequency?				16.215	8	.0394	.625	11 of 15 (73.3%)	41
Annually	6 (16%)	3 (21%)	0 (0%)						
Occasionally	4 (11%)	1 (8%)	2 (40%)						
Monthly	4 (11%)	2 (14%)	3 (60%)						
Weekly	8 (22%)	5 (36%)	0 (0%)						
Daily	15 (40%)	3 (21%)	0 (0%)						
D. Importance?				15.440	8	.0511	.091	12 of 15 (80.0%)	42
None	0 (0%)	1 (7%)	0 (0%)						
Little	0 (0%)	0 (0%)	1 (20%)						
Average	1 (2%)	1 (7%)	0 (0%)						
Great	11 (31%)	6 (43%)	2 (40%)						
Extreme	24 (67%)	6 (43%)	2 (40%)						
E. Difficulty?				7.369	8	.4973	.091	11 of 15 (73.3%)	42
Very easy	0 (0%)	1 (7%)	0 (0%)						
Easy	1 (3%)	0 (0%)	0 (0%)						
Average	9 (25%)	5 (36%)	0 (0%)						
Hard	16 (44%)	6 (43%)	4 (80%)						
Very hard	10 (28%)	2 (14%)	1 (20%)						

Table 2.11
 Responses to Item 2.11 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Generation of revenues									
Duty: Submit proposals for grants from the NCAA and/or from the conference									
A. Perform?				3.331	4	.5040	.433	3 of 9 (33.3%)	2
Yes	27 (57%)	12 (44%)	10 (48%)						
No	20 (43%)	15 (56%)	11 (52%)						
B. How?				26.498	6	.0002	1.515	4 of 12 (33.3%)	40
Individual	2 (6%)	4 (33%)	1 (10%)						
Cooperation	14 (40%)	8 (67%)	9 (90%)						
Delegate	19 (54%)	0 (0%)	0 (0%)						
C. Frequency?				7.323	8	.5022	.182	11 of 15 (73.3%)	42
Annually	9 (26%)	1 (6%)	4 (40%)						
Occasionally	18 (53%)	7 (44%)	5 (50%)						
Monthly	5 (15%)	1 (6%)	1 (10%)						
Weekly	0 (0%)	1 (6%)	0 (0%)						
Daily	2 (6%)	1 (6%)	0 (0%)						
D. Importance?				13.551	8	.0942	.370	11 of 15 (73.3%)	43
None	0 (0%)	2 (18%)	0 (0%)						
Little	2 (6%)	1 (9%)	1 (10%)						
Average	17 (52%)	4 (36%)	7 (70%)						
Great	7 (21%)	0 (0%)	1 (10%)						
Extreme	7 (21%)	4 (36%)	1 (10%)						
E. Difficulty?				8.180	8	.4160	.926	11 of 15 (73.3%)	43
Very easy	3 (9%)	2 (18%)	0 (0%)						
Easy	5 (15%)	0 (0%)	1 (10%)						
Average	16 (48%)	6 (55%)	5 (50%)						
Hard	6 (18%)	1 (9%)	4 (40%)						
Very hard	3 (9%)	2 (18%)	0 (0%)						

Table 3.1
 Responses to Item 3.1 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Operational policies									
Duty: Plan Athletics Department policies and procedures									
A. Perform?				3.963	4	.4110	.649	6 of 9 (66.7%)	3
Yes	44 (96%)	26 (96%)	21 (100%)						
No	2 (4%)	1 (4%)	0 (0%)						
B. How?				2.830	6	.8298	.866	8 of 12 (66.7%)	7
Individual	4 (9%)	3 (12%)	3 (16%)						
Cooperation	39 (87%)	21 (81%)	16 (84%)						
Delegate	2 (4%)	2 (7%)	0 (0%)						
C. Frequency?				13.257	8	.1033	1.758	7 of 15 (46.7%)	6
Annually	13 (28%)	10 (40%)	6 (30%)						
Occasionally	9 (20%)	10 (40%)	3 (15%)						
Monthly	16 (35%)	3 (12%)	4 (20%)						
Weekly	3 (6%)	1 (4%)	4 (20%)						
Daily	5 (11%)	1 (4%)	3 (15%)						
D. Importance?				9.828	4	.0434	4.396	1 of 9 (11.1%)	6
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	11 (24%)	8 (32%)	1 (5%)						
Great	14 (30%)	12 (48%)	7 (35%)						
Extreme	21 (46%)	5 (20%)	12 (60%)						
E. Difficulty?				5.854	8	.6536	.440	9 of 15 (60.0%)	6
Very easy	2 (4%)	0 (0%)	0 (0%)						
Easy	1 (2%)	1 (4%)	0 (0%)						
Average	26 (57%)	17 (68%)	10 (50%)						
Hard	13 (28%)	6 (24%)	9 (45%)						
Very hard	4 (9%)	1 (4%)	1 (5%)						

Table 3.2
Responses to Item 3.2 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Operational policies									
Duty: Direct the preparation, revision, and distribution of the departmental handbook									
A. Perform?				4.929	4	.2946	.649	3 of 9 (33.3%)	3
Yes	30 (65%)	20 (74%)	17 (81%)						
No	16 (35%)	7 (26%)	4 (19%)						
B. How?				20.848	6	.0020	2.381	3 of 12 (25.0%)	21
Individual	2 (5%)	2 (10%)	7 (41%)						
Cooperation	17 (44%)	13 (65%)	9 (53%)						
Delegate	20 (51%)	5 (25%)	1 (6%)						
C. Frequency?				3.916	6	.6879	.230	8 of 12 (66.7%)	23
Annually	30 (79%)	13 (69%)	15 (88%)						
Occasionally	5 (13%)	5 (26%)	2 (12%)						
Monthly	2 (5%)	1 (5%)	0 (0%)						
Weekly	1 (3%)	0 (0%)	0 (0%)						
Daily	0 (0%)	0 (0%)	0 (0%)						
D. Importance?				8.790	8	.3603	.227	6 of 15 (40.0%)	22
None	1 (3%)	0 (0%)	0 (0%)						
Little	2 (5%)	0 (0%)	1 (6%)						
Average	13 (33%)	9 (48%)	2 (12%)						
Great	11 (28%)	7 (37%)	6 (35%)						
Extreme	12 (31%)	3 (15%)	8 (47%)						
E. Difficulty?				15.869	8	.0443	.459	10 of 15 (66.7%)	23
Very easy	2 (5%)	0 (0%)	0 (0%)						
Easy	6 (16%)	3 (16%)	1 (6%)						
Average	24 (63%)	9 (47%)	10 (59%)						
Hard	2 (5%)	7 (37%)	6 (35%)						
Very hard	4 (11%)	0 (0%)	0 (0%)						

Table 3.3
 Responses to Item 3.3 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Operational policies									
Duty: Develop procedures and guidelines for scheduling, travel, and home athletics contests									
A. Perform?				6.600	4	.1585	.649	5 of 9 (55.6%)	3
Yes	39 (85%)	24 (89%)	21 (100%)						
No	7 (15%)	3 (11%)	0 (0%)						
B. How?				14.153	6	.0280	2.598	6 of 12 (50.0%)	12
Individual	3 (8%)	3 (13%)	7 (35%)						
Cooperation	28 (68%)	19 (79%)	12 (60%)						
Delegate	10 (24%)	2 (8%)	1 (5%)						
C. Frequency?				6.703	8	.5690	1.176	8 of 15 (53.3%)	12
Annually	21 (50%)	7 (30%)	8 (40%)						
Occasionally	10 (24%)	7 (30%)	5 (25%)						
Monthly	6 (14%)	5 (22%)	3 (15%)						
Weekly	4 (10%)	3 (13%)	1 (5%)						
Daily	1 (2%)	1 (5%)	3 (15%)						
D. Importance?				6.983	8	.5384	.233	6 of 15 (40.0%)	11
None	1 (2%)	0 (0%)	0 (0%)						
Little	2 (5%)	0 (0%)	0 (0%)						
Average	18 (42%)	10 (43%)	7 (35%)						
Great	7 (16%)	8 (35%)	7 (35%)						
Extreme	15 (35%)	5 (22%)	6 (30%)						
E. Difficulty?				8.108	8	.4230	.687	12 of 15 (80.0%)	14
Very easy	3 (7%)	0 (0%)	0 (0%)						
Easy	4 (10%)	1 (4%)	3 (16%)						
Average	30 (73%)	18 (78%)	13 (68%)						
Hard	3 (7%)	2 (9%)	3 (16%)						
Very hard	1 (3%)	2 (9%)	0 (0%)						

Table 3.4
 Responses to Item 3.4 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Operational policies									
Duty: Develop and maintain a system for purchasing, receiving, storing, and inventory									
A. Perform?				4.943	2	.0844	4.642	1 of 6 (16.7%)	2
Yes	33 (68%)	22 (85%)	19 (90%)						
No	15 (32%)	4 (15%)	2 (10%)						
B. How?				32.925	4	.0000	1.788	3 of 9 (33.3%)	12
Individual	0 (0%)	4 (18%)	4 (21%)						
Cooperation	7 (16%)	12 (52%)	12 (63%)						
Delegate	36 (84%)	7 (30%)	3 (16%)						
C. Frequency?				14.995	8	.0592	.237	9 of 15 (60.0%)	21
Annually	23 (62%)	11 (52%)	2 (11%)						
Occasionally	5 (14%)	4 (19%)	6 (33%)						
Monthly	7 (18%)	5 (24%)	8 (44%)						
Weekly	1 (3%)	1 (5%)	2 (11%)						
Daily	1 (3%)	0 (0%)	0 (0%)						
D. Importance?				11.010	4	.0264	1.895	3 of 9 (33.3%)	21
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	1 (2%)	4 (19%)	3 (16%)						
Great	11 (30%)	5 (24%)	10 (56%)						
Extreme	25 (68%)	12 (57%)	5 (28%)						
E. Difficulty?				5.729	8	.6775	.480	9 of 15 (60.0%)	22
Very easy	1 (3%)	1 (5%)	1 (6%)						
Easy	1 (3%)	1 (5%)	0 (0%)						
Average	17 (47%)	10 (47%)	11 (62%)						
Hard	10 (28%)	7 (33%)	6 (33%)						
Very hard	7 (19%)	2 (10%)	0 (0%)						

Table 3.5

Responses to Item 3.5 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Operational policies									
Duty: Develop a plan for program evaluation									
A. Perform?									
Yes	41 (89%)	21 (78%)	21 (100%)	8.918	4	.0632	.649	5 of 9 (55.6%)	3
No	5 (11%)	6 (22%)	0 (0%)						
B. How?									
Individual	8 (20%)	9 (43%)	9 (43%)	11.462	6	.0751	.866	5 of 12 (41.7%)	14
Cooperation	30 (73%)	11 (52%)	12 (57%)						
Delegate	3 (7%)	1 (5%)	0 (0%)						
C. Frequency?									
Annually	27 (66%)	9 (45%)	11 (55%)	13.210	8	.1048	.741	10 of 15 (66.7%)	16
Occasionally	3 (7%)	6 (30%)	6 (30%)						
Monthly	9 (22%)	2 (10%)	2 (10%)						
Weekly	2 (5%)	1 (5%)	0 (0%)						
Daily	0 (0%)	2 (10%)	1 (5%)						
D. Importance?									
None	0 (0%)	0 (0%)	0 (0%)	10.082	6	.1212	.500	3 of 12 (25.0%)	17
Little	2 (5%)	0 (0%)	0 (0%)						
Average	12 (30%)	9 (45%)	3 (15%)						
Great	9 (22%)	7 (35%)	10 (50%)						
Extreme	17 (43%)	4 (20%)	7 (35%)						
E. Difficulty?									
Very easy	2 (5%)	0 (0%)	0 (0%)	4.061	8	.8515	.500	9 of 15 (60.0%)	17
Easy	3 (8%)	2 (10%)	2 (10%)						
Average	21 (52%)	13 (65%)	9 (45%)						
Hard	11 (27%)	4 (20%)	7 (35%)						
Very hard	3 (8%)	1 (5%)	2 (10%)						

Table 3.6

Responses to Item 3.6 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Calls with E.P. < 5	Missing
Responsibility area: Operational policies									
Duty: Develop a handbook for student athletes									
A. Perform?				16.356	4	.0026	.866	3 of 9 (33.3%)	4
Yes	27 (60%)	12 (44%)	3 (14%)						
No	18 (40%)	15 (56%)	18 (86%)						
B. How?				23.417	6	.0007	1.082	3 of 12 (25.0%)	41
Individual	2 (6%)	1 (7%)	2 (50%)						
Cooperation	16 (43%)	8 (53%)	1 (25%)						
Delegate	19 (51%)	6 (40%)	1 (25%)						
C. Frequency?				3.173	8	.9230	.085	13 of 15 (86.7%)	50
Annually	24 (78%)	10 (84%)	3 (75%)						
Occasionally	3 (10%)	1 (8%)	1 (25%)						
Monthly	1 (3%)	1 (8%)	0 (0%)						
Weekly	1 (3%)	0 (0%)	0 (0%)						
Daily	2 (6%)	0 (0%)	0 (0%)						
D. Importance?				13.537	8	.0946	.085	12 of 15 (80.0%)	50
None	0 (0%)	0 (0%)	1 (25%)						
Little	1 (4%)	0 (0%)	0 (0%)						
Average	11 (35%)	4 (33%)	0 (0%)						
Great	8 (26%)	2 (17%)	1 (25%)						
Extreme	11 (35%)	6 (50%)	2 (50%)						
E. Difficulty?				9.031	8	.3396	.085	12 of 15 (80.0%)	50
Very easy	1 (3%)	0 (0%)	1 (25%)						
Easy	3 (10%)	1 (8%)	0 (0%)						
Average	20 (64%)	7 (58%)	3 (75%)						
Hard	7 (23%)	3 (26%)	0 (0%)						
Very hard	0 (0%)	1 (8%)	0 (0%)						

Table 4.1

Responses to Item 4.1 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personnel									
Duty: Plan and conduct regularly scheduled athletics staff meetings									
A. Perform?				4.487	4	.3441	.433	6 of 9 (66.7%)	2
Yes	46 (98%)	25 (93%)	21 (100%)						
No	1 (2%)	2 (7%)	0 (0%)						
B. How?				3.601	6	.7305	.649	6 of 12 (50.0%)	9
Individual	24 (53%)	17 (71%)	10 (53%)						
Cooperation	19 (42%)	6 (25%)	9 (47%)						
Delegate	2 (5%)	1 (4%)	0 (0%)						
C. Frequency?				14.380	8	.0724	.217	8 of 15 (53.3%)	5
Annually	1 (4%)	0 (0%)	0 (0%)						
Occasionally	8 (17%)	7 (28%)	0 (0%)						
Monthly	14 (30%)	13 (52%)	10 (50%)						
Weekly	22 (47%)	5 (20%)	10 (50%)						
Daily	2 (2%)	0 (0%)	0 (0%)						
D. Importance?				15.643	6	.0158	.652	4 of 12 (33.3%)	5
None	0 (0%)	0 (0%)	0 (0%)						
Little	3 (6%)	0 (0%)	0 (0%)						
Average	8 (17%)	10 (40%)	2 (10%)						
Great	16 (34%)	12 (48%)	12 (60%)						
Extreme	20 (43%)	3 (12%)	6 (30%)						
E. Difficulty?				5.594	8	.6925	.418	11 of 15 (73.3%)	6
Very easy	4 (9%)	1 (4%)	1 (5%)						
Easy	6 (13%)	4 (16%)	3 (16%)						
Average	33 (70%)	20 (80%)	13 (68%)						
Hard	2 (4%)	0 (0%)	2 (11%)						
Very hard	2 (4%)	0 (0%)	0 (0%)						

Table 4.2
Responses to Item 4.2 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personnel									
Duty: Hold individual conferences with staff members									
A. Perform?				.863	2	.6493	.649	3 of 6 (50.0%)	3
Yes	47 (100%)	26 (100%)	21 (100%)						
No	0 (0%)	0 (0%)	0 (0%)						
B. How?				2.148	6	.9055	.216	8 of 12 (66.7%)	8
Individual	40 (89%)	21 (88%)	17 (85%)						
Cooperation	4 (9%)	3 (12%)	3 (15%)						
Delegate	1 (2%)	0 (0%)	0 (0%)						
C. Frequency?				10.281	8	.2458	1.087	7 of 15 (46.7%)	3
Annually	3 (7%)	1 (4%)	1 (5%)						
Occasionally	13 (28%)	12 (46%)	10 (50%)						
Monthly	5 (11%)	6 (23%)	2 (10%)						
Weekly	13 (28%)	4 (15%)	6 (30%)						
Daily	12 (26%)	3 (12%)	1 (5%)						
D. Importance?				8.900	6	.1793	.440	4 of 12 (33.3%)	6
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (2%)	0 (0%)	1 (5%)						
Average	10 (22%)	8 (32%)	3 (15%)						
Great	16 (35%)	14 (56%)	9 (45%)						
Extreme	19 (41%)	3 (12%)	7 (35%)						
E. Difficulty?				4.821	8	.7765	.440	10 of 15 (66.7%)	6
Very easy	3 (7%)	1 (4%)	2 (10%)						
Easy	7 (15%)	5 (20%)	2 (10%)						
Average	30 (65%)	16 (64%)	12 (60%)						
Hard	4 (9%)	3 (12%)	4 (20%)						
Very hard	2 (4%)	0 (0%)	0 (0%)						

Table 4.3

Responses to Item 4.3 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personnel									
Duty: Prepare a job analysis of job description for all positions									
A. Perform?				8.489	4	.0752	.649	5 of 9 (55.6%)	3
Yes	34 (72%)	24 (92%)	20 (95%)						
No	13 (28%)	2 (8%)	1 (5%)						
B. How?				17.648	6	.0072	3.031	4 of 12 (33.3%)	14
Individual	8 (20%)	9 (38%)	10 (53%)						
Cooperation	17 (42%)	14 (58%)	8 (42%)						
Delegate	15 (38%)	1 (4%)	1 (5%)						
C. Frequency?				8.187	8	.4156	.231	11 of 15 (73.3%)	19
Annually	24 (55%)	18 (78%)	17 (94%)						
Occasionally	9 (24%)	5 (22%)	1 (6%)						
Monthly	2 (5%)	0 (0%)	0 (0%)						
Weekly	1 (3%)	0 (0%)	0 (0%)						
Daily	1 (3%)	0 (0%)	0 (0%)						
D. Importance?				11.990	6	.0622	.923	4 of 12 (33.3%)	19
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (3%)	1 (4%)	2 (11%)						
Average	11 (30%)	12 (52%)	6 (33%)						
Great	9 (24%)	8 (35%)	2 (11%)						
Extreme	16 (43%)	2 (9%)	8 (44%)						
E. Difficulty?				12.237	8	.1409	.231	10 of 15 (66.7%)	19
Very easy	3 (8%)	0 (0%)	0 (0%)						
Easy	3 (8%)	5 (22%)	3 (17%)						
Average	25 (68%)	15 (65%)	8 (44%)						
Hard	5 (14%)	3 (13%)	7 (39%)						
Very hard	1 (2%)	0 (0%)	0 (0%)						

Table 4.4

Responses to Item 4.4 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personnel									
Duty: Interview and select new coaching and support personnel									
A. Perform?				1.874	4	.7588	.216	6 of 9 (66.7%)	3
Yes	46 (98%)	26 (100%)	21 (100%)						
No	1 (2%)	0 (0%)	0 (0%)						
B. How?				4.279	6	.6390	.649	8 of 12 (66.7%)	5
Individual	7 (15%)	2 (8%)	3 (15%)						
Cooperation	37 (79%)	23 (92%)	17 (85%)						
Delegate	3 (6%)	0 (0%)	0 (0%)						
C. Frequency?				9.042	6	.1712	.440	6 of 12 (50.0%)	6
Annually	8 (17%)	10 (40%)	9 (45%)						
Occasionally	35 (76%)	14 (56%)	11 (55%)						
Monthly	2 (4%)	0 (0%)	0 (0%)						
Weekly	1 (2%)	1 (4%)	0 (0%)						
Daily	0 (0%)	0 (0%)	0 (0%)						
D. Importance?				17.563	4	.0015	1.333	4 of 9 (44.4%)	5
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	1 (2%)	5 (20%)	0 (0%)						
Great	7 (16%)	10 (40%)	5 (25%)						
Extreme	37 (82%)	10 (40%)	15 (75%)						
E. Difficulty?				9.605	6	.2938	.444	7 of 15 (46.7%)	5
Very easy	1 (2%)	0 (0%)	1 (5%)						
Easy	1 (2%)	2 (8%)	1 (5%)						
Average	17 (38%)	10 (40%)	2 (10%)						
Hard	16 (36%)	6 (24%)	11 (55%)						
Very hard	10 (22%)	7 (28%)	5 (25%)						

Table 4.5

Responses to Item 4.5 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Personnel									
Duty: Establish or recommend salary schedules for staff									
A. Perform?				5.940	4	.2037	.649	5 of 9 (55.6%)	3
Yes	44 (94%)	24 (92%)	16 (76%)						
No	3 (6%)	2 (8%)	5 (24%)						
B. How?				9.554	6	.1447	.866	5 of 12 (41.7%)	12
Individual	26 (57%)	14 (61%)	7 (44%)						
Cooperation	16 (35%)	9 (39%)	9 (56%)						
Delegate	4 (8%)	0 (0%)	0 (0%)						
C. Frequency?				4.748	6	.5764	.186	6 of 12 (66.7%)	11
Annually	38 (83%)	19 (79%)	15 (94%)						
Occasionally	5 (11%)	5 (21%)	1 (6%)						
Monthly	2 (4%)	0 (0%)	0 (0%)						
Weekly	0 (0%)	0 (0%)	0 (0%)						
Daily	1 (2%)	0 (0%)	0 (0%)						
D. Importance?				7.934	6	.2430	.186	5 of 12 (41.7%)	11
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	1 (6%)						
Average	8 (18%)	7 (29%)	1 (6%)						
Great	19 (41%)	10 (42%)	7 (44%)						
Extreme	19 (41%)	7 (29%)	7 (44%)						
E. Difficulty?				14.189	8	.0770	.558	9 of 15 (60.0%)	12
Very easy	2 (4%)	0 (0%)	1 (6%)						
Easy	1 (2%)	1 (4%)	3 (19%)						
Average	26 (57%)	12 (50%)	4 (25%)						
Hard	12 (26%)	4 (17%)	3 (19%)						
Very hard	5 (11%)	7 (29%)	5 (31%)						

Table 4.6

Responses to Item 4.6 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Slg.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personnel									
Duty: Determine or make adjustments in loads/coaching assignments									
A. Perform?				7.255	4	.1230	.866	4 of 9 (44.4%)	4
Yes	32 (70%)	21 (81%)	20 (95%)						
No	14 (30%)	5 (19%)	1 (5%)						
B. How?				12.559	6	.0499	1.062	4 of 12 (33.3%)	21
Individual	19 (53%)	7 (33%)	8 (42%)						
Cooperation	12 (33%)	14 (67%)	11 (58%)						
Delegate	5 (14%)	0 (0%)	0 (0%)						
C. Frequency?				8.891	8	.3515	.264	9 of 15 (60.0%)	25
Annually	15 (47%)	12 (57%)	15 (79%)						
Occasionally	15 (47%)	7 (33%)	4 (21%)						
Monthly	1 (3%)	1 (5%)	0 (0%)						
Weekly	0 (0%)	1 (5%)	0 (0%)						
Daily	1 (3%)	0 (0%)	0 (0%)						
D. Importance?				15.277	8	.0540	.264	7 of 15 (46.7%)	25
None	1 (3%)	0 (0%)	0 (0%)						
Little	1 (3%)	0 (0%)	0 (0%)						
Average	12 (38%)	12 (57%)	11 (58%)						
Great	10 (31%)	6 (29%)	7 (37%)						
Extreme	8 (25%)	3 (14%)	0 (0%)						
E. Difficulty?				13.352	8	.1003	1.319	11 of 15 (73.3%)	25
Very easy	4 (13%)	0 (0%)	1 (5%)						
Easy	3 (9%)	2 (10%)	2 (11%)						
Average	19 (59%)	13 (62%)	5 (26%)						
Hard	5 (16%)	3 (14%)	8 (42%)						
Very hard	1 (3%)	3 (14%)	3 (16%)						

Table 4.7
 Responses to Item 4.7 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personnel									
Duty: Conduct formal evaluations of all staff									
A. Perform?				1.030	4	.9052	.649	6 of 9 (66.7%)	3
Yes	42 (89%)	24 (92%)	19 (90%)						
No	5 (11%)	2 (8%)	2 (10%)						
B. How?				6.848	6	.3351	.866	5 of 12 (41.7%)	12
Individual	23 (52%)	16 (70%)	14 (78%)						
Cooperation	17 (39%)	7 (30%)	4 (22%)						
Delegate	4 (9%)	0 (0%)	0 (0%)						
C. Frequency?				1.514	6	.9585	.635	9 of 12 (75.0%)	12
Annually	35 (81%)	19 (79%)	16 (89%)						
Occasionally	4 (9%)	3 (13%)	1 (6%)						
Monthly	2 (5%)	1 (4%)	1 (6%)						
Weekly	2 (5%)	1 (4%)	0 (0%)						
Daily	0 (0%)	0 (0%)	0 (0%)						
D. Importance?				19.485	6	.0034	.212	5 of 12 (41.7%)	12
None	1 (3%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	3 (7%)	8 (33%)	1 (6%)						
Great	23 (53%)	11 (46%)	4 (22%)						
Extreme	16 (37%)	5 (21%)	13 (72%)						
E. Difficulty?				14.585	8	.0677	.635	8 of 15 (53.3%)	16
Very easy	2 (5%)	0 (0%)	1 (5%)						
Easy	2 (5%)	1 (4%)	1 (5%)						
Average	16 (37%)	16 (67%)	2 (11%)						
Hard	17 (39%)	4 (17%)	10 (56%)						
Very hard	6 (14%)	3 (12%)	4 (22%)						

Table 4.8

Responses to Item 4.8 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Personnel									
Duty: Direct activities of office personnel									
A. Perform?									
Yes	30 (65%)	20 (74%)	17 (81%)		2	.3890	6.032	(0.0%)	3
No	16 (35%)	7 (26%)	4 (19%)						
B. How?									
Individual	2 (5%)	2 (10%)	7 (41%)		4	.0005	2.461	2 of 9 (22.2%)	21
Cooperation	17 (44%)	13 (65%)	9 (53%)						
Delegate	20 (51%)	5 (25%)	1 (6%)						
C. Frequency?									
Annually	30 (79%)	13 (68%)	15 (88%)		6	.6879	.230	8 of 12 (66.7%)	23
Occasionally	5 (13%)	5 (26%)	2 (12%)						
Monthly	2 (5%)	1 (6%)	0 (0%)						
Weekly	1 (3%)	0 (0%)	0 (0%)						
Daily	0 (0%)	0 (0%)	0 (0%)						
D. Importance?									
None	1 (3%)	0 (0%)	0 (0%)		8	-.3603	.227	6 of 15 (40.0%)	22
Little	2 (5%)	0 (0%)	1 (6%)						
Average	13 (33%)	9 (47%)	2 (12%)						
Great	11 (28%)	7 (37%)	6 (35%)						
Extreme	12 (31%)	3 (16%)	8 (47%)						
E. Difficulty?									
Very easy	2 (5%)	0 (0%)	0 (0%)		8	-.0443	.459	10 of 15 (66.7%)	23
Easy	6 (16%)	3 (16%)	1 (6%)						
Average	24 (63%)	9 (47%)	10 (59%)						
Hard	2 (5%)	7 (37%)	6 (35%)						
Very hard	4 (11%)	0 (0%)	0 (0%)						

Table 5.1
 Responses to Item 5.1 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Compliance									
Duty: Certify the eligibility of all student athletes; complete and submit required forms									
A. Perform?				9.448	4	.0508	.866	3 of 9 (33.3%)	4
Yes	29 (64%)	21 (78%)	19 (90%)						
No	16 (36%)	6 (22%)	2 (10%)						
B. How?				44.998	6	.0000	2.814	4 of 12 (33.3%)	13
Individual	1 (2%)	2 (8%)	10 (59%)						
Cooperation	9 (22%)	14 (54%)	6 (35%)						
Delegate	31 (76%)	10 (38%)	1 (6%)						
C. Frequency?				13.178	8	.1058	2.132	11 of 15 (73.3%)	21
Annually	14 (40%)	11 (48%)	10 (56%)						
Occasionally	4 (11%)	6 (26%)	4 (22%)						
Monthly	3 (9%)	2 (9%)	4 (22%)						
Weekly	7 (20%)	2 (9%)	0 (0%)						
Daily	7 (20%)	2 (9%)	0 (0%)						
D. Importance?				13.715	8	.0895	.234	12 of 15 (80.0%)	20
None	0 (0%)	0 (0%)	1 (5%)						
Little	0 (0%)	0 (0%)	1 (5%)						
Average	0 (0%)	2 (9%)	3 (17%)						
Great	5 (14%)	4 (17%)	1 (5%)						
Extreme	31 (86%)	17 (74%)	12 (67%)						
E. Difficulty?				16.855	8	.0316	.935	8 of 15 (53.3%)	20
Very easy	1 (3%)	1 (4%)	2 (11%)						
Easy	1 (3%)	0 (0%)	3 (17%)						
Average	8 (22%)	10 (44%)	9 (50%)						
Hard	16 (44%)	8 (35%)	2 (11%)						
Very hard	10 (28%)	4 (17%)	2 (11%)						

Table 5.2
 Responses to Item 5.2 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Compliance									
Duty: Ensure that recruitment of all student athletes is done in accordance with NCAA regulations									
A. Perform?				8.958	4	.0622	1.082	5 of 9 (55.6%)	5
Yes	37 (84%)	24 (89%)	21 (100%)						
No	7 (16%)	3 (11%)	0 (0%)						
B. How?				19.962	6	.0028	1.299	4 of 12 (33.3%)	6
Individual	2 (4%)	8 (30%)	8 (40%)						
Cooperation	25 (57%)	12 (44%)	11 (55%)						
Delegate	17 (39%)	7 (16%)	1 (5%)						
C. Frequency?				8.790	8	.3603	1.628	8 of 15 (53.3%)	11
Annually	2 (5%)	2 (8%)	3 (15%)						
Occasionally	4 (10%)	8 (31%)	6 (30%)						
Monthly	10 (25%)	5 (19%)	2 (10%)						
Weekly	6 (15%)	2 (8%)	2 (10%)						
Daily	18 (45%)	9 (35%)	7 (35%)						
D. Importance?				6.994	4	.1362	1.839	6 of 9 (66.7%)	10
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	1 (2%)	4 (15%)	3 (15%)						
Great	3 (8%)	3 (12%)	4 (20%)						
Extreme	37 (90%)	19 (73%)	13 (65%)						
E. Difficulty?				20.466	8	.0087	.920	7 of 15 (46.7%)	10
Very easy	0 (0%)	1 (4%)	3 (15%)						
Easy	1 (3%)	0 (0%)	3 (15%)						
Average	10 (24%)	13 (50%)	7 (35%)						
Hard	17 (41%)	8 (31%)	4 (20%)						
Very hard	13 (32%)	4 (15%)	3 (15%)						

Table 5.3

Responses to Item 5.3 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Compliance									
Duty: Oversee the awarding of athletics scholarships, work-aid grants, or other forms of financial aid									
A. Perform?				52.392	4	.0000	.866	3 of 9 (33.3%)	4
Yes	36 (80%)	26 (96%)	2 (10%)						
No	9 (20%)	1 (4%)	19 (90%)						
B. How?				77.315	6	.0000	1.515	4 of 12 (33.3%)	23
Individual	1 (2%)	6 (23%)	0 (0%)						
Cooperation	21 (47%)	17 (65%)	0 (0%)						
Delegate	23 (51%)	3 (12%)	3 (100%)						
C. Frequency?				4.568	8	.8026	.209	10 of 15 (66.7%)	30
Annually	15 (38%)	6 (24%)	1 (50%)						
Occasionally	13 (33%)	6 (24%)	1 (50%)						
Monthly	3 (7%)	4 (16%)	0 (0%)						
Weekly	4 (10%)	4 (16%)	0 (0%)						
Daily	5 (12%)	5 (20%)	0 (0%)						
D. Importance?				34.525	6	.0000	.029	8 of 12 (66.7%)	29
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	1 (50%)						
Average	4 (9%)	4 (16%)	0 (0%)						
Great	13 (32%)	8 (32%)	0 (0%)						
Extreme	24 (59%)	13 (52%)	1 (50%)						
E. Difficulty?				21.558	8	.0058	.088	11 of 15 (73.3%)	29
Very easy	1 (2%)	1 (4%)	1 (50%)						
Easy	1 (2%)	1 (4%)	1 (50%)						
Average	20 (49%)	11 (44%)	0 (0%)						
Hard	14 (34%)	9 (36%)	0 (0%)						
Very hard	5 (12%)	3 (12%)	0 (0%)						

Table 5.4

Responses to Item 5.4 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Compliance									
Duty: Provide a program for drug education and/or regular testing for substance abuse									
A. Perform?				22.534	4	.0002	.856	3 of 9 (33.3%)	4
Yes	36 (80%)	20 (74%)	6 (23%)						
No	9 (20%)	7 (26%)	15 (71%)						
B. How?				35.660	6	.0000	.649	3 of 12 (25.0%)	28
Individual Cooperation Delegate	1 (2%)	2 (9%)	0 (0%)						
Cooperation Delegate	16 (39%)	14 (61%)	3 (60%)						
Delegate	24 (59%)	7 (30%)	2 (40%)						
C. Frequency?				3.140	8	.9253	.078	9 of 15 (60.0%)	33
Annually	8 (21%)	6 (29%)	2 (40%)						
Occasionally	12 (32%)	8 (38%)	1 (20%)						
Monthly	13 (34%)	6 (29%)	2 (40%)						
Weekly	4 (11%)	1 (4%)	0 (0%)						
Daily	1 (2%)	0 (0%)	0 (0%)						
D. Importance?				2.711	4	.6073	.938	4 of 9 (44.4%)	33
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	6 (16%)	4 (19%)	2 (40%)						
Great	12 (32%)	8 (38%)	2 (40%)						
Extreme	20 (52%)	9 (43%)	1 (20%)						
E. Difficulty?				6.279	8	.6159	.078	11 of 15 (73.3%)	33
Very easy	0 (0%)	1 (4%)	0 (0%)						
Easy	3 (8%)	0 (0%)	0 (0%)						
Average	18 (47%)	10 (48%)	4 (80%)						
Hard	12 (32%)	8 (38%)	1 (20%)						
Very hard	5 (13%)	2 (10%)	0 (0%)						

Table 5.5
Responses to Item 5.5 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-Square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Compliance									
Duty: Inform and Interpret NCAA and conference legislation to staff									
A. Perform?				12.153	4	.0162	1.082	6 of 9 (66.7%)	5
Yes	38 (86%)	27 (100%)	21 (100%)						
No	6 (14%)	0 (0%)	0 (0%)						
B. How?				38.158	6	.0000	1.732	5 of 12 (41.7%)	8
Individual	6 (14%)	14 (52%)	15 (75%)						
Cooperation	21 (50%)	13 (48%)	5 (25%)						
Delegate	15 (36%)	0 (0%)	0 (0%)						
C. Frequency?				15.286	8	.0538	1.647	7 of 15 (46.7%)	12
Annually	2 (5%)	2 (8%)	3 (15%)						
Occasionally	7 (18%)	7 (27%)	11 (55%)						
Monthly	11 (28%)	6 (23%)	1 (5%)						
Weekly	7 (18%)	7 (27%)	2 (10%)						
Daily	12 (31%)	4 (15%)	3 (15%)						
D. Importance?				15.111	6	.0194	.465	7 of 12 (58.3%)	11
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	2 (10%)						
Average	1 (2%)	4 (15%)	4 (20%)						
Great	6 (15%)	7 (27%)	4 (20%)						
Extreme	33 (83%)	15 (58%)	10 (50%)						
E. Difficulty?				16.611	8	.0344	.465	8 of 15 (53.3%)	11
Very easy	1 (2%)	1 (4%)	0 (0%)						
Easy	1 (2%)	0 (0%)	3 (15%)						
Average	15 (38%)	15 (58%)	11 (55%)						
Hard	14 (35%)	10 (38%)	3 (15%)						
Very hard	9 (23%)	0 (0%)	3 (15%)						

Table 5.6
 Responses to Item 5.6 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Compliance									
Duty: Provide a plan for enforcement									
A. Perform?				2.442	2	.2949	.663	3 of 6 (50.0%)	2
Yes	46 (98%)	25 (93%)	21 (100%)						
No	1 (2%)	2 (7%)	0 (0%)						
B. How?				3.455	4	.4848	.648	3 of 9 (33.3%)	9
Individual	24 (53%)	17 (71%)	10 (53%)						
Cooperation	19 (42%)	6 (25%)	9 (47%)						
Delegate	2 (5%)	1 (4%)	0 (0%)						
C. Frequency?				6.428	4	.1694	.189	4 of 9 (44.4%)	44
Annually	1 (4%)	0 (0%)	0 (0%)						
Occasionally	8 (35%)	7 (35%)	0 (0%)						
Monthly	14 (61%)	13 (65%)	10 (100%)						
Weekly	0 (0%)	0 (0%)	0 (0%)						
Daily	0 (0%)	0 (0%)	0 (0%)						
D. Importance?				3.763	2	.1523	.261	4 of 6 (66.7%)	74
None	0 (0%)	0 (0%)	0 (0%)						
Little	3 (27%)	0 (0%)	0 (0%)						
Average	8 (73%)	10 (100%)	2 (100%)						
Great	0 (0%)	0 (0%)	0 (0%)						
Extreme	0 (0%)	0 (0%)	0 (0%)						
E. Difficulty?				.8169	4	.9362	1.200	5 of 9 (55.6%)	12
Very easy	4 (9%)	1 (4%)	1 (6%)						
Easy	6 (14%)	4 (16%)	3 (18%)						
Average	33 (77%)	20 (80%)	13 (76%)						
Hard	0 (0%)	0 (0%)	0 (0%)						
Very hard	0 (0%)	0 (0%)	0 (0%)						

Table 5.7
 Responses to Item 5.7 the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responsibility area: Compliance									
Duty: Conduct ongoing review and evaluation of compliance systems									
A. Perform?				14.094	4	.0070	.866	5 of 9 (55.6%)	4
Yes	41 (91%)	24 (89%)	13 (62%)						
No	4 (9%)	3 (11%)	8 (38%)						
B. How?				22.116	6	.0012	2.165	5 of 12 (41.7%)	17
Individual	4 (9%)	7 (28%)	8 (62%)						
Cooperation	33 (79%)	14 (56%)	4 (30%)						
Delegate	5 (12%)	4 (16%)	1 (8%)						
C. Frequency?				6.037	8	.6430	1.688	9 of 15 (60.0%)	20
Annually	10 (25%)	3 (12%)	2 (15%)						
Occasionally	9 (22%)	10 (42%)	7 (54%)						
Monthly	7 (18%)	4 (17%)	1 (8%)						
Weekly	6 (15%)	3 (12%)	1 (8%)						
Daily	8 (20%)	4 (17%)	2 (15%)						
D. Importance?				20.481	6	.0023	.169	7 of 12 (58.3%)	20
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	1 (8%)						
Average	3 (7%)	5 (21%)	6 (46%)						
Great	6 (15%)	8 (33%)	2 (15%)						
Extreme	31 (78%)	11 (46%)	4 (31%)						
E. Difficulty?				19.154	8	.0141	.169	9 of 15 (60.0%)	20
Very easy	0 (0%)	1 (4%)	0 (0%)						
Easy	1 (2%)	0 (0%)	3 (23%)						
Average	14 (35%)	14 (58%)	6 (46%)						
Hard	13 (33%)	5 (21%)	4 (31%)						
Very hard	12 (30%)	4 (17%)	0 (0%)						

Table 6.1
 Responses to Item 6.1 the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Arrange for an insurance plan for all athletes									
A. Perform?				8.908	4	.0634	.433	3 of 9 (33.3%)	2
Yes	24 (51%)	22 (81%)	12 (57%)						
No	23 (49%)	5 (19%)	9 (43%)						
B. How?				25.309	6	.0003	1.515	5 of 12 (41.7%)	23
Individual	1 (2%)	6 (27%)	0 (0%)						
Cooperation	8 (20%)	9 (41%)	6 (50%)						
Delegate	31 (78%)	7 (32%)	6 (50%)						
C. Frequency?				2.071	6	.9131	.188	9 of 12 (75.0%)	33
Annually	26 (84%)	18 (86%)	10 (83%)						
Occasionally	1 (3%)	1 (4%)	0 (0%)						
Monthly	0 (0%)	0 (0%)	0 (0%)						
Weekly	1 (3%)	0 (0%)	0 (0%)						
Daily	3 (10%)	2 (10%)	2 (17%)						
D. Importance?				2.950	4	.5661	1.292	4 of 9 (44.4%)	32
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	4 (12%)	3 (14%)	0 (0%)						
Great	7 (22%)	7 (33%)	3 (25%)						
Extreme	21 (66%)	11 (52%)	9 (75%)						
E. Difficulty?				8.651	8	.3725	.563	11 of 15 (73.3%)	33
Very easy	0 (0%)	1 (5%)	2 (17%)						
Easy	2 (6%)	1 (5%)	2 (17%)						
Average	19 (61%)	13 (62%)	4 (33%)						
Hard	7 (23%)	4 (19%)	2 (17%)						
Very hard	3 (10%)	2 (10%)	2 (17%)						

Table 6.2
Responses to Item 6.2 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Ensure that all athletes have physical examinations									
A. Perform?				13.886	4	.0077	.649	3 of 9 (33.3%)	3
Yes	27 (57%)	22 (85%)	20 (95%)						
No	20 (43%)	4 (15%)	1 (5%)						
B. How?				8.508	6	.2032	.433	6 of 12 (50.0%)	9
Individual	0 (0%)	1 (4%)	1 (5%)						
Cooperation	8 (18%)	10 (40%)	8 (42%)						
Delegate	36 (82%)	14 (56%)	10 (53%)						
C. Frequency?				10.200	8	.2512	.247	12 of 15 (80.0%)	20
Annually	28 (80%)	22 (96%)	15 (79%)						
Occasionally	3 (9%)	1 (4%)	1 (5%)						
Monthly	1 (3%)	0 (0%)	3 (15%)						
Weekly	1 (3%)	0 (0%)	0 (0%)						
Daily	2 (6%)	0 (0%)	0 (0%)						
D. Importance?				1.453	4	.8349	2.192	5 of 9 (55.6%)	19
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	3 (8%)	4 (17%)	2 (10%)						
Great	8 (22%)	4 (17%)	3 (16%)						
Extreme	25 (69%)	15 (65%)	14 (74%)						
E. Difficulty?				11.720	8	.1641	.740	11 of 15 (73.3%)	20
Very easy	2 (5%)	2 (9%)	2 (11%)						
Easy	6 (17%)	1 (4%)	5 (26%)						
Average	24 (67%)	16 (73%)	6 (32%)						
Hard	3 (8%)	3 (14%)	4 (21%)						
Very hard	1 (3%)	0 (0%)	2 (11%)						

Table 6.3

Responses to Item 5.3 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Calls with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Arrange transportation, meals, lodging, etcetera, when teams travel									
A. Perform?				11.981	4	.0175	.433	3 of 9 (33.3%)	2
Yes	19 (40%)	16 (59%)	17 (81%)						
No	28 (60%)	11 (41%)	4 (19%)						
B. How?				20.034	6	.0027	.216	6 of 12 (50.0%)	18
Individual	0 (0%)	0 (0%)	1 (5%)						
Cooperation	1 (3%)	9 (43%)	5 (26%)						
Delegate	38 (97%)	12 (57%)	13 (68%)						
C. Frequency?				8.335	8	.4014	.794	9 of 15 (60.0%)	29
Annually	2 (6%)	1 (5%)	0 (0%)						
Occasionally	4 (13%)	3 (16%)	3 (17%)						
Monthly	3 (10%)	5 (26%)	0 (0%)						
Weekly	10 (32%)	4 (21%)	6 (33%)						
Daily	12 (39%)	6 (32%)	9 (50%)						
D. Importance?				2.221	4	.6952	4.957	1 of 9 (11.1%)	28
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	7 (22%)	6 (32%)	6 (33%)						
Great	15 (47%)	8 (42%)	5 (28%)						
Extreme	10 (31%)	5 (26%)	7 (39%)						
E. Difficulty?				6.344	8	.6088	.750	11 of 15 (73.3%)	29
Very easy	1 (3%)	2 (11%)	2 (12%)						
Easy	5 (16%)	1 (5%)	2 (12%)						
Average	19 (59%)	9 (47%)	11 (65%)						
Hard	5 (16%)	6 (32%)	2 (12%)						
Very hard	2 (6%)	1 (5%)	0 (0%)						

Table 6.4

Responses to Item 6.4 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Enforce codes of ethics and conduct for athletes									
A. Perform?				4.761	4	.3127	.649	6 of 9 (66.7%)	3
Yes	40 (87%)	26 (96%)	19 (90%)						
No	6 (13%)	1 (4%)	2 (10%)						
B. How?				7.236	6	.2995	1.082	6 of 12 (50.0%)	7
Individual	4 (8%)	1 (4%)	0 (0%)						
Cooperation	26 (57%)	15 (58%)	15 (83%)						
Delegate	16 (35%)	10 (38%)	3 (17%)						
C. Frequency?				14.757	8	.0640	1.059	8 of 15 (53.3%)	12
Annually	5 (12%)	7 (28%)	1 (6%)						
Occasionally	9 (21%)	2 (8%)	8 (44%)						
Monthly	8 (19%)	2 (8%)	2 (11%)						
Weekly	4 (10%)	1 (4%)	0 (0%)						
Daily	16 (38%)	13 (52%)	7 (39%)						
D. Importance?				3.325	4	.5049	3.388	3 of 9 (33.3%)	12
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	6 (14%)	7 (28%)	3 (17%)						
Great	11 (26%)	8 (32%)	4 (22%)						
Extreme	25 (60%)	10 (40%)	11 (61%)						
E. Difficulty?				4.858	8	.7726	1.271	10 of 15 (66.7%)	12
Very easy	2 (5%)	2 (8%)	2 (11%)						
Easy	2 (5%)	1 (4%)	3 (17%)						
Average	25 (60%)	14 (56%)	8 (44%)						
Hard	10 (24%)	6 (24%)	3 (17%)						
Very hard	3 (7%)	2 (8%)	2 (11%)						

Table 6.5
 Responses to Item 6.5 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Assign athletes to athletics department or campus jobs									
A. Perform?				12.658	4	.0131	.433	3 of 9 (33.3%)	2
Yes	6 (87%)	10 (37%)	10 (48%)						
No	41 (113%)	17 (63%)	11 (52%)						
B. How?				17.222	6	.0085	.216	6 of 12 (50.0%)	58
Individual	0 (0%)	0 (0%)	1 (10%)						
Cooperation	0 (0%)	6 (60%)	3 (30%)						
Delegate	19 (100%)	4 (40%)	6 (60%)						
C. Frequency?				5.199	8	.7361	.303	14 of 15 (93.3%)	64
Annually	5 (38%)	6 (60%)	3 (30%)						
Occasionally	3 (23%)	2 (20%)	4 (40%)						
Monthly	3 (23%)	1 (10%)	1 (10%)						
Weekly	1 (8%)	0 (0%)	0 (0%)						
Daily	1 (8%)	1 (10%)	2 (20%)						
D. Importance?				3.710	6	.7158	.909	9 of 12 (75.0%)	64
None	0 (0%)	0 (0%)	0 (0%)						
Little	2 (15%)	2 (20%)	1 (10%)						
Average	7 (54%)	7 (70%)	6 (60%)						
Great	1 (8%)	0 (0%)	2 (20%)						
Extreme	3 (23%)	1 (10%)	1 (10%)						
E. Difficulty?				7.664	8	.4669	.303	14 of 15 (93.3%)	64
Very easy	0 (0%)	1 (10%)	1 (10%)						
Easy	6 (46%)	2 (20%)	3 (30%)						
Average	5 (38%)	7 (70%)	4 (40%)						
Hard	2 (15%)	0 (0%)	1 (10%)						
Very hard	0 (0%)	0 (0%)	1 (10%)						

Table 6.6

Responses to Item 6.6 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	CHI-square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Develop a system of keeping records for all sports									
A. Perform?				12.960	4	.0115	.433	3 of 9 (33.3%)	2
Yes	27 (57%)	23 (85%)	19 (90%)						
No	20 (43%)	4 (15%)	2 (10%)						
B. How?				22.048	6	.0012	1.082	5 of 12 (41.7%)	11
Individual	2 (5%)	0 (0%)	3 (17%)						
Cooperation	8 (19%)	16 (62%)	9 (50%)						
Delegate	32 (76%)	10 (38%)	6 (33%)						
C. Frequency?				7.640	8	.4693	1.680	8 of 15 (53.3%)	22
Annually	11 (33%)	8 (33%)	2 (11%)						
Occasionally	6 (18%)	2 (8%)	5 (28%)						
Monthly	2 (6%)	2 (8%)	3 (17%)						
Weekly	2 (6%)	4 (17%)	2 (11%)						
Daily	12 (36%)	8 (33%)	6 (33%)						
D. Importance?				4.613	6	.5942	1.184	4 of 12 (33.3%)	21
None	0 (0%)	0 (0%)	0 (0%)						
Little	2 (6%)	2 (8%)	1 (6%)						
Average	7 (21%)	8 (33%)	4 (22%)						
Great	11 (32%)	9 (38%)	4 (22%)						
Extreme	14 (41%)	5 (21%)	9 (50%)						
E. Difficulty?				2.368	8	.9676	.947	11 of 15 (73.3%)	21
Very easy	2 (6%)	1 (4%)	1 (6%)						
Easy	5 (15%)	1 (4%)	2 (11%)						
Average	20 (59%)	16 (67%)	10 (56%)						
Hard	5 (15%)	5 (21%)	4 (22%)						
Very hard	2 (6%)	1 (4%)	1 (6%)						

Table 6.7
 Responses to Item 6.7 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Establish standards for qualifications for sports awards									
A. Perform?				9.337	4	.0532	.433	4 of 9 (44.4%)	2
Yes	32 (68%)	23 (85%)	20 (95%)						
No	15 (32%)	4 (15%)	1 (5%)						
B. How?				20.044	6	.0027	1.732	6 of 12 (50.0%)	13
Individual	5 (12%)	0 (0%)	3 (17%)						
Cooperation	19 (45%)	22 (92%)	14 (78%)						
Delegate	18 (43%)	2 (8%)	1 (5%)						
C. Frequency?				6.923	8	.5449	.250	11 of 15 (73.3%)	21
Annually	23 (66%)	16 (73%)	18 (95%)						
Occasionally	7 (20%)	3 (14%)	1 (5%)						
Monthly	3 (9%)	2 (9%)	0 (0%)						
Weekly	1 (3%)	1 (4%)	0 (0%)						
Daily	1 (3%)	0 (0%)	0 (0%)						
D. Importance?				6.204	6	.4007	2.250	7 of 12 (58.3%)	21
None	0 (0%)	0 (0%)	0 (0%)						
Little	5 (14%)	2 (9%)	2 (11%)						
Average	13 (37%)	14 (64%)	11 (58%)						
Great	11 (31%)	4 (18%)	2 (11%)						
Extreme	6 (17%)	2 (9%)	4 (21%)						
E. Difficulty?				10.682	8	.2204	.750	11 of 15 (73.3%)	21
Very easy	3 (9%)	1 (4%)	2 (10%)						
Easy	7 (20%)	3 (14%)	6 (32%)						
Average	21 (60%)	18 (82%)	9 (47%)						
Hard	3 (9%)	0 (0%)	0 (0%)						
Very hard	1 (3%)	0 (0%)	2 (10%)						

Table 6.8

Responses to Item 6.8 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Colle with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Provide a plan for laundry services									
A. Perform?				14.249	4	.0065	.433	3 of 9 (33.3%)	2
Yes	14 (30%)	16 (59%)	15 (71%)						
No	33 (70%)	11 (41%)	6 (29%)						
B. How?				21.938	6	.0012	.433	5 of 12 (41.7%)	37
Individual	0 (0%)	2 (11%)	0 (0%)						
Cooperation	1 (4%)	6 (33%)	8 (50%)						
Delegate	25 (96%)	10 (56%)	8 (50%)						
C. Frequency?				7.929	8	.4404	.913	12 of 15 (80.0%)	51
Annually	6 (35%)	6 (43%)	4 (27%)						
Occasionally	3 (18%)	1 (7%)	3 (20%)						
Monthly	4 (24%)	0 (0%)	2 (13%)						
Weekly	0 (0%)	1 (7%)	2 (13%)						
Daily	4 (24%)	6 (43%)	4 (27%)						
D. Importance?				8.562	8	.3806	.596	12 of 15 (80.0%)	50
None	1 (5%)	0 (0%)	1 (7%)						
Little	2 (11%)	1 (7%)	3 (20%)						
Average	7 (39%)	11 (79%)	7 (47%)						
Great	5 (28%)	0 (0%)	2 (13%)						
Extrema	3 (17%)	2 (14%)	2 (13%)						
E. Difficulty?				5.924	8	.6556	.596	11 of 15 (73.3%)	50
Very easy	1 (5%)	0 (0%)	2 (13%)						
Easy	7 (39%)	3 (21%)	5 (33%)						
Average	8 (44%)	10 (71%)	7 (47%)						
Hard	1 (5%)	1 (7%)	0 (0%)						
Very hard	1 (5%)	0 (0%)	1 (7%)						

Table 6.9

Responses to Item 6.9 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility areas: Responsibilities to student athletes									
Duty: Arrange yearly athletics banquet(s)									
A. Perform?				19.279	4	.0007	.433	4 of 9 (44.4%)	2
Yes	27 (57%)	26 (96%)	19 (90%)						
No	20 (43%)	1 (4%)	2 (10%)						
B. How?				25.007	6	.0003	1.732	5 of 12 (41.7%)	16
Individual	3 (7%)	2 (8%)	3 (18%)						
Cooperation	10 (26%)	19 (76%)	11 (65%)						
Delegate	26 (67%)	4 (16%)	3 (18%)						
C. Frequency?				11.681	8	.1660	.235	12 of 15 (80.0%)	29
Annually	20 (71%)	21 (88%)	9 (56%)						
Occasionally	3 (11%)	1 (4%)	5 (31%)						
Monthly	4 (14%)	1 (4%)	1 (6%)						
Weekly	0 (0%)	1 (4%)	0 (0%)						
Daily	1 (4%)	0 (0%)	1 (6%)						
D. Importance?				16.912	8	.0310	.235	11 of 15 (73.3%)	29
None	1 (4%)	0 (0%)	0 (0%)						
Little	4 (14%)	0 (0%)	0 (0%)						
Average	12 (43%)	18 (75%)	8 (50%)						
Great	3 (11%)	4 (17%)	6 (38%)						
Extreme	8 (28%)	2 (8%)	2 (12%)						
E. Difficulty?				6.961	8	.5408	1.159	12 of 15 (80.0%)	28
Very easy	4 (14%)	0 (0%)	1 (6%)						
Easy	4 (14%)	2 (8%)	0 (0%)						
Average	16 (55%)	18 (75%)	12 (75%)						
Hard	3 (10%)	2 (8%)	2 (13%)						
Very hard	2 (7%)	2 (8%)	1 (6%)						

Table 6.10
Responses to Item 6.10 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Responsibilities to student athletes									
Duty: Provide a counseling program for athletes who aspire to become professionals									
A. Perform?				15.361	4	.0040	.433	3 of 9 (33.3%)	2
Yes	26 (55%)	9 (33%)	2 (10%)						
No	21 (45%)	18 (67%)	19 (90%)						
B. How?				24.875	6	.0004	.216	4 of 12 (33.3%)	45
Individual	1 (3%)	0 (0%)	0 (0%)						
Cooperation	13 (35%)	6 (50%)	2 (67%)						
Delegate	23 (62%)	6 (50%)	1 (33%)						
C. Frequency?				5.702	6	.4574	.273	10 of 12 (83.3%)	53
Annually	7 (23%)	3 (30%)	2 (67%)						
Occasionally	14 (45%)	6 (60%)	1 (33%)						
Monthly	7 (23%)	0 (0%)	0 (0%)						
Weekly	0 (0%)	0 (0%)	0 (0%)						
Daily	3 (9%)	1 (10%)	0 (0%)						
D. Importance?				17.568	8	.0247	.070	12 of 15 (80.0%)	54
None	0 (0%)	0 (0%)	1 (33%)						
Little	3 (10%)	0 (0%)	0 (0%)						
Average	10 (33%)	6 (60%)	1 (33%)						
Great	10 (33%)	2 (20%)	0 (0%)						
Extreme	7 (23%)	2 (20%)	1 (33%)						
E. Difficulty?				22.000	8	.0049	.136	12 of 15 (80.0%)	53
Very easy	0 (0%)	1 (10%)	2 (67%)						
Easy	7 (23%)	1 (10%)	1 (33%)						
Average	19 (61%)	7 (70%)	0 (0%)						
Hard	3 (10%)	1 (10%)	0 (0%)						
Very hard	2 (6%)	0 (0%)	0 (0%)						

Table 7.1
Responses to 7.1 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Interpret phases of the athletics program to faculty, students, community, and alumni									
A. Perform?				2.963	4	.5639	.433	6 of 9 (66.7%)	3
Yes	47 (100%)	25 (96%)	20 (95%)						
No	0 (0%)	1 (4%)	1 (5%)						
B. How?				7.623	6	.2670	.433	6 of 12 (50.0%)	6
Individual	15 (32%)	8 (32%)	9 (47%)						
Cooperation	32 (68%)	15 (60%)	10 (53%)						
Delegate	0 (0%)	2 (8%)	0 (0%)						
C. Frequency?				13.008	8	.1116	1.281	7 of 15 (46.7%)	6
Annually	1 (2%)	2 (8%)	3 (16%)						
Occasionally	11 (24%)	7 (29%)	10 (53%)						
Monthly	13 (28%)	5 (21%)	2 (11%)						
Weekly	13 (28%)	7 (29%)	1 (5%)						
Daily	8 (17%)	3 (13%)	3 (16%)						
D. Importance?				10.907	6	.0913	.213	4 of 12 (33.3%)	6
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (2%)	0 (0%)	0 (0%)						
Average	5 (11%)	8 (33%)	6 (32%)						
Great	18 (39%)	12 (50%)	6 (32%)						
Extreme	22 (48%)	4 (17%)	7 (37%)						
E. Difficulty?				6.871	8	.5505	.648	9 of 15 (60.0%)	7
Very easy	2 (4%)	0 (0%)	1 (5%)						
Easy	8 (18%)	2 (8%)	2 (11%)						
Average	20 (44%)	17 (71%)	9 (47%)						
Hard	10 (22%)	3 (13%)	6 (32%)						
Very hard	5 (11%)	2 (8%)	1 (5%)						

Table 7.2
Responses to Item 7.2 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Make special addresses to alumni or other groups									
A. Perform?				6.543	4	.1621	.433	6 of 9 (66.7%)	2
Yes	46 (98%)	26 (96%)	18 (86%)						
No	1 (2%)	1 (4%)	1 (4%)						
B. How?				15.327	6	.0179	.649	6 of 12 (50.0%)	7
Individual	27 (57%)	14 (54%)	16 (94%)						
Cooperation	19 (40%)	11 (42%)	0 (0%)						
Delegate	1 (2%)	1 (4%)	1 (6%)						
C. Frequency?				14.606	8	.0673	.191	8 of 15 (53.3%)	8
Annually	1 (2%)	0 (0%)	0 (0%)						
Occasionally	16 (34%)	14 (56%)	14 (82%)						
Monthly	14 (30%)	6 (24%)	1 (6%)						
Weekly	12 (26%)	5 (20%)	1 (6%)						
Daily	4 (8%)	0 (0%)	1 (6%)						
D. Importance?				10.296	6	.1127	.191	5 of 12 (41.7%)	8
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (2%)	0 (0%)	0 (0%)						
Average	8 (17%)	12 (48%)	5 (29%)						
Great	21 (45%)	10 (40%)	6 (35%)						
Extreme	17 (36%)	3 (12%)	6 (35%)						
E. Difficulty?				12.410	8	.1338	.573	11 of 15 (73.3%)	8
Very easy	2 (4%)	0 (0%)	1 (6%)						
Easy	11 (23%)	2 (8%)	3 (18%)						
Average	27 (57%)	22 (88%)	8 (47%)						
Hard	5 (11%)	0 (0%)	4 (24%)						
Very hard	2 (4%)	1 (4%)	1 (6%)						

Table 7.3
 Responses to Item 7.3 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Arrange preferential seating for ardent supporters of the athletics program									
A. Perform?				12.667	4	.0130	.433	3 of 9 (33.3%)	2
Yes	26 (55%)	14 (52%)	3 (14%)						
No	21 (45%)	13 (48%)	18 (86%)						
B. How?				29.443	6	.0001	1.082	4 of 12 (33.3%)	43
Individual	3 (8%)	1 (7%)	1 (33%)						
Cooperation	15 (42%)	12 (80%)	2 (67%)						
Delegate	18 (50%)	2 (13%)	0 (0%)						
C. Frequency?				8.663	8	.3715	.045	12 of 15 (80.0%)	53
Annually	17 (61%)	9 (64%)	0 (0%)						
Occasionally	8 (29%)	2 (14%)	2 (100%)						
Monthly	1 (3%)	1 (7%)	0 (0%)						
Weekly	1 (3%)	2 (14%)	0 (0%)						
Daily	1 (3%)	0 (0%)	0 (0%)						
D. Importance?				28.601	6	.0001	.044	8 of 12 (66.7%)	52
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	1 (50%)						
Average	3 (10%)	5 (36%)	1 (50%)						
Great	16 (55%)	7 (50%)	0 (0%)						
Extreme	10 (34%)	2 (14%)	0 (0%)						
E. Difficulty?				30.732	8	.0002	.089	12 of 15 (80.0%)	52
Very easy	0 (0%)	2 (14%)	0 (0%)						
Easy	2 (7%)	0 (0%)	2 (100%)						
Average	14 (48%)	10 (71%)	0 (0%)						
Hard	7 (24%)	2 (14%)	0 (0%)						
Very hard	6 (21%)	0 (0%)	0 (0%)						

Table 7.4

Responses to Item 7.4 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. S.F.	Cells with E.P. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Cooperate with boosters and athletics benefit groups									
A. Perform?				29.029	4	.0000	.649	5 of 9 (55.6%)	3
Yes	45 (98%)	26 (96%)	12 (57%)						
No	1 (2%)	1 (4%)	9 (43%)						
B. How?				28.145	6	.0001	.649	5 of 12 (41.7%)	16
Individual	15 (33%)	7 (27%)	5 (50%)						
Cooperation	29 (64%)	17 (65%)	5 (50%)						
Delegate	1 (3%)	2 (8%)	0 (0%)						
C. Frequency?				22.206	8	.0045	.584	8 of 15 (53.3%)	20
Annually	5 (11%)	0 (0%)	0 (0%)						
Occasionally	8 (18%)	8 (30%)	8 (89%)						
Monthly	11 (25%)	7 (29%)	1 (11%)						
Weekly	11 (25%)	7 (29%)	0 (0%)						
Daily	9 (20%)	2 (8%)	0 (0%)						
D. Importance?				16.702	6	.0104	.351	6 of 12 (50.0%)	20
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (2%)	0 (0%)	2 (22%)						
Average	10 (23%)	11 (46%)	2 (22%)						
Great	12 (27%)	7 (29%)	4 (44%)						
Extreme	21 (48%)	6 (25%)	1 (11%)						
E. Difficulty?				11.509	8	.1745	.711	12 of 15 (80.0%)	21
Very easy	4 (9%)	2 (8%)	1 (11%)						
Easy	4 (9%)	1 (4%)	3 (33%)						
Average	19 (44%)	16 (67%)	5 (56%)						
Hard	11 (26%)	4 (17%)	0 (0%)						
Very hard	5 (12%)	1 (4%)	0 (0%)						

Table 7.5
 Responses to Item 7.5 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.P.	Cells with E.P. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Visit schools for speaking engagements when requested									
A. Perform?				6.405	4	.1709	.866	6 of 9 (66.7%)	4
Yes	44 (96%)	26 (100%)	18 (86%)						
No	2 (4%)	0 (0%)	3 (14%)						
B. How?				10.283	6	.1132	.433	6 of 12 (50.0%)	10
Individual	30 (68%)	17 (65%)	17 (100%)						
Cooperation	13 (30%)	8 (31%)	0 (0%)						
Delegate	1 (2%)	1 (4%)	0 (0%)						
C. Frequency?				13.524	8	.0950	.405	11 of 15 (73.3%)	13
Annually	3 (7%)	0 (0%)	0 (0%)						
Occasionally	23 (55%)	19 (76%)	16 (94%)						
Monthly	9 (21%)	2 (8%)	1 (6%)						
Weekly	5 (12%)	4 (16%)	0 (0%)						
Daily	2 (5%)	0 (0%)	0 (0%)						
D. Importance?				20.215	6	.0025	.622	5 of 12 (41.7%)	15
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	3 (18%)						
Average	19 (48%)	17 (68%)	3 (18%)						
Great	9 (22%)	5 (20%)	6 (35%)						
Extreme	12 (30%)	3 (12%)	5 (29%)						
E. Difficulty?				9.160	8	.3290	.630	10 of 15 (66.7%)	16
Very easy	2 (5%)	1 (4%)	2 (12%)						
Easy	14 (36%)	3 (12%)	5 (29%)						
Average	21 (54%)	19 (76%)	7 (41%)						
Hard	1 (2%)	1 (4%)	2 (12%)						
Very hard	1 (2%)	1 (4%)	1 (6%)						

Table 7.6

Responses to Item 7.6 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Serve as a consultant to programs of youth organizations and commercial, civic, and industrial groups									
A. Perform?				4.270	4	.3707	.433	3 of 9 (33.3%)	2
Yes	34 (72%)	15 (56%)	13 (62%)						
No	13 (28%)	12 (44%)	8 (38%)						
B. How?				5.155	6	.5241	1.299	5 of 12 (41.7%)	33
Individual	24 (69%)	9 (53%)	9 (75%)						
Cooperation	9 (26%)	6 (35%)	1 (8%)						
Delegate	2 (5%)	2 (12%)	2 (17%)						
C. Frequency?				6.684	8	.5710	.400	11 of 15 (73.3%)	37
Annually	2 (5%)	0 (0%)	0 (0%)						
Occasionally	18 (53%)	11 (79%)	9 (75%)						
Monthly	8 (24%)	2 (14%)	3 (25%)						
Weekly	3 (9%)	1 (7%)	0 (0%)						
Daily	3 (9%)	0 (0%)	0 (0%)						
D. Importance?				2.273	6	.8930	.600	7 of 12 (58.3%)	37
None	0 (0%)	0 (0%)	0 (0%)						
Little	2 (6%)	0 (0%)	1 (8%)						
Average	16 (47%)	9 (64%)	7 (58%)						
Great	7 (21%)	2 (14%)	2 (17%)						
Extreme	9 (26%)	3 (21%)	2 (17%)						
E. Difficulty?				7.084	6	.3131	.814	8 of 12 (66.7%)	38
Very easy	1 (3%)	2 (14%)	1 (8%)						
Easy	9 (27%)	0 (0%)	2 (17%)						
Average	20 (61%)	11 (79%)	7 (58%)						
Hard	3 (9%)	1 (7%)	2 (17%)						
Very hard	0 (0%)	0 (0%)	0 (0%)						

Table 7.7
 Responses to Item 7.7 the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Plan marketing campaigns									
A. Perform?				13.769	4	.0081	.433	3 of 9 (33.3%)	2
Yes	36 (77%)	17 (63%)	7 (33%)						
No	11 (23%)	10 (37%)	14 (67%)						
B. How?				26.773	6	.0002	.866	4 of 12 (33.3%)	28
Individual	2 (5%)	0 (0%)	2 (29%)						
Cooperation	26 (60%)	12 (63%)	5 (71%)						
Delegate	15 (35%)	7 (37%)	0 (0%)						
C. Frequency?				8.988	8	.3433	.226	11 of 15 (73.3%)	35
Annually	17 (44%)	3 (19%)	1 (14%)						
Occasionally	8 (21%)	7 (44%)	4 (57%)						
Monthly	9 (23%)	4 (25%)	2 (29%)						
Weekly	3 (8%)	2 (12%)	0 (0%)						
Daily	2 (5%)	0 (0%)	0 (0%)						
D. Importance?				9.269	4	.0547	1.581	4 of 9 (44.4%)	35
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	5 (12%)	5 (31%)	4 (57%)						
Great	17 (44%)	6 (38%)	3 (43%)						
Extreme	17 (44%)	5 (31%)	0 (0%)						
E. Difficulty?				9.385	6	.1530	.230	8 of 12 (66.7%)	36
Very easy	0 (0%)	0 (0%)	0 (0%)						
Easy	1 (2%)	0 (0%)	1 (14%)						
Average	12 (32%)	8 (50%)	5 (71%)						
Hard	19 (50%)	7 (44%)	1 (14%)						
Very hard	6 (16%)	1 (6%)	0 (0%)						

Table 7.8

Responses to Item 7.8 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Arrange media coverage for athletics contests									
A. Perform?				3.565	4	.4680	.433	3 of 9 (33.3%)	2
Yes	23 (49%)	12 (44%)	13 (62%)						
No	24 (51%)	15 (56%)	8 (38%)						
B. How?				12.152	6	.0587	.649	5 of 12 (41.7%)	24
Individual	1 (.2%)	0 (0%)	2 (15%)						
Cooperation	5 (12%)	4 (22%)	3 (23%)						
Delegate	36 (86%)	14 (78%)	8 (62%)						
C. Frequency?				10.778	8	.2146	.696	12 of 15 (80.0%)	41
Annually	3 (10%)	0 (0%)	0 (0%)						
Occasionally	3 (10%)	3 (23%)	4 (31%)						
Monthly	2 (7%)	2 (15%)	3 (23%)						
Weekly	10 (33%)	6 (46%)	2 (15%)						
Daily	12 (40%)	2 (15%)	4 (31%)						
D. Importance?				4.532	6	.6051	.228	7 of 12 (58.3%)	40
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (3%)	0 (0%)	0 (0%)						
Average	5 (16%)	4 (31%)	4 (31%)						
Great	11 (35%)	6 (46%)	6 (46%)						
Extreme	14 (45%)	3 (23%)	3 (23%)						
E. Difficulty?				9.931	8	.2698	.232	11 of 15 (73.3%)	41
Very easy	0 (0%)	0 (0%)	1 (8%)						
Easy	6 (20%)	0 (0%)	2 (15%)						
Average	13 (43%)	8 (62%)	6 (46%)						
Hard	9 (30%)	5 (38%)	2 (15%)						
Very hard	2 (7%)	0 (0%)	2 (15%)						

Table 7.9

Responses to Item 7.9 of the Questionnaire
by NCRA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Public relations/Promotions									
Duty: Prepare press, radio, or television releases									
A. Perform?				3.181	4	.5279	.433	3 of 9 (33.3%)	2
Yes	16 (34%)	11 (41%)	10 (48%)						
No	31 (66%)	16 (59%)	11 (52%)						
B. How?				10.211	6	.1160	.216	6 of 12 (50.0%)	34
Individual	1 (3%)	0 (0%)	0 (0%)						
Cooperation	1 (3%)	1 (4%)	2 (22%)						
Delegate	34 (94%)	17 (94%)	7 (78%)						
C. Frequency?				10.339	8	.2420	.391	13 of 15 (86.7%)	51
Annually	2 (8%)	0 (0%)	0 (0%)						
Occasionally	0 (0%)	1 (8%)	1 (11%)						
Monthly	2 (8%)	1 (8%)	2 (22%)						
Weekly	7 (28%)	7 (58%)	4 (44%)						
Daily	14 (56%)	3 (25%)	2 (22%)						
D. Importance?				10.763	4	.0294	2.106	6 of 9 (66.7%)	50
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	0 (0%)						
Average	5 (19%)	5 (42%)	1 (11%)						
Great	7 (27%)	6 (50%)	6 (67%)						
Extreme	14 (54%)	1 (8%)	2 (22%)						
E. Difficulty?				1.621	6	.9510	.196	8 of 12 (66.7%)	52
Very easy	0 (0%)	0 (0%)	0 (0%)						
Easy	3 (12%)	1 (8%)	1 (11%)						
Average	16 (64%)	7 (58%)	6 (67%)						
Hard	5 (20%)	4 (33%)	2 (22%)						
Very hard	1 (4%)	0 (0%)	0 (0%)						

Table B.1
Responses to Item B.1 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Coordinate all activities and personnel involved in game preparation, operation, and cleanup									
A. Perform?				14.486	4	.0059	.433	3 of 9 (33.3%)	2
Yes	25 (53%)	20 (74%)	20 (95%)						
No	22 (47%)	7 (26%)	1 (5%)						
B. How?				12.904	6	.0446	.433	5 of 12 (41.7%)	14
Individual	1 (2%)	1 (5%)	0 (0%)						
Cooperation	8 (19%)	11 (50%)	11 (58%)						
Delegate	33 (79%)	10 (45%)	8 (42%)						
C. Frequency?				6.425	8	.5997	.514	11 of 15 (73.3%)	27
Annually	1 (3%)	1 (5%)	1 (5%)						
Occasionally	1 (3%)	1 (5%)	0 (0%)						
Monthly	6 (19%)	3 (15%)	0 (0%)						
Weekly	18 (56%)	11 (55%)	10 (56%)						
Daily	6 (19%)	4 (20%)	7 (39%)						
D. Importance?				10.777	6	.0955	.264	5 of 12 (41.7%)	25
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	0 (0%)	1 (5%)						
Average	9 (27%)	3 (15%)	1 (5%)						
Great	7 (21%)	9 (45%)	10 (53%)						
Extreme	17 (52%)	8 (40%)	7 (37%)						
E. Difficulty?				7.013	8	.5352	.268	9 of 15 (60.0%)	26
Very easy	1 (3%)	0 (0%)	0 (0%)						
Easy	3 (9%)	0 (0%)	3 (16%)						
Average	17 (53%)	10 (50%)	12 (63%)						
Hard	8 (25%)	8 (40%)	3 (16%)						
Very hard	3 (9%)	2 (10%)	1 (5%)						

Table 8.2
Responses to Item 8.2 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Oversee the work of physical plant employees in athletics facilities									
A. Perform?				15.478	4	.0038	.433	3 of 9 (33.3%)	2
Yes	12 (26%)	9 (33%)	15 (71%)						
No	35 (74%)	18 (67%)	6 (29%)						
B. How?				26.125	6	.0002	1.082	5 of 12 (41.7%)	36
Individual	1 (3%)	1 (7%)	3 (20%)						
Cooperation	2 (6%)	4 (31%)	8 (53%)						
Delegate	30 (91%)	8 (62%)	4 (27%)						
C. Frequency?				10.035	8	.2625	.182	13 of 15 (86.7%)	54
Annually	0 (0%)	1 (12%)	0 (0%)						
Occasionally	3 (14%)	1 (12%)	2 (14%)						
Monthly	3 (14%)	0 (0%)	0 (0%)						
Weekly	4 (18%)	3 (38%)	2 (14%)						
Daily	12 (55%)	3 (38%)	10 (71%)						
D. Importance?				3.479	6	.7466	.170	8 of 12 (66.7%)	51
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (4%)	0 (0%)	0 (0%)						
Average	9 (38%)	4 (50%)	4 (27%)						
Great	6 (25%)	3 (38%)	6 (40%)						
Extreme	8 (33%)	1 (12%)	5 (33%)						
E. Difficulty?				1.710	6	.9443	.533	9 of 12 (75.0%)	53
Very easy	0 (0%)	0 (0%)	0 (0%)						
Easy	4 (18%)	1 (12%)	4 (27%)						
Average	14 (64%)	6 (75%)	9 (60%)						
Hard	2 (9%)	1 (12%)	1 (7%)						
Very hard	2 (9%)	0 (0%)	1 (7%)						

Table 8.3

Responses to Item 8.3 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Arrange security for athletics contests									
A. Perform?				9.960	4	.0411	.433	3 of 9 (33.3%)	2
Yes	22 (47%)	20 (74%)	16 (76%)						
No	25 (53%)	7 (26%)	5 (24%)						
B. How?				24.679	6	.0004	2.814	4 of 12 (33.3%)	19
Individual	4 (10%)	3 (14%)	6 (40%)						
Cooperation	3 (7%)	10 (45%)	5 (33%)						
Delegate	34 (83%)	9 (41%)	4 (27%)						
C. Frequency?				10.592	8	.2259	.923	11 of 15 (73.3%)	32
Annually	3 (10%)	1 (5%)	0 (0%)						
Occasionally	4 (13%)	6 (30%)	6 (40%)						
Monthly	4 (13%)	5 (25%)	0 (0%)						
Weekly	15 (50%)	6 (30%)	6 (40%)						
Daily	4 (13%)	2 (10%)	3 (20%)						
D. Importance?				10.304	6	.1124	.672	5 of 12 (41.7%)	30
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (3%)	0 (0%)	2 (13%)						
Average	9 (28%)	7 (35%)	3 (20%)						
Great	6 (19%)	9 (45%)	5 (33%)						
Extreme	16 (50%)	4 (20%)	5 (33%)						
E. Difficulty?				6.812	8	.5570	.462	11 of 15 (73.3%)	32
Very easy	1 (3%)	1 (5%)	0 (0%)						
Easy	7 (23%)	3 (15%)	5 (33%)						
Average	20 (67%)	13 (65%)	8 (53%)						
Hard	0 (0%)	2 (10%)	2 (13%)						
Very hard	2 (7%)	1 (5%)	0 (0%)						

Table 8.4
 Responses to Item 8.4 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Pay officials and/or present guarantee checks to visiting teams									
A. Perform?				19.942	4	.0005	.433	3 of 9 (33.3%)	2
Yes	22 (47%)	24 (89%)	18 (86%)						
No	25 (53%)	3 (11%)	3 (14%)						
B. How?				37.657	6	.0000	2.598	6 of 12 (50.0%)	12
Individual	2 (5%)	7 (27%)	6 (35%)						
Cooperation	1 (2%)	11 (42%)	5 (30%)						
Delegate	39 (93%)	8 (31%)	6 (35%)						
C. Frequency?				4.777	8	.7811	.692	11 of 15 (73.3%)	32
Annually	2 (7%)	1 (5%)	0 (0%)						
Occasionally	4 (14%)	4 (18%)	3 (20%)						
Monthly	5 (18%)	4 (18%)	0 (0%)						
Weekly	12 (43%)	9 (41%)	8 (53%)						
Daily	5 (18%)	4 (18%)	4 (27%)						
D. Importance?				2.818	6	.8313	1.071	6 of 12 (50.0%)	27
Little	0 (0%)	0 (0%)	0 (0%)						
Average	3 (10%)	1 (4%)	1 (6%)						
Great	15 (48%)	11 (46%)	7 (47%)						
Extreme	3 (10%)	6 (25%)	3 (20%)						
Extreme	10 (32%)	6 (25%)	4 (27%)						
E. Difficulty?				4.572	6	.5996	.441	7 of 12 (58.3%)	29
Very easy	3 (10%)	2 (8%)	2 (13%)						
Easy	10 (34%)	4 (17%)	4 (27%)						
Average	15 (52%)	18 (75%)	8 (53%)						
Hard	0 (0%)	0 (0%)	0 (0%)						
Very hard	1 (3%)	0 (0%)	1 (7%)						

Table 8.5
 Responses to Item 8.5 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Arrange for complimentary tickets and/or pass lists for athletics events									
A. Perform?				8.517	4	.0744	.433	3 of 9 (33.3%)	2
Yes	25 (53%)	22 (81%)	15 (71%)						
No	22 (47%)	5 (19%)	6 (29%)						
B. How?				23.998	6	.0005	2.381	4 of 12 (33.3%)	14
Individual	4 (9%)	2 (8%)	5 (36%)						
Cooperation	8 (18%)	12 (48%)	6 (43%)						
Delegate	32 (73%)	11 (44%)	3 (21%)						
C. Frequency?				4.463	8	.8131	1.485	11 of 15 (73.3%)	31
Annually	4 (13%)	1 (5%)	2 (14%)						
Occasionally	8 (25%)	3 (15%)	5 (36%)						
Monthly	4 (13%)	3 (15%)	1 (7%)						
Weekly	13 (41%)	9 (45%)	5 (36%)						
Daily	3 (9%)	4 (20%)	1 (7%)						
D. Importance?				8.530	8	.3835	.203	10 of 15 (66.7%)	28
None	1 (3%)	0 (0%)	0 (0%)						
Little	1 (3%)	4 (18%)	0 (0%)						
Average	15 (45%)	11 (50%)	9 (64%)						
Great	8 (24%)	3 (14%)	3 (21%)						
Extreme	8 (24%)	4 (18%)	2 (14%)						
E. Difficulty?				9.797	8	.2795	.418	10 of 15 (66.7%)	30
Very easy	2 (6%)	2 (9%)	4 (29%)						
Easy	12 (39%)	5 (23%)	2 (14%)						
Average	14 (45%)	14 (64%)	7 (50%)						
Hard	2 (6%)	1 (4%)	0 (0%)						
Very hard	1 (3%)	0 (0%)	1 (7%)						

Table 8.6
 Responses to Item 8.6 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-squares	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Prioritize and schedule athletics facilities usage									
A. Perform?				15.449	4	.0039	.433	3 of 9 (33.3%)	2
Yes	23 (49%)	21 (78%)	19 (90%)						
No	24 (51%)	6 (22%)	2 (10%)						
B. How?				15.836	6	.0147	2.814	4 of 12 (33.3%)	13
Individual	2 (5%)	6 (24%)	6 (31%)						
Cooperation	10 (25%)	11 (44%)	6 (31%)						
Delegate	28 (70%)	8 (32%)	7 (37%)						
C. Frequency?				6.181	8	.6269	.803	9 of 15 (60.0%)	26
Annually	2 (7%)	1 (4%)	0 (0%)						
Occasionally	4 (13%)	3 (14%)	0 (0%)						
Monthly	4 (13%)	3 (14%)	2 (11%)						
Weekly	12 (40%)	6 (27%)	8 (42%)						
Daily	8 (27%)	9 (41%)	9 (47%)						
D. Importance?				6.876	6	.3325	.521	3 of 12 (25.0%)	24
None	0 (0%)	0 (0%)	0 (0%)						
Little	2 (6%)	0 (0%)	0 (0%)						
Average	10 (31%)	11 (50%)	4 (21%)						
Great	9 (28%)	5 (23%)	8 (42%)						
Extreme	11 (34%)	6 (27%)	7 (37%)						
E. Difficulty?				12.517	8	.1296	1.056	11 of 15 (73.3%)	25
Very easy	1 (3%)	0 (0%)	3 (16%)						
Easy	6 (19%)	0 (0%)	1 (5%)						
Average	15 (48%)	16 (73%)	11 (58%)						
Hard	6 (19%)	4 (18%)	2 (11%)						
Very hard	3 (10%)	2 (9%)	2 (11%)						

Table 8.7

Responses to Item 8.7 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responsibility area: Facility/Contest management									
Duty: Inspect facilities, equipment, and supplies for safety hazards and sanitary conditions									
A. Perform?				17.017	4	.0019	.433	3 of 9 (33.3%)	2
Yes	26 (55%)	21 (78%)	21 (100%)						
No	21 (45%)	6 (22%)	0 (0%)						
B. How?				10.316	6	.1120	2.598	4 of 12 (33.3%)	15
Individual	4 (10%)	5 (21%)	3 (16%)						
Cooperation	12 (31%)	12 (50%)	11 (58%)						
Delegate	23 (59%)	7 (29%)	5 (26%)						
C. Frequency?				6.926	8	.5446	.543	9 of 15 (60.0%)	27
Annually	0 (0%)	2 (9%)	0 (0%)						
Occasionally	6 (20%)	3 (14%)	3 (16%)						
Monthly	8 (28%)	4 (18%)	3 (16%)						
Weekly	6 (20%)	6 (27%)	4 (21%)						
Daily	9 (31%)	7 (32%)	9 (47%)						
D. Importance?				8.537	6	.2013	.264	5 of 12 (41.7%)	25
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (3%)	0 (0%)	0 (0%)						
Average	7 (23%)	10 (45%)	6 (32%)						
Great	5 (16%)	7 (32%)	4 (21%)						
Extreme	18 (58%)	5 (23%)	9 (47%)						
E. Difficulty?				13.145	8	.1070	.271	12 of 15 (80.0%)	27
Very easy	0 (0%)	2 (9%)	2 (11%)						
Easy	4 (14%)	2 (9%)	4 (21%)						
Average	18 (62%)	18 (82%)	8 (42%)						
Hard	6 (21%)	0 (0%)	5 (26%)						
Very hard	1 (3%)	0 (0%)	0 (0%)						

Table 9.1

Responses to Item 9.1 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.P.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personal/Professional Growth									
Duty: Serve on institutional committees outside of the athletics department									
A. Perform?									
Yes	40 (87%)	25 (93%)	20 (95%)	4.382	4	.3567	.649	6 of 9 (66.7%)	3
No	6 (13%)	2 (7%)	1 (5%)						
B. How?									
Individual	34 (87%)	19 (79%)	16 (84%)	2.596	4	.6274	2.814	4 of 9 (44.4%)	15
Cooperation	5 (13%)	5 (21%)	3 (16%)						
Delegate	0 (0%)	0 (0%)	0 (0%)						
C. Frequency?									
Annually	2 (5%)	2 (10%)	2 (11%)	10.824	8	.2119	.911	8 of 15 (53.3%)	18
Occasionally	10 (25%)	7 (23%)	1 (6%)						
Monthly	13 (32%)	4 (19%)	8 (44%)						
Weekly	11 (28%)	8 (38%)	7 (39%)						
Daily	4 (10%)	0 (0%)	0 (0%)						
D. Importance?									
None	0 (0%)	0 (0%)	0 (0%)	5.748	6	.4519	.684	5 of 12 (41.7%)	18
Little	2 (5%)	1 (5%)	0 (0%)						
Average	13 (33%)	11 (52%)	7 (39%)						
Great	13 (33%)	7 (33%)	8 (44%)						
Extreme	12 (30%)	2 (10%)	3 (17%)						
E. Difficulty?									
Very easy	1 (3%)	1 (5%)	1 (5%)	8.826	8	.3572	.692	10 of 15 (66.7%)	19
Easy	9 (23%)	3 (14%)	2 (11%)						
Average	18 (46%)	15 (71%)	12 (67%)						
Hard	6 (15%)	2 (10%)	3 (17%)						
Very hard	5 (13%)	0 (0%)	0 (0%)						

Table 9.2

Responses to Item 9.2 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personal/Professional Growth									
Duty: Conduct independent research									
A. Perform?				4.851	4	.3029	.649	3 of 9 (33.3%)	3
Yes	16 (35%)	9 (33%)	4 (19%)						
No	30 (65%)	18 (67%)	17 (81%)						
B. How?				8.163	6	.2264	.866	7 of 12 (58.3%)	67
Individual	12 (71%)	5 (50%)	3 (100%)						
Cooperation	2 (11%)	4 (40%)	0 (0%)						
Delegate	3 (18%)	1 (10%)	0 (0%)						
C. Frequency?				3.178	6	.7861	.107	10 of 12 (83.3%)	69
Annually	3 (18%)	1 (12%)	0 (0%)						
Occasionally	11 (65%)	7 (88%)	3 (100%)						
Monthly	2 (12%)	0 (0%)	0 (0%)						
Weekly	1 (5%)	0 (0%)	0 (0%)						
Daily	0 (0%)	0 (0%)	0 (0%)						
D. Importance?				6.091	6	.4130	.107	11 of 12 (91.7%)	69
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (5%)	0 (0%)	0 (0%)						
Average	6 (35%)	5 (63%)	2 (67%)						
Great	4 (24%)	3 (37%)	1 (33%)						
Extreme	6 (35%)	0 (0%)	0 (0%)						
E. Difficulty?				6.045	6	.4181	.111	10 of 12 (83.3%)	70
Very easy	1 (6%)	0 (0%)	0 (0%)						
Easy	3 (19%)	1 (12%)	1 (33%)						
Average	12 (75%)	6 (75%)	1 (33%)						
Hard	0 (0%)	1 (12%)	1 (33%)						
Very hard	0 (0%)	0 (0%)	0 (0%)						

Table 9.3

Responses to Item 9.3 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Colls with E.F. < 5	Missing
Responsibility area: Personal/Professional Growth									
Duty: Represent the institution at AgCAA and conference meetings									
A. Perform?				3.032	2	.2195	.549	3 of 6 (50.0%)	3
Yes	46 (100%)	27 (100%)	21 (100%)						
No	0 (0%)	0 (0%)	0 (0%)						
B. How?				7.748	4	.1012	1.299	3 of 9 (33.3%)	6
Individual	29 (64%)	17 (65%)	19 (95%)						
Cooperation	16 (36%)	9 (35%)	1 (5%)						
Delegate	0 (0%)	0 (0%)	0 (0%)						
C. Frequency?				6.257	8	.6184	.414	9 of 15 (60.0%)	10
Annually	11 (24%)	7 (30%)	4 (22%)						
Occasionally	21 (46%)	14 (61%)	10 (56%)						
Monthly	10 (22%)	2 (9%)	4 (22%)						
Weekly	2 (4%)	0 (0%)	0 (0%)						
Daily	2 (4%)	0 (0%)	0 (0%)						
D. Importance?				5.956	6	.4281	.414	5 of 12 (41.7%)	10
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	1 (4%)	1 (5%)						
Average	6 (13%)	5 (22%)	5 (28%)						
Great	15 (33%)	9 (39%)	5 (28%)						
Extreme	25 (54%)	8 (35%)	7 (39%)						
E. Difficulty?				6.973	8	.5395	.837	9 of 15 (60.0%)	11
Very easy	2 (4%)	0 (0%)	2 (11%)						
Easy	12 (27%)	5 (22%)	3 (17%)						
Average	18 (40%)	15 (65%)	9 (50%)						
Hard	9 (20%)	2 (9%)	3 (17%)						
Very hard	4 (9%)	1 (4%)	1 (5%)						

Table 9.4

Responses to Item 9.4 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Calls with E.F. < 5	Missing
Responses to Item 9.4 of the Questionnaire									
Duty: Serve on professional committees at the national and/or conference level									
A. Perform?				3.087	4	.5432	.866	5 of 9 (55.6%)	4
Yes	40 (87%)	20 (77%)	16 (76%)						
No	6 (13%)	6 (23%)	5 (24%)						
B. How?				1.573	4	.8135	1.948	4 of 9 (44.4%)	23
Individual	34 (87%)	16 (84%)	15 (94%)						
Cooperation	5 (13%)	3 (16%)	1 (6%)						
Delegate	0 (0%)	0 (0%)	0 (0%)						
C. Frequency?				9.219	8	.3241	.208	10 of 15 (66.7%)	25
Annually	5 (12%)	1 (6%)	4 (27%)						
Occasionally	25 (63%)	11 (65%)	8 (53%)						
Monthly	8 (20%)	5 (29%)	2 (13%)						
Weekly	0 (0%)	0 (0%)	1 (7%)						
Daily	2 (5%)	0 (0%)	0 (0%)						
D. Importance?				2.810	6	.8322	.208	7 of 12 (58.3%)	25
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (2%)	0 (0%)	0 (0%)						
Average	14 (35%)	9 (53%)	6 (40%)						
Great	12 (30%)	5 (29%)	4 (27%)						
Extreme	13 (33%)	3 (18%)	5 (33%)						
E. Difficulty?				9.389	8	.3105	.211	11 of 15 (73.3%)	26
Very easy	0 (0%)	0 (0%)	1 (7%)						
Easy	11 (28%)	2 (12%)	2 (13%)						
Average	23 (59%)	11 (65%)	10 (66%)						
Hard	4 (10%)	4 (24%)	1 (7%)						
Very hard	1 (3%)	0 (0%)	1 (7%)						

Table 9.5

Responses to Item 9.5 of the Questionnaire
by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personal/Professional Growth									
Duty: Write or edit materials for professional publications									
A. Perform?				3.802	4	.4334	1.082	3 of 9 (33.3%)	5
Yes	16 (36%)	6 (23%)	5 (24%)						
No	29 (64%)	20 (77%)	16 (76%)						
B. How?				3.531	4	.4730	1.515	5 of 9 (55.6%)	73
Individual	11 (69%)	3 (75%)	3 (75%)						
Cooperation	5 (31%)	1 (25%)	1 (25%)						
Delegate	0 (0%)	0 (0%)	0 (0%)						
C. Frequency?				15.321	6	.0179	.333	11 of 12 (91.7%)	73
Annually	1 (6%)	3 (75%)	0 (0%)						
Occasionally	11 (69%)	0 (0%)	3 (75%)						
Monthly	3 (19%)	1 (25%)	0 (0%)						
Weekly	0 (0%)	0 (0%)	0 (0%)						
Daily	1 (6%)	0 (0%)	1 (25%)						
D. Importance?				3.400	6	.7572	.500	11 of 12 (91.7%)	73
None	0 (0%)	0 (0%)	0 (0%)						
Little	4 (25%)	1 (25%)	0 (0%)						
Average	6 (38%)	1 (25%)	3 (75%)						
Great	2 (12%)	1 (25%)	0 (0%)						
Extreme	4 (25%)	1 (25%)	1 (25%)						
E. Difficulty?				7.421	8	.4920	.174	14 of 15 (93.3%)	74
Very easy	1 (7%)	0 (0%)	0 (0%)						
Easy	5 (33%)	1 (25%)	1 (25%)						
Average	7 (47%)	1 (25%)	3 (75%)						
Hard	1 (7%)	2 (50%)	0 (0%)						
Very hard	1 (7%)	0 (0%)	0 (0%)						

Table 9.6
 Responses to Item 9.6 of the Questionnaire
 by NCAA Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personal/Professional Growth									
Duty: Take graduate courses for professional development									
A. Perform?				5.674	4	.2248	.649	5 of 9 (55.6%)	3
Yes	6 (13%)	4 (15%)	6 (29%)						
No	40 (87%)	23 (85%)	15 (71%)						
B. How?				4.678	4	.3219	.216	5 of 9 (55.6%)	81
Individual	5 (83%)	4 (100%)	6 (100%)						
Cooperation	1 (17%)	0 (0%)	0 (0%)						
Delegate	0 (0%)	0 (0%)	0 (0%)						
C. Frequency?				6.755	4	.1494	.214	9 of 9 (100.0%)	83
Annually	1 (20%)	3 (100%)	2 (33%)						
Occasionally	4 (80%)	0 (0%)	3 (50%)						
Monthly	0 (0%)	0 (0%)	0 (0%)						
Weekly	0 (0%)	0 (0%)	1 (17%)						
Daily	0 (0%)	0 (0%)	0 (0%)						
D. Importance?				3.750	6	.7105	.400	12 of 12 (100.0%)	82
None	0 (0%)	0 (0%)	0 (0%)						
Little	1 (17%)	1 (33%)	0 (0%)						
Average	2 (33%)	2 (67%)	3 (50%)						
Great	2 (33%)	0 (0%)	2 (33%)						
Extreme	1 (17%)	0 (0%)	1 (17%)						
E. Difficulty?				8.750	6	.1881	.200	12 of 12 (100.0%)	82
Very easy	0 (0%)	0 (0%)	0 (0%)						
Easy	2 (33%)	1 (33%)	0 (0%)						
Average	4 (67%)	2 (67%)	2 (33%)						
Hard	0 (0%)	0 (0%)	3 (50%)						
Very hard	0 (0%)	0 (0%)	1 (17%)						

Table 9.7
 Responses to Item 9.7 of the Questionnaire
 by NCAR Divisional Level

	Division I	Division II	Division III	Chi-square	D.F.	Sig.	Min. E.F.	Cells with E.F. < 5	Missing
Responsibility area: Personal/Professional Growth									
Duty: Develop computer skills									
A. Perform?				6.052	4	.1953	.649	3 of 9 (33.3%)	3
Yes	16 (35%)	11 (41%)	12 (57%)						
No	30 (65%)	16 (59%)	9 (43%)						
B. How?				8.682	6	.1922	.216	6 of 12 (50.0%)	64
Individual	11 (79%)	9 (100%)	8 (80%)						
Cooperation	3 (21%)	0 (0%)	2 (20%)						
Delegate	0 (0%)	0 (0%)	0 (0%)						
C. Frequency?				10.378	8	.2394	.917	12 of 15 (80.0%)	61
Annually	0 (0%)	1 (9%)	2 (18%)						
Occasionally	6 (43%)	6 (55%)	5 (45%)						
Monthly	5 (36%)	2 (18%)	0 (0%)						
Weekly	1 (7%)	2 (18%)	1 (9%)						
Daily	2 (14%)	0 (0%)	3 (27%)						
D. Importance?				3.656	6	.7231	.286	9 of 12 (75.0%)	62
None	0 (0%)	0 (0%)	0 (0%)						
Little	0 (0%)	1 (10%)	0 (0%)						
Average	8 (57%)	5 (50%)	5 (45%)						
Great	3 (21%)	3 (30%)	3 (27%)						
Extreme	3 (21%)	1 (10%)	3 (27%)						
E. Difficulty?				8.263	8	.4082	.857	12 of 15 (80.0%)	62
Very easy	0 (0%)	1 (10%)	2 (18%)						
Easy	2 (14%)	1 (10%)	0 (0%)						
Average	8 (57%)	3 (30%)	7 (64%)						
Hard	2 (14%)	4 (40%)	1 (9%)						
Very hard	2 (14%)	1 (10%)	1 (9%)						

Table 10
Administrative Time Spent on Financial Operations by NCAA Divisional Classification

Percent of time	No. of responses	0	5	10	15	20	25	30	35	40	45	50
Division I	45	0 (0%)	1 (2%)	4 (9%)	6 (13%)	11 (24%)	8 (18%)	2 (4%)	2 (4%)	5 (11%)	0 (0%)	6 (13%)
Division II	25	0 (0%)	0 (0%)	3 (12%)	3 (12%)	5 (20%)	4 (16%)	3 (12%)	2 (8%)	1 (4%)	1 (4%)	3 (12%)
Division III	21	0 (0%)	0 (0%)	8 (38%)	5 (24%)	4 (19%)	1 (5%)	0 (0%)	1 (5%)	1 (5%)	0 (0%)	1 (5%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	1,080.8718	540.4359	3.5410	.0332
Within groups	88	13,430.6667	152.6212		
Total	90	14,511.5385			

Table 11.1
Administrative Time Spent on Generation of Revenues by NCAA Divisional Classification

Percent of time	No. of responses	0	5	10	15	20	25	30	35	40	45	50
Division I	40	0 (0%)	1 (3%)	4 (10%)	7 (18%)	10 (25%)	9 (23%)	4 (10%)	0 (0%)	2 (5%)	0 (0%)	3 (8%)
Division II	21	0 (0%)	3 (14%)	7 (33%)	2 (10%)	3 (14%)	4 (19%)	1 (5%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)
Division III	21	2 (10%)	13 (62%)	5 (24%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	3,968.1366	1,984.0683	24.7818	.0000
Within groups	79	6,324.8512	80.0614		
Total	81	10,292.9878			

Table 11.2

Results of the Scheffe Procedure Between NCAA Divisions
I, II, and III Concerning Administrative Time
Spent on Generation of Revenues

Divisions	III	II	I
Mean	6.1905	16.1905	23.1250
III			
II	*		
I	*	*	

*Denotes pairs of groups significantly different at the .05 level.

Table 12
Administrative Time Spent on Operational Policies by NCHA Divisional Classification

Percent of time	No. of responses	Administrative Time Spent (minutes)										
		0	5	10	15	20	25	30	35	40	45	50
Division I	43	1 (2%)	9 (21%)	18 (42%)	4 (9%)	6 (14%)	2 (5%)	2 (5%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)
Division II	25	0 (0%)	4 (16%)	10 (40%)	3 (12%)	4 (16%)	3 (12%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Division III	20	0 (0%)	2 (10%)	7 (35%)	5 (25%)	4 (20%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	28.5531	14.2766	.2208	.8023
Within groups	85	5,496.1628	64.6607		
Total	87	5,524.7159			

Table 13
Administrative Time Spent on Personnel by NCAA Divisional Classification

Percent of time	No. of responses	0	5	10	15	20	25	30	35	40	45	50
Division I	44	0 (0%)	10 (23%)	13 (30%)	9 (20%)	6 (14%)	2 (5%)	2 (5%)	1 (2%)	0 (0%)	0 (0%)	1 (2%)
Division II	26	0 (0%)	2 (8%)	13 (50%)	7 (27%)	2 (8%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Division III	21	0 (0%)	3 (14%)	3 (14%)	9 (43%)	2 (10%)	1 (5%)	2 (10%)	0 (0%)	0 (0%)	0 (0%)	1 (5%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	190.7384	94.3692	1.2888	.2808
Within groups	88	6,512.0008	74.0001		
Total	90	6,702.7473			

Table 14.1
Administrative Time Spent on Compliance by NCAA Divisional Classification

Percent of time	No. of responses	0	5	10	15	20	25	30	35	40	45	50
Division I	41	0 (0%)	11 (27%)	19 (46%)	5 (12%)	4 (10%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)
Division II	26	0 (0%)	5 (19%)	10 (38%)	5 (19%)	5 (19%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (4%)
Division III	21	0 (0%)	15 (71%)	6 (29%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	609.7171	304.8586	5.5517	.0054
Within groups	85	4,667.5556	54.9124		
Total	87	5,277.2727			

Table 14.2

Results of the Scheffe Procedure Between NCAA Divisions
I, II, and III Concerning Administrative Time
Spent on Compliance

Divisions	III	I	II
Mean	6.4286	11.5854	13.4615
III			
I	*		
II	*		

*Denotes pairs of groups significantly different at the .05 level.

Table 15
Administrative Time Spent on Responsibilities to Student Athletes by NCAA Divisional Classification

Percent of time	No. of responses	0	5	10	15	20	25	30	35	40	45	50
Division I	43	0 (0%)	26 (60%)	11 (26%)	2 (5%)	0 (0%)	1 (2%)	0 (0%)	1 (2%)	1 (2%)	0 (0%)	1 (2%)
Division II	26	0 (0%)	8 (31%)	11 (42%)	5 (19%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Division III	21	0 (0%)	7 (33%)	6 (29%)	7 (33%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	7.7712	3.8856	.0674	.9349
Within groups	87	5,016.9510	57.6661		
Total	89	5,024.7222			

Table 16.1
Administrative Time Spent on Public Relations/Promotions by NCAA Divisional Classification

Percent of time	No. of responses	0	5	10	15	20	25	30	35	40	45	50
Division I	43	0 (0%)	13 (30%)	16 (37%)	6 (14%)	2 (5%)	3 (7%)	0 (0%)	0 (0%)	1 (2%)	1 (2%)	1 (2%)
Division II	26	0 (0%)	3 (12%)	16 (62%)	5 (19%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Division III	20	1 (5%)	14 (70%)	3 (15%)	2 (10%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	602.0481	301.0240	4.9109	.0096
Within groups	86	5,271.5474	61.2971		
Total	88	5,873.5955			

Table 16.2

Results of the Scheffe Procedure Between NCAA Divisions
I, II, and III Concerning Administrative Time
Spent on Public Relations/Promotions

Divisions	III	II	I
Mean	6.5000	11.1538	13.1395
III			
II			
I	*		

*Denotes pairs of groups significantly different at the .05 level.

Table 17.1
Administrative Time Spent on Facility/Contest Management by NCAA Divisional Classification

Percent of time	No. of responses	0	5	10	15	20	25	30	35	40	45	50
Division I	42	0 (0%)	34 (81%)	5 (12%)	2 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)
Division II	24	0 (0%)	9 (38%)	8 (33%)	6 (25%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Division III	21	0 (0%)	9 (43%)	3 (14%)	3 (14%)	5 (24%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	318.1445	159.0722	3.5883	.0320
Within groups	84	3,723.8095	44.3311		
Total	86	4,041.9540			

Table 17.2

Results of the Scheffe Procedure Between NCAA Divisions
I, II, and III Concerning Administrative Time
Spent on Facility/Contest Management

Divisions	I	II	III
Mean	7.1429	10.0000	11.6667
I			
II			
III	*		

*Denotes pairs of groups significantly different at the .05 level.

Table 18

Administrative Time Spent on Personal/Professional Growth by NCAA Divisional Classification

Percent of time	No. of responses	0	5	10	15	20	25	30	35	40	45	50
Division I	40	0 (0%)	29 (73%)	4 (10%)	5 (13%)	2 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Division II	25	0 (0%)	17 (68%)	6 (24%)	2 (8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Division III	21	0 (0%)	12 (57%)	7 (33%)	1 (5%)	1 (5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Analysis of variance					
Source	D.F.	Sum of squares	Mean squares	F ratio	F probability
Between groups	2	8.6379	4.3189	.2600	.7717
Within groups	83	1,378.5714	16.6093		
Total	85	1,387.2093			

Table 19

Percentage of Total Administrative Time Spent in Each
of the Nine Areas of Responsibility by
NCAA Divisional Classification

	Division I	Division II	Division III
Financial operations	26%	27%	18%
Generation of revenues	23%	16%	6%
Operational policies	13%	14%	15%
Personnel	14%	13%	17%
Compliance	12%	13%	6%
Responsibilities to student athletes	10%	10%	10%
Public Relations/promotions	13%	11%	7%
Facility/Contest management	7%	10%	12%
Personal/Professional growth	8%	7%	8%

APPENDIX B
QUESTIONNAIRE

APPENDIX B
QUESTIONNAIRE

A QUESTIONNAIRE

for

QUALIFICATIONS, RESPONSIBILITIES, AND DUTIES OF ATHLETICS DIRECTORS
AT SELECTED NCAA DIVISION I, II, AND III INSTITUTIONS
IN ELEVEN SOUTHEASTERN STATES

Purpose of the study: This instrument was devised to identify the responsibilities and duties of collegiate athletics directors and to differentiate, among NCAA Division I, II, and III institutions, which qualifications and professional skills are necessary for respective occupational success. The results of this study may be used: 1) by aspiring athletics directors in order to tailor their preparation patterns to the level of program they wish to direct; 2) by institutions to update and evaluate current preparation programs in sport management; 3) by current athletics directors to evaluate present practices; 4) to give newly appointed athletics directors a data base from which to work; and (5) to aid the administrator in preparing handbooks for the athletics department and for student athletes.

DIRECTIONS

As you complete the check list-rating scale, please consider each item with respect to your present position. Rate each duty even if you do not actually perform the duty. **Above all keep in mind your total responsibilities in your current position.**

- Step 1: Under column I please check () "Yes" if you perform the duty. If you do not perform the duty or the item is not applicable to your position please check () "No".
- Step 2: Under column II please check () "Ind." if you perform the duty independently. If you perform the duty in cooperation with someone please check () "Coop." If you delegate this duty to someone else check () "Del."
- Step 3: Under column III, encircle the number which best indicates the **frequency** with which you perform the duty.
- Step 4: Under column IV, encircle the number which best indicates the **importance** of the duty to the successful performance of your job.
- Step 5: Under column V, encircle the number which best indicates the degree of **difficulty** required for you to perform the duty satisfactorily.

NOTE: FEEL FREE TO BACKTRACK AND ADJUST THE PERCENTAGES THAT YOU HAVE CHECKED AS YOU DEEM NECESSARY. EACH SECTION HAS AN "OTHER" CATEGORY IF YOU WISH TO ADD A DUTY OR MAKE A COMMENT.

ATHLETICS ADMINISTRATOR QUESTIONNAIRE

Please respond to the following general information questions concerning your position.

1. What is the NCAA classification for your institution? Division I-A _____ I-AA _____
II _____ III _____
2. How many intercollegiate athletics teams does your institution sponsor? _____
3. To whom do you directly report? _____
4. Please check the highest degree you have completed: B.A. _____ M.A. _____ Ed.S. _____
Ph.D. _____ Ed.D. _____ Other _____

In what field is your degree? _____
5. How many years of experience do you have as an athletics director? _____
6. What position did you hold before becoming an athletics director? _____
7. Do you coach an athletic team? _____ If yes, which sport? _____
8. Do you teach any courses? _____ If yes, what is the average no. of semester or quarter hours/
year that you teach? _____ Do you teach professional courses, activity courses, or both?

9. Do you have an associate and/or assistant(s) athletics director? _____ How many? _____

If yes, for what areas is this person(s) responsible? _____

- Do you have an athletics fund-raiser? _____ Is this a full-time position? _____
10. Do you have a sports information director? _____ Is this a full-time position? _____
To whom does the SID report? _____ Does the SID have an assistant? _____
11. Indicate the amount of the total athletic budget for your institution:
_____ less than 100,000
_____ 100,000 to 500,000
_____ 500,000 to 1,000,000
_____ 1,000,000 to 2,500,000
_____ 2,500,000 to 5,000,000
_____ over 5,000,000

FINANCIAL OPERATIONS

Duty	I Do you perform this duty?	II Is this duty performed independently, cooperatively, or is it delegated?	III Frequency 5 Daily 4 Weekly 3 Monthly 2 Occasionally 1 Annually	IV Importance 5 Extreme 4 Great 3 Average 2 Little 1 None	V Difficulty 5 Very hard 4 Hard 3 Average 2 Easy 1 Very easy
1. Prepare and submit the budget for the athletics program	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Prepare a capital improvement program and budget	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Approve requisitions and authorize departmental purchases	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. Endorse or approve checks or vouchers made on athletics department funds	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Maintain an accounting system which provides control, analysis, and audit for all monies	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. Other (please explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please indicate the approximate amount of your administrative time that is spent in the area of FINANCIAL OPERATIONS:
5%__ 10%__ 15%__ 20%__ 25%__ 30%__ 35%__ 40%__ 45%__ 50%__

GENERATION OF REVENUES

Duty	I Do you perform this duty?	II Is this duty performed independently, cooperatively, or is it delegated?	III <u>Frequency</u> 5 Daily 4 Weekly 3 Monthly 2 Occasionally 1 Annually	IV <u>Importance</u> 5 Extreme 4 Great 3 Average 2 Little 1 None	V <u>Difficulty</u> 5 Very hard 4 Hard 3 Average 2 Easy 1 Very easy
1. Solicit contributions from individuals by phone, mail, or personal contact	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Secure donations from corporations	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Establish and/or increase ticket prices	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. Direct a preseason ticket sales drive	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Negotiate television and/or radio broadcast contracts	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. Secure revenue through guarantees	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. Secure contracts for the rental of athletics facilities	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. Determine and/or increase concession prices	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
9. Propose increases in student fees which support the athletics program	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
10. Supervise an organizational unit whose purpose is to fund-raise for the athletics program	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
11. Submit proposals for grants from the NCAA and/or from the conference	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
12. Other (please explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please indicate the approximate amount of your administrative time that is spent in the area of GENERATION OF REVENUES: 5% 10% 15% 20% 25% 30% 35% 40% 45% 50%

OPERATIONAL POLICIES

Duty	I Do you perform this duty?	II Is this duty performed independently, cooperatively, or is it delegated?	III	IV	V
			<u>Frequency</u> 5 Daily 4 Weekly 3 Monthly 2 Occasionally 1 Annually	<u>Importance</u> 5 Extreme 4 Great 3 Average 2 Little 1 None	<u>Difficulty</u> 5 Very hard 4 Hard 3 Average 2 Easy 1 Very easy
1. Plan athletics department policies and procedures	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Direct the preparation, revision, and distribution of the departmental handbook	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Develop procedures and guidelines for scheduling, travel, and home athletics contests	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. Develop and maintain a system for purchasing, receiving, dispensing, storing, and inventory of materials, equipment, and supplies	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Develop a plan for program evaluation	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. Develop a handbook for student athletes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. Other (please explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please indicate the approximate amount of your administrative time that is spent in the area of OPERATIONAL POLICIES:
 5% ___ 10% ___ 15% ___ 20% ___ 25% ___ 30% ___ 35% ___ 40% ___ 45% ___ 50% ___

PERSONNEL

Duty	I Do you perform this duty?	II Is this duty performed independently, cooperatively, or is it delegated?	III Frequency 5 Daily 4 Weekly 3 Monthly 2 Occasionally 1 Annually	IV Importance 5 Extreme 4 Great 3 Average 2 Little 1 None	V Difficulty 5 Very hard 4 Hard 3 Average 2 Easy 1 Very easy
1. Plan and conduct regularly scheduled athletics staff meetings	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Hold individual conferences with staff members	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Prepare a job analysis or job description for all positions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. Interview and select new coaching and support personnel	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Establish or recommend salary schedules for staff	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. Determine or make adjustments in loads/coaching assignments	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. Conduct formal evaluations of all staff	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. Direct activities of office personnel (secretary, receptionist, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
9. Other (please explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please indicate the approximate amount of your administrative time that is spent in the area of PERSONNEL:
 5% ___ 10% ___ 15% ___ 20% ___ 25% ___ 30% ___ 35% ___ 40% ___ 45% ___ 50% ___

COMPLIANCE

Duty	I Do you perform this duty?	II Is this duty performed independently, cooperatively, or is it delegated?	III <u>Frequency</u> 5 Daily 4 Weekly 3 Monthly 2 Occasionally 1 Annually	IV <u>Importance</u> 5 Extreme 4 Great 3 Average 2 Little 1 None	V <u>Difficulty</u> 5 Very hard 4 Hard 3 Average 2 Easy 1 Very easy
1. Certify the eligibility of all student athletes; complete and submit required forms	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Ensure that recruitment of all student athletes is in accordance with NCAA regulations	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Oversee the awarding of athletic scholarships, work aid grants, or other forms of financial aid	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. Provide a program for drug education and/or regular testing for substance abuse	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Inform and interpret NCAA and conference legislation to staff (rules education, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. Provide a plan for enforcement	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. Conduct ongoing review and evaluation of compliance systems	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. Other (please explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please indicate the approximate amount of your administrative time that is spent in the area of COMPLIANCE:
 5% ___ 10% ___ 15% ___ 20% ___ 25% ___ 30% ___ 35% ___ 40% ___ 45% ___ 50% ___

RESPONSIBILITIES TO STUDENT ATHLETES

Duty	I Do you perform this duty?	II Is this duty performed independently, cooperatively, or is it delegated?	III	IV	V
			Frequency 5 Daily 4 Weekly 3 Monthly 2 Occasionally 1 Annually	Importance 5 Extreme 4 Great 3 Average 2 Little 1 None	Difficulty 5 Very hard 4 Hard 3 Average 2 Easy 1 Very easy
1. Arrange for an insurance coverage plan for all athletes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Ensure that all athletes have physical examinations	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Arrange transportation, meals, lodging, etc. when teams travel	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. Enforce codes of ethics and conduct for athletes	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Assign athletes to athletics department or campus jobs	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. Develop a system of keeping records for all sports	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. Establish standards for qualifications for sports awards	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. Provide a plan for laundry services	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
9. Arrange yearly athletics banquet(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
10. Provide a counseling program for athletes who aspire to become professionals	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
11. Other (please explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please indicate the approximate amount of your administrative time that is spent in the area of RESPONSIBILITIES TO STUDENT ATHLETES: 5%___ 10%___ 15%___ 20%___ 25%___ 30%___ 35%___ 40%___ 45%___ 50%___

PUBLIC RELATIONS/PROMOTIONS

Duty	I Do you perform this duty?	II Is this duty performed independently, cooperatively, or is it delegated?	III	IV	V
			Frequency 5 Daily 4 Weekly 3 Monthly 2 Occasionally 1 Annually	Importance 5 Extreme 4 Great 3 Average 2 Little 1 None	Difficulty 5 Very hard 4 Hard 3 Average 2 Easy 1 Very easy
1. Interpret phases of the athletics program to faculty, students, community, alumni	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Make special addresses to alumni or other groups	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Arrange preferential seating for ardent supporters of the athletics program	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. Cooperate with boosters and athletics benefit groups	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Visit schools for speaking engagements when requested	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. Serve as a consultant to programs of youth organizations, commercial, civic, and industrial groups	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. Plan marketing campaigns	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. Arrange media coverage for athletics events	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
9. Prepare press, radio, or television releases	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
10. Other (please explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please indicate the approximate amount of your administrative time that is spent in the area of PUBLIC RELATIONS/PROMOTIONS: 5% ___ 10% ___ 15% ___ 20% ___ 25% ___ 30% ___ 35% ___ 40% ___ 45% ___ 50% ___

FACILITY/CONTEST MANAGEMENT

Duty	I Do you perform this duty?	II Is this duty performed independently, cooperatively, or is it delegated?	III <u>Frequency</u> 5 Daily 4 Weekly 3 Monthly 2 Occasionally 1 Annually	IV <u>Importance</u> 5 Extreme 4 Great 3 Average 2 Little 1 None	V <u>Difficulty</u> 5 Very hard 4 Hard 3 Average 2 Easy 1 Very easy
1. Coordinate all activities and personnel involved in game preparation, operation, and cleanup	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Oversee the work of physical plant employees in athletics facilities	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Arrange security for athletics contests	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. Pay officials and/or present guarantee checks to visiting teams	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Arrange for complimentary tickets and/or pass lists for athletics events	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. Prioritize and schedule athletics facilities usage	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. Inspect facilities, equipment, and supplies for safety hazards and sanitary conditions	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. Other (please explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please indicate the approximate amount of your administrative time that is spent in the area of FACILITY/CONTEST MANAGEMENT: 5% ___ 10% ___ 15% ___ 20% ___ 25% ___ 30% ___ 35% ___ 40% ___ 45% ___ 50% ___

PERSONAL/PROFESSIONAL GROWTH

Duty	I Do you perform this duty?	II Is this duty performed independently, cooperatively, or is it delegated?	III <u>Frequency</u> 5 Daily 4 Weekly 3 Monthly 2 Occasionally 1 Annually	IV <u>Importance</u> 5 Extreme 4 Great 3 Average 2 Little 1 None	V <u>Difficulty</u> 5 Very hard 4 Hard 3 Average 2 Easy 1 Very easy
1. Serve on institutional committees outside of the athletics department	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
2. Conduct independent research	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Represent the institution at NCAA and conference meetings	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. Serve on professional committees at the national and/or conference level	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Write or edit materials for professional publications	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
6. Take graduate courses for professional development	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. Develop computer skills	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. Other (please explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Ind <input type="checkbox"/> Coop <input type="checkbox"/> Del	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Please indicate the approximate amount of your administrative time that is spent in the area of PERSONAL/PROFESSIONAL GROWTH: 5% ___ 10% ___ 15% ___ 20% ___ 25% ___ 30% ___ 35% ___ 40% ___ 45% ___ 50% ___

NOTE: SINCE YOU MAY HAVE BEEN UNSURE OF THE ORGANIZATION, LENGTH, AND DEPTH OF THIS QUESTIONNAIRE, FEEL FREE TO BACKTRACK AND ADJUST THE PERCENTAGES AS YOU DEEM NECESSARY. YOU MAY ALSO WISH TO ADD COMMENTS.

APPENDIX C
PERMISSION LETTER (JOHN RENO)

APPENDIX C

PERMISSION LETTER (JOHN RENO)



Ball State University

College of Applied Sciences and Technology
School of Physical Education

12 December 1990

Mr. T. Michael Kinder
Eastern Mennonite College
Harrisonburg, VA 22801

Dear Mr. Kinder:

Thank you for your recent telephone call regarding the use of information contained in my dissertation. I was pleased to receive your follow-up letter postmarked December 4, 1990 detailing your request.

You have my permission "to extract items or to use the format" of the instrument that I developed for use in my dissertation. Quoting M.S. Kelliher's response to my request to use items from his dissertation, which appears on page 208 of my dissertation, "By all means.. use my material as you find it useful and appropriate to your study."

Best wishes for a successful completion of your study.

Sincerely,

John Reno, P.E.D.
Professor of Physical Education
Director of Sport Studies

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APPENDIX D
PERMISSION LETTER (H. LYNN CUNDIFF)

APPENDIX D

PERMISSION LETTER (H. LYNN CUNDIFF)



**ALABAMA
DEPARTMENT OF
POSTSECONDARY EDUCATION**

Fred Gainous, Chancellor 4505 Executive Park Drive Montgomery, Alabama 36116 (205) 244-7900 (Fax) 279-6779

State Board of Education

December 10, 1990

Governor Guy Hunt
President

John M. Tyson, Jr.
Vice President
District 1

Mr. T. Michael Kinder
Royals Baseball
Eastern Mennonite College
Harrisonburg, Virginia 22801

Stedman S. Shealy, Jr.
District 2

Dear Mr. Kinder:

Isabelle B. Thomasson
District 3

This correspondence serves as a letter of approval to use portions of the instrument and/or format developed for my dissertation as you see fit. If I may be of assistance in other ways, please let me know.

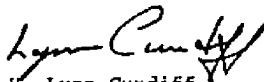
Eitel H. Hall
District 4

Best wishes on completing this project. I would be very interested in reviewing your work upon completion.

Wike J. Paul
District 5

Sincerely,

Spencer Bachus
District 6


H. Lynn Cundiff
Executive Vice Chancellor

Victor P. Poole
District 7

vs

Evelyn Prall
District 8

APPENDIX E
QUESTIONNAIRE REVIEW PANEL

APPENDIX E

QUESTIONNAIRE REVIEW PANEL

1. Dr. Francis W. Bonner, Retired
Professor of English
Faculty Athletics Representative
Furman University
Member of the NCAA Executive Committee
2. G. E. "Sonny" Moran, Jr.
Commissioner, Gulf South Conference
Former Athletics Director--Morehead State University
3. Stephen R. Morgan
Associate Executive Director
National Collegiate Athletic Association
4. Patricia A. Rodgers
Director of Physical Education and Women's Athletics
State University of New York at Albany
5. Dr. A. H. Solomon
Professor of Physical Education
Middle Tennessee State University
Former PE and Athletics Administrator
6. Glen Tuckett
Director of Athletics
Brigham Young University

APPENDIX F
COMPLIANCE LETTER

APPENDIX F

COMPLIANCE LETTER

THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

6201 College Boulevard • Overland Park, Kansas 66211-2422 • Telephone 913/339-1906

February 19, 1991

Mr. Ted Michael Kinder
Department of Athletics
Eastern Mennonite College
Harrisonburg, Virginia 22801

Dear Ted:

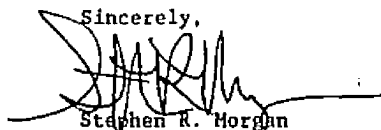
I apologize for the inordinate delay in responding to your December letter. I asked some of the members of our compliance services staff to take a look at the questionnaire you submitted, and it took some time to get it back to me.

The members of the staff who reviewed it felt it was generally good. They suggested the addition of a separate section on NCAA rules compliance, which could include the areas of recruitment, financial aid, certification of eligibility, interpretation of regulations, rules education, enforcement, and ongoing review and evaluation of compliance systems. Such a section should give you a more complete questionnaire to evaluate an athletics director's position in this time when compliance with the regulations of national governing bodies is significant.

I hope this information is helpful to you. If you would like to discuss this matter with a member of the compliance services staff, please let me know.

I hope things are going well for you. Please give my best to Tom and his family.

Sincerely,



Stephen R. Morghn
Associate Executive Director

SRM:clg

APPENDIX G
QUESTIONNAIRE COVER LETTER

APPENDIX G
QUESTIONNAIRE COVER LETTER



Eastern Mennonite College
Harrisonburg, VA 22801

DEPARTMENT OF PHYSICAL EDUCATION
AND ATHLETICS
(703) 432-4440
FAX (703) 432-4444

Dear Athletics Director,

I am a doctoral candidate at Middle Tennessee State University. For my dissertation, athletics administrators within both the NCAA and the Southern Association of Colleges and Schools have been selected to participate in the research. The study will seek to identify the qualifications, responsibilities, and duties needed for successful job performance at each respective NCAA division level. To structure and validate the instrument, both NCAA personnel and current professionals were consulted. Hopefully, the findings may be used to advance and improve the profession.

It is essential that the findings of the study provide an accurate representation of majority opinions. This is why your participation is so important. Your only requirement is to complete the questionnaire and return it in the enclosed business reply envelope. While some basic demographic data is requested, the questionnaire is structured in a check-list response format and should take a minimal amount of time to complete.

Please submit your responses by April 12. You may note on the questionnaire if you would like a copy of the results. Your cooperation in this endeavor is greatly appreciated.

Sincerely,

T. Michael Kinder

BIBLIOGRAPHY

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